

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Recognizes logical connections between words – opposites / converses.	Recognizes target words (red and green) in isolation and spoken context.	Recruitment to broad topic.

Introduction

Write the theme title and subtitle on the board (*Daily Life – In School and After School*). Say the words. Ask pupils to tell you some things they do in school every day, e.g., *go to lessons*, and some things they do after school, e.g., *go to a club*.

Exercise A

Divide the class into pairs to discuss the questions.
Feedback with the whole class.

Set the activity again, but this time ask pupils to change the red words in each question and use a different one from the list, e.g., #1 *What are you doing tomorrow evening / this afternoon / next week?*

Answers

Depend on pupils.

- 2 Play the CD. Point out that the pairs can be in any order. If you wish, pause after the first item and get pupils to tell you the opposite.

Tapescript and Answers

Seasons

spring
summer
autumn
winter

Times of the day

afternoon
evening
midnight
morning
night
noon
tonight

Periods of time

day
hour
minute
month
week
year

Exercise B

- 1 Set the task for pupils to complete individually. Elicit answers, but do not confirm or correct.

Lesson 1

Exercise C

Direct pupils' attention to the green words. With a weak class, say the words in isolation first; do not ask pupils to repeat. Then play the CD. With a stronger class, go straight to the CD.

Check pupils understand the task and go over the example with them. Play each sentence, several times if necessary. Pause after each sentence for pupils to number the correct word. Pupils should complete this individually and only compare answers when all sentences have been played. Elicit answers and replay any sentences which caused difficulty. Deal with any new words.

Tapescript

- 1 Have you got your planner with you? What's the next lesson?
- 2 I don't like chess. In fact, I don't like any games like that.
- 3 Do you play any sports? Football, basketball, handball?
- 4 My sister is excellent at music. She plays the piano, the flute and the guitar.
- 5 Have you joined the school computer club yet?
- 6 I went to the cinema yesterday.
- 7 I watched the new Indian film.
- 8 Are you going to the debate this afternoon? The subject is: The Internet – Good or Bad?
- 9 Do you go to the Scouts?
- 10 No, but my sister goes to the Guides.

Answers

- 1 planner
- 2 chess
- 3 sports
- 4 music
- 5 club

- 6 cinema
- 7 film
- 8 debate
- 9 the Scouts
- 10 the Guides

Exercise D

Set for individual work, but make sure pupils do not call out answers to each question. Play the question, give pupils time to think, then elicit answers from different pupils. Don't worry too much about the form of the answers. The objective here is to check that pupils can understand questions about the green words.

Tapescript

- 1 What do you write on a school planner?
- 2 What is the name of the nearest cinema?
- 3 What is your favourite film?
- 4 What sort of clubs do you like?
- 5 What is a good topic to debate at the moment?
- 6 Where can you play sports in your town or city?
- 7 What kind of music do you like?
- 8 What board games, like chess, can you play?
- 9 What do you think of the Scouts and the Guides?

Answers

Depend on pupils.

Lesson 1

Closure

Say sentences aloud for pupils to complete with a word from the list, e.g.:

T: I can't mark your work now, but I'll look at it ...

Pupils: later / tomorrow.

T: In England, January is usually the coldest ...

Pupils: month.

T: We don't usually say 12 o'clock at night. We say ...

Pupils: midnight.

Lesson 2

Objectives

Knowledge	Skills	Attitude
• Understands the function of a planner. • Remembers names of days of the week. • Remembers that speakers often post-define new words. • Recognizes the purpose of abbreviations. • Applies information to the real world.	• Activates schemata. • Recognizes spoken times. • Records information from a spoken text in a table.	• Recruitment to specific topic. • Takes part in a discussion.

Introduction

Briefly revise words from Lesson 1, e.g.:

You say a word, pupils say the opposite.

You give a group, e.g., periods of time, pupils say the members of that group.

Exercise A

This exercise can be used as an opportunity to highlight and revise simple present question forms.

Practise some of the questions with the class, focusing on the unstressed words *do* and *does*.

Then divide the class into pairs for question and answer practice.

Elicit some of their answers and check again that pupils are saying times correctly.

Answers

Depend on pupils.

Methodology note

Pupils have been listening to times and saying times for many years, but they may still not be able to do either well. Check in Exercise A if they are able to say times well. If not, they probably won't be able to hear them well either, so spend longer on these exercises and Lesson 3.

Exercise B

Give pupils time to read and take in all the information, then set the task. If possible, use a datashow or OHT of the planner on the board to help you explain.

Pupils complete individually then compare answers. Elicit answers using the datashow/OHT on the board if possible.

Answers

- 1 SUN = Sunday
- 2 MON, etc. Ideally, pupils should just write the first three letters following the same pattern.
- 3 Because it is the weekend – no lessons, but pupils might want to write something here – *homework*, for example.

Lesson 2

			Days						
	Begins	Ends	SUN	MON	TUE	WED	THU	FRI	SAT
1	9.00								
2									
3									
Lunch			Lunch	Lunch	Lunch	Lunch	Lunch		
4									
5									

Exercise C

- Set for individual work and pairwork checking. Refer pupils to #3 below so that they are listening for the definitions of these words during the listening. Play the CD. Elicit and confirm/correct.
- Point out that pupils should be able to fill in the rest of the times from the information given, i.e., each lesson is one hour, each break is 10 minutes, lunch is one hour.
- Note that this is a revision activity. It should not be necessary for pupils to hear the CD again. Elicit definitions and write them on the board.

Tapescript

Mrs Penn: OK. Is everybody ready? Have you all got a pencil? Good. I'm going to give you your schedule – that's the days and times of your classes – for this semester, this term, from September to January. OK? Can you fill it in as I read it out? If you're not sure about anything, ask your friends after this talk. OK. First, I want you to write the start time and the end time of each period – I mean lesson. As you can see, there are five periods, three in the morning and two in the afternoon. There's also a lunch period which lasts an hour. Lunch is served in the canteen. OK. Each period is one hour, so that's three hours in the morning and ... how many hours in the afternoon?

Pupil 1: Three.

Mrs Penn: Good. The first period begins at nine o'clock. So can you write nine o'clock in the first morning space? When does the first period end?

Pupil 2: Half past nine.

Mrs Penn: No, not half past nine.

Pupil 3: 9.45?

Mrs Penn: No! Come on, think!

Pupil 1: 10 o'clock.

Mrs Penn: Why?

Pupil 1: Because each period is one hour.

Mrs Penn: Right. Good. So the next period begins at 10.00, right?

Pupil 1: Yes.

Mrs Penn: Wrong. You have a short recess – I mean, a short break between classes. The recess is 10 minutes long. So the next period begins at ...?

Pupil 2: Five past ten.

Pupil 3: Ten past ten.

Mrs Penn: That's right. OK. So now you can fill in the other times ...

Pupil 1: Excuse me, Mrs. Penn. How long does lunch last?

Mrs Penn: Good question. One hour. Now, the subjects. Here is your schedule ...

Lesson 2

Answers

1, 2

			Days						
	Begins	Ends	SUN	MON	TUE	WED	THU	FRI	SAT
1	9.00	10.00							
2	10.10	11.10							
3	11.20	12.20							
Lunch	12.20	13.20	Lunch	Lunch	Lunch	Lunch	Lunch		
4	13.20	14.20							
5	14.30	15.30							

3 Definitions:

- a schedule: *the days and times of classes*
- b semester: *term*
- c period: *lesson*
- d recess: *short break*

Exercise D

- Refer pupils to the definitions under the planner. Elicit answers to the questions.
- Set for individual work and pairwork checking. Play the CD. Elicit answers, ideally onto a datashow or OHT.
- Play the final part of the CD. Set for pairwork. Feed back, adding the other days to the datashow or OHT.

Mrs Penn: The letter or letters in the key. It's under the planner. So that's A for Arabic, Ma for Maths and H for History. In the afternoon, you have Science and Religious Education. Now, Monday. On Monday you have Arabic again first lesson, then second lesson is English and third lesson is Geography. On Monday afternoon, you have Music and then Sports. Have you got that? OK.

Tapescript

2

Mrs Penn: Now, the subjects. Here is your schedule for Sunday. First you have Arabic, then Maths, then History.

Pupil 1: Sorry, Mrs. Penn, but the space is too small.

Mrs Penn: I know. Don't write the whole word, just the letter or letters.

Pupil 2: Which letters?

3

Mrs Penn: Now, the schedule for Tuesday and the schedule for Thursday is the same as Sunday.

Pupil 2: Sorry, could you repeat that?

Mrs Penn: Yes, the schedule for Tuesday and the schedule for Thursday is the same as Sunday.

Pupil 1: So do we have Arabic, Maths and History in the morning on Tuesday and Thursday?

Mrs Penn: Exactly.

Lesson 2

Pupil 3: And do we have Science and Religious Education in the afternoon?

Mrs Penn: Yes, you do. What's the schedule for Wednesday? Any ideas?

Pupil 1: Is it the same as Sunday.

Mrs Penn: No, it isn't the same as Sunday.

Pupil 1: Monday?

Mrs Penn: That's right.

Answers

1 A = Arabic; Sc = Science

Emirates School Timetable Planner									
			Days						
	Begins	Ends	SUN	MON	TUE	WED	THU	FRI	SAT
1	9.00	10.00	A	A	A	A	A		
2	10.10	11.10	Ma	E	Ma	E	Ma		
3	11.20	12.20	H	G	H	G	H		
Lunch	12.20	13.20	Lunch	Lunch	Lunch	Lunch	Lunch		
4	13.20	14.20	Sc	Mu	Sc	Mu	Sc		
5	14.30	15.30	RE	Sp	RE	Sp	RE		

2, 3

Note: The other days are deducible from the information given by Mrs. Penn, i.e., Sunday = same as Tuesday and Thursday, Monday = same as Wednesday.

Exercise E

Refer pupils to the completed planner. Explain that they are going to hear questions about the planner. Play the first one as an example. Pause after the question for pupils to think of the answer. Then elicit an answer and play the answer for pupils to self-check.

Set for pairwork. Pause after each question, elicit, then play the answer.

Note: This is a listening exercise, so don't worry too much about the form of the answers. This will be dealt with in the Speaking section.

Lesson 2

Tapescript

When does school begin?

Nine o'clock.

When does it end?

15.30.

How many lessons are there each day?

Five.

How long is each lesson?

1 hour.

What time is lunch?

12.20 to 13.20.

Are there breaks in the morning?

Yes, there are.

How long do they last?

10 minutes.

How many Arabic lessons are there each week?

Five.

What about Geography?

Two.

How often do they have Science?

Three times a week.

What about Sports?

Twice a week.

Which days do they have Maths?

Sunday, Tuesday and Thursday.

What about English?

Monday and Wednesday.

Exercise F

Set for group work. Monitor and assist.

Closure

Elicit differences from Exercise F from each group.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers meaning of key words from the theme. - Understands that time can be spoken of in two ways – analogue, e.g., <i>twenty to eleven</i>, and digital, e.g., <i>ten forty</i>. - Understands the order of times, e.g., <i>10.40</i> is after <i>10.30</i>. - Recognizes that a vowel letter can make many sounds.	- Recognizes spoken times. - Identifies words correctly in the stream of speech. - Recognizes two different sounds of the vowel letter <i>a</i> – /V3/ and /V9/.	Increases confidence in understanding times.

Introduction

Ask high-speed questions with the whole class about the schedule at the school. Use the tapescript from Lesson 2 Exercise E for ideas. Once again, only the truth value is important, not the form at this stage.

Exercise A

Set up the game as before.

Exercise B

- Set as a dictation, but point out that they can write the times as numbers, not words. Make sure they know about putting a full stop or colon between the hours and minutes, e.g., *10.15* or *10:15*. Play the CD of digital times. Do not feed back.
- If you want to check/teach analogue times (see Language and culture note), play the second part of the recording.
- Refer pupils to Skills Check 1.
- Play the CD(s) again for self-checking. Feed back.
- Point out that all the times are a.m. = morning; therefore, 2.45 is before 3.50. Set for individual work and pairwork checking. Feed back.

Tapescript

Digital times

eight ten
eleven thirty
four twenty
nine forty
seven fifteen
six o'clock
three fifty
two forty-five

Analogue times

half past eleven
quarter past seven
quarter to three
six o'clock
ten past eight
ten to four
twenty past four
twenty to ten

Answers

1, 2 See Tapescript.

Lesson 3

5 Digital times

- 1 two forty-five
- 2 three fifty
- 3 four twenty
- 4 six o'clock
- 5 seven fifteen
- 6 eight ten
- 7 nine forty
- 8 eleven thirty

Analogue times

- 1 quarter to three
- 2 ten to four
- 3 twenty past four
- 4 six o'clock
- 5 quarter past seven
- 6 ten past eight
- 7 twenty to ten
- 8 half past eleven

Language and culture note

In Western countries, many children cannot now read analogue clocks and watches and don't tell the time using analogue expressions such as *quarter past* in their first language. If you feel this is true for your pupils, do not worry about the analogue times, concentrate simply on the digital, e.g., *ten fifteen*.

Exercise C

- 1 Set for individual work and pairwork checking. Do not confirm or correct.
- 2 Play the CD for pupils to self-check. Feed back.

Tapescript and Answers

OK. Is everybody ready? Have you all got a pencil? Good. I'm going *to* give you your schedule for this semester. Can you fill it *in* as I read it *out*? If you're not sure about *anything*, ask your friends after this *talk*. OK. First I want *you* to write the start time and the end *time* of each period. As you can *see*, there are five periods, three in the morning and two in the *afternoon*. There's also a lunch period which lasts an *hour*. Lunch is served in the *canteen*.

Exercise D

- 1 Set for pairwork.
- 2 Refer pupils to Skills Check 2.
- 3 Set for individual work and pairwork checking. Play the CD. Feed back orally.

Write on the board some more words with a from this theme, e.g.:

all, also, talk

want, what

anything

day

quarter

Ask pupils for the pronunciation. Point out that there are other pronunciations of a, but /V3/ and /V9/ are the most common.

Tapescript

- Mrs Penn:
- a Have you all got a pencil?
 - b of your classes
 - c Ask your friends
 - d after this talk
 - e write the start time
 - f each part of the day.
 - g As you can see
 - h three in the afternoon
 - i which lasts an hour
 - j Lunch is served in the canteen

Lesson 3

Closure

Elicit more words with a with each of the target sounds.
The words do not have to come from this theme, e.g.:

/æ/ *had, hand, bad, sad, man, fat, ran*

/ɑː/ *last, fast, car, hard, mark*

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers that a has two common sounds – /æ/ and /ɑː/. - Synthesizes information from two sources. - Applies new information to the real world.	- Recognizes post-defined words and understands the definitions. - Recognizes specific words in context. - Uses new words and structures correctly in a discussion about clubs.	- Takes part in a discussion. - Gives own opinion. - Recognizes the value of after-school clubs.

Introduction

Remind pupils of the vowel sounds and the consonant sounds from the course so far, i.e.:

/ɪ/, /iː/, /æ/, /ɑː/ and /p/, /b/. Elicit a few words with each sound.

Exercise A

Set for pairwork. Feed back orally. Encourage pupils to give reasons if possible.

Answers

Depend on pupils.

Exercise B

- 1 Refer pupils to the noticeboard. Elicit some ideas, then set for pairwork.
- 2 Set for pairwork. Play the CD. Feed back, building up the poster for each club on the board.
- 3 Make sure pupils understand the instruction. Set for individual work.

Tapescript

Mrs Penn: OK, so that's the schedule. Now, some other information for you. We have social activities – that means extra things you can do after school every afternoon, so can you make a note of these? If you want to do any of the activities, just come along to the first meeting this week. Right. I'll ask Mr Yasser to introduce the first activity.

Mr Yasser: OK. First, on Sunday, starting at 8.30, there's Film Night. We have a different film every week, and after the film there's a discussion.

On Monday, it's Quiz Time. Come with a friend and take part in a General Knowledge quiz. That starts at a quarter to four. Also on Monday, Debating Society. That starts at 3.50 – ten to four. Don't be late!

Tuesday is Computer Club. It doesn't matter whether you are a beginner or an expert. Come and learn, or just have fun. Computer Club starts at a quarter past four.

On Wednesday night, we have Music Makers. If you play an instrument or want to learn, join the Music Makers at half past seven.

Finally, on Thursday at 4 o'clock in the afternoon, we have Sports Club – you can do basketball, handball, table tennis and lots of other sports.

Lesson 4

Answers

3 This is the key information in order.

Sunday	Monday	Tuesday	Wednesday	Thursday
8.30 Film Night	3.45 Quiz Time	4.15 Computer Club	7.30 Music Makers	4.00 Sports Club
	3.50 Debating Society			

Exercise C

Set for group discussion and feed back.

Exercise D

Put pupils into groups. Work through the scenario. Monitor and assist groups.

Closure

Get pupils to present their clubs and try to persuade other pupils to join them.

Workbook: Listening

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are different stress patterns in English. - Recognizes that prepositions are needed in many situations, and that in many cases you have to learn usage rather than trying to follow rules. - Remembers the scenario of the Language Resource Centre. - Applies new information to the real world.	- Identifies the stress pattern in key words. - Recognizes target words in the stream of speech. - Listens for an established purpose – finding activities which assist with learning. - Records relevant information in a table.	- Transfers learning to self. - Makes decisions based on understanding.

General note: This Workbook section is a little different from others because there is a recurring scenario throughout of the Language Resources Centre at Emirates School. You may wish to read ahead to the later Workbook lessons to make sure you do not inadvertently pre-empt activities.

Exercise B

- 1 Remind pupils about the Listening lessons and the talk that Mrs Penn gave. Set the task and go over the example. Pupils complete individually, then compare answers.
- 2 Play the CD for pupils to correct their own work. Revise the rules of prepositions and use the board to highlight:
on + days of the week (Saturday, Sunday, etc.)
at + times (8.00, 7.30, etc.)
in + the evening/morning, etc.

Exercise A

- 1 Go over the example. Pupils should 'say' each word in their head. Pupils complete individually then compare answers.
- 2 Play the CD. Pupils correct their own work. Spend a few minutes practising any words pupils had difficulty with.

Tapescript and Answers

break *day*
can *planner*
chess *restaurant*
club *month*
film *quiz*
five *time*
last *half*
noon *music*
sports *quarter*
Thursday *first*

Tapescript and Answers

OK. So that's the schedule. Now, some other information *for* you. We have extracurricular activities – that means extra things you can do *after* school work every evening, so can you make a note of these? If you want to do any of the activities, just come along *to* the first meeting this week.

Right. First, we have Sports Club *on* Saturday *at* 8 o'clock *in* the evening – you can do basketball, handball, table tennis and lots of other sports.

Then there's Film Night *on* Sunday, starting *at* 8.30.

We have a different film every week, and *after* the film there's a discussion.

It's Quiz Time *on* Monday. Come *with* a friend and take part in a General Knowledge quiz. That starts *at* quarter *to* eight.

Computer Club is *on* Tuesday. It doesn't matter whether you are a beginner or an expert. Come and learn or just have fun. Computer Club starts *at* quarter past eight.

Finally, we have Music Makers *on* Wednesday night. If you play an instrument or want to learn, join the Music Makers *at* half past seven.

Exercise C

- 1 Remind pupils about the Language Resource Centre from the Workbook Theme1 Listening and Speaking lessons. Elicit the two learning programs they studied: an oscilloscope and a palatograph.

Tell pupils they are now going to learn about other programs for helping with language learning.

Pupils spend one minute reading the poster, then discuss the vocabulary questions in pairs. Elicit answers.

- 2 Elicit the meaning of 'blank' schedule. Give pupils time to think about the three questions. Elicit answers.

Answers

- 1 a LRC means Language Resource Centre.
b An Open Day is an opportunity at a school, college or other institution for people to visit and find out what happens there.
c A demonstration is where you show people how to do something.

- 2 Demonstrations begin at 9.00.

They finish at 11.00. (Each slot is for 15 minutes, the last one is 10.45 so it must finish at 11.00.)

Speakmeter – speaking

Write it – writing

Language skill – listening and speaking

Textmaker – reading and writing

Read and fill – reading and writing

Spellcheck – writing (spelling)

Exercise D

- 1 Pupils discuss in pairs. Elicit some of their ideas. If you like, this can be done as a class survey with a simple line graph on the board of the results.
- 2 Check pupils understand the task. Use an OHT of the schedule on the board to demonstrate. Play the CD as far as the first answer as an example. Pupils can use pencils to shade the relevant areas.

Play the rest of the CD. Pupils compare answers. Play the CD again if necessary. Elicit answers.

- 3 Using the OHT, show how some of the times of the demonstrations 'clash'.
- 4 Pupils work in pairs.

Tapescript

There is an open morning this Wednesday in the LRC. Come along and watch demonstrations of new computer programs for language learning. You can choose between programs that help you listen, speak, read and write. But you must book your seat for each demonstration.

At 9.00, there are two demonstrations. Firstly, there is a demonstration of a program called Speakmeter. This is quite a short demonstration, from 9.00 to 9.30. This is for students who want to improve their pronunciation. With this program, you say sentences into a microphone and watch the meter move. Get the meter into the green section and your pronunciation is very good! Secondly, at 9.00, there is a demonstration of Write It! This is a program to help you write better, of course. It's a long demonstration, from 9.00 to 10.00. With this program, you write short sentences about a topic, like education, and then you try to join them together, with *and*, *but*, *so*, for example. The computer marks your sentences and shows you the mistakes.

At 9.30, there is another demonstration for people with speaking problems. Language Lab is a very traditional program, but it is very good. You hear sentences and repeat them. You record your voice. Then you hear the correct version. You can go back and record your voice again with better pronunciation. The Language Lab demonstration lasts from 9.30 to 10.00.

At 10, there is a choice. You can go to a demonstration of Textmaker or a demonstration of Read and Fill.

Textmaker is a program which helps with writing – and maybe reading, too. You see a text for one minute and then it disappears. You type words and the computer puts them in the correct places.

Read and Fill helps with reading, of course. The computer puts a text on the screen, but there are gaps. The gaps are all the same kind of word – for example, prepositions or pronouns. You type a word in each space and the computer checks.

The demonstration of Textmaker is three-quarters of an hour, so it finishes at 10.45, but the demonstration of Read and Fill is only half an hour.

Finally, at 10.45, there is a short demonstration of a program called Spellcheck. It's mainly a spelling test, but you have to remember the word as well. You can choose from a large list of themes, like science and nature or the physical world. The computer shows you the first and last letter of a word from the theme, and you must complete the word with the correct spelling. The Spellcheck demonstration ends at 11.00.

Answers

1 Depend on pupils.

2

	Speak-meter	Write It!	Language Lab	Text-maker	Read and Fill	Spell-check
9.00						
9.15						
9.30						
9.45						
10.00						
10.15						
10.30						
10.45						

3, 4 Depend on pupils.

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Understands logical sequences of time, and seasons. - Recognizes the difference between personality and behaviour.	- Produces target words (red and green) in isolation and spoken context with good pronunciation. - Continues conversations with target words. - Talks about friends and family.	- Recruitment to broad topic. - Transfers learning to self..

Introduction

As before, if you are not sure about your pupils' level, do some additional activities on the meaning of the red words, although note that there is some work on meaning of both red and green words in Exercise B.

Make sure pupils can say some of the more problematic words correctly. These are, in BrE:

<i>afternoon</i>	long vowel at the beginning
<i>autumn</i>	long vowel at the beginning
<i>evening</i>	long vowel at the beginning
<i>first</i>	no /ɪ/ sound
<i>hour</i>	no /h/
<i>last, past</i>	long vowel
<i>midnight, night, time, tonight</i>	diphthong with /i/
<i>minute</i>	final vowel
<i>quarter</i>	not /kwɑː(r)tə(r)/

Exercise A

Set for pairwork. Feed back orally.

Answers

/ɪ/ e.g., <i>minute</i>	evening (second vowel); spring; winter
/ɪː/ e.g., <i>week</i>	evening
/ɑː/ e.g., <i>afternoon</i>	last; past
/p/ e.g., <i>spring</i>	past

Exercise B

Set for group work. Feed back, building up the table on the board. Get pupils to say the words correctly before you write them on the board.

Answers

The first three sets are chronological. Pupils can explain this by saying something like: *First you have spring, then summer, etc.* The final set is size order. It might be good to get the pupils to go further than just the order and say, e.g., *There are 60 seconds in a minute. There are 60 minutes in an hour, etc.*

- 1 spring, summer, autumn, winter
- 2 yesterday, today, tomorrow
- 3 morning, noon, afternoon, evening, night, midnight
- 4 year, month, week, day, hour, minute, second (or round the other way)

Lesson 1

Exercise C

Play the CD for pupils to repeat. They should follow in their books, so the sound-sight relationship is reinforced.

Tapescript

arrogant
behaviour
boring
bully
criticize
funny
honest
interesting
kind
lie
make fun of
moody
personality
patient
praise
tell a joke
tell the truth

Exercise D

- 1 Set for individual work and pairwork checking.
- 2 Play the CD. Pause after each mini-dialogue for pupils to repeat the correct sentences.
- 3 Set for pairwork. Monitor and assist with pronunciation and intonation.
- 4 Elicit some way in which the conversation could be extended. Set for pairwork. Monitor.

Feed back by getting pupils to demonstrate their dialogues, with the extension, to the rest of the class.

Tapescript and Answers

He always *criticizes* people.
I know. He never *praises* people.

She's a *bully*.
She is. She always *makes fun of* people.

He never *lies*. He is very *honest*.
In fact, he always tells the truth.

She's very *funny*. She makes me laugh.
You're right. She's never *boring*.

Exercise E

Work through the table. Drill the example sentences. Set for pairwork.

Answers

Depend on pupils.

Closure

Feed back, getting individual pupils to tell you their sentences for Exercise E.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are three common endings with the consonant n – /n/, /n+k/, /n/. - Remembers that there are two related vowels – /æ/ and /ɑ:/.	- Activates schemata. - Produces words from minimal pairs – with /n/, /n+k/, /n/ or /æ/ and /ɑ:/. - Recognizes logical and structural relationships between statements and responses. - Practises a conversation.	Σ Recruitment to specific topic.

Introduction

Give pupils the first line of the mini-dialogues from Lesson 1. See if they can think/remember what to say next. as follows:

He always criticizes people.

She's a bully.

He never lies. He is very honest.

She's very funny. She makes me laugh.

Exercise A

Remind pupils that a lot of words are very similar in English – there is only one sound different. Give an example – *think* = use your brain, *thing* = an object, not a person or an animal.

Work through the procedure carefully. If necessary, do the activity first with a good pupil to ensure that other pupils know what to do.

Monitor. Feed back by saying, e.g., *1A*, and getting pupils to say *think*, or *1B*, and getting pupils to say *thing*.

Finally, refer pupils to the mini-dialogue next to the illustrations. Drill, then elicit from pairs of pupils.

Exercise B

Repeat the procedure from Exercise A.

As before, finish by referring pupils to the appropriate mini-dialogue. Drill, then elicit from pairs of pupils.

Exercise C

- 1 Make sure pupils understand that Peter's words are in order but Paul's are mixed up. Set for individual work and pairwork checking.
- 2 Play the CD. Feed back, reading around the class. Correct pronunciation as you go, especially of the target sounds for this theme.
- 3 Set for pairwork.

Tapescript and Answers

Peter: What are you doing this evening?

Paul: *Nothing.*

Peter: Would you like to go to skiing?

Paul: *Skiing? In Dubai?*

Peter: Yes. There's a ski slope in the Emirates Mall.

Paul: *Amazing! I'd love to go.*

Lesson 2

Peter: Can you ski?

Paul: *No, I can't. Is it hard?*

Peter: It's not hard. But you have to have some lessons.

Paul: *OK. I like learning new sports.*

Peter: Great! When shall we meet?

Paul: *How about half past five?*

Peter: That's OK for me. Shall we meet at the mall?

Paul: *Fine. See you then.*

Peter: See you.

Methodology notes

- 1 This activity will work much better if you photocopy Peter's words – see the end of these notes – and photocopy and cut up Paul's words. Give these out so that pupils can try Paul's words in different places.
- 2 If you are working with girls, tell them to be Petra and Paula, instead.
- 3 Note that there are several examples of the target sounds from this theme.

Closure

Get a few pairs to perform part of the conversation round the class.

OR

Take the part of Peter/Petra and get pupils to give you the response in each case, without looking at the completed exercise.

Lesson 2

Lesson 2 Handout

Peter:	What are you doing this evening, Paul?
Paul:	
Peter:	Would you like to go to skiing?
Paul:	
Peter:	Yes. There's a ski slope in the Emirates Mall.
Paul:	
Peter:	Can you ski?
Paul:	
Peter:	It's not hard. But you have to have some lessons.
Paul:	
Peter:	Great! When shall we meet?
Paul:	
Peter:	That's OK for me. Shall we meet at the mall?
Paul:	
Peter:	See you.

<i>Amazing! I'd love to go.</i>
<i>Fine. See you then.</i>
<i>How about half past five?</i>
<i>No, I can't. Is it hard?</i>
<i>Nothing.</i>
<i>OK. I like learning new sports.</i>
<i>Skiing? In Dubai?</i>

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers that there are three common endings with the consonant <i>n</i>. - Remembers that there are two related vowels – /æ/ and /ɑ:/. - Understands that adjectives (for personality) and verbs (for behaviour) can be used to describe people.	- Correctly identifies odd one out on the basis of sounds. - Identifies key words in a conversation. - Practises a conversation. - Correctly identifies adjectives and verbs. - Uses adjectives and verbs correctly to describe a person's personality and behaviour.	- Increases confidence in asking about new words. - Begins to recognize the difference between what a person is and what he/she does.

Introduction

Ask pupils: *Which vowels are we practising in this section?*
Elicit the two sounds /æ/ and /ɑ:/.

Ask pupils: *Which consonants are we practising?* Elicit the three sounds /n/, /nk/ and /n/.

Ask pupils: *Can you remember the symbols?* Elicit or put on the board the five symbols.

Exercise A

Set for pairwork. Make sure pupils realize that each row (not each column) is a group. Feed back. Get pupils to say all four words in each group, pronouncing the odd one out correctly.

Answers

Odd one out in italics – see note.

1	sing	sang	<i>sink</i>	sung	/nk/ not /ng/
2	<i>think</i>	thin	then	than	/nk/ not /n/
3	last	hard	can't	<i>bad</i>	/ae/ not /a:/
4	have	plan	rang	<i>ask</i>	/a:/ not /ae/

Exercise B

Remind pupils of the first lesson of the section – talking about personality and behaviour.

Make sure pupils cover the conversation on the right. If you do not think they will really cover it, get them to close their books and ask the question and/or write it on the board.

Set the question for individual work and pairwork checking. Point out that pupils only have to write one or two words. Play the CD.

Feed back orally.

Tapescript

Penny: I really like you, Pat.

Pat: Do you? That's great. Why do you like me?

Penny: Oh, I don't know. You're funny and you're kind ... and you're interesting.

Pat: What do you mean?

Penny: Well, you have a lot of interests – sports, history, science.

Pat: I suppose that's true.

Penny: You never criticize me, and you often praise me when I do something well.

Lesson 3

- Pat: That's what friends are for!
- Penny: And you always listen to me when I have a problem.
- Pat: Do I?
- Penny: Yes, you do. And you always know the answer when I have a question.
- Pat: Well, not always.
- Penny: Yes, you do. I have a question now.
- Pat: Go on.
- Penny: Do you like me?

Answers

- 1 funny
- 2 kind
- 3 interesting
- 4 not criticize
- 5 praise
- 6 listen/problem
- 7 answer questions

Exercise C

Tell pupils to uncover the conversation.

- 1 Set for individual work and pairwork checking. Monitor, but do not confirm or correct at this point.
- 2 Refer pupils to the Grammar Check. Give them time to check their own work. They should notice that an adjective is required after *be* and a verb in other cases. Monitor. If you feel that pupils have got the correct answers, do not play the conversation again.
- 3 Set for pairwork. Monitor. Drill any pronunciation points. Feed back by getting pupils to perform the conversation in front of the class.

Answers

- Penny: I really like you, Pat.
- Pat: Do you? That's great. Why do you like me?
- Penny: Oh, I don't know. You're *funny* and you're *kind* ... and you're *interesting*.
- Pat: What do you mean?
- Penny: Well, you *have* a lot of interests – sports, history, science.
- Pat: I suppose that's true.
- Penny: You never *criticize* me, and you often *praise* me when I do something well.
- Pat: That's what friends are for!
- Penny: And you always listen to me when I have a problem.
- Pat: Do I?
- Penny: Yes, you do. And you always *know* the answer when I have a question.
- Pat: Well, not always.
- Penny: Yes, you do. I have a question now.
- Pat: Go on.
- Penny: Do you like me?

Exercise D

Point out that in this exercise they are going to learn more adjectives and verbs to talk about other people.

- 1 Set for individual work and pairwork checking. Feed back, building up the table on the board. Deal with the meanings of words at this stage.
- 2 Set for pairwork. Feed back, adding ticks and crosses to words.

Lesson 3

Answers

In any order.

Adjectives	Verbs
funny ✓	listen ✓
kind ✓	criticize ✗
interesting ✓	praise ✓
friendly ✓	help ✓
helpful ✓	smoke ✗
moody ✗	make (fun of) ✗
quiet ?	bully ✗
boring ✗	hurt ✗
annoying ✗	shout ✗
angry ✗	lie ✗
arrogant ✗	

Closure

Ask pupils to think about their favourite person. Why do they like this person? They are going to give a talk in the next lesson.

Exercise E

Refer pupils back to the list of reasons in Exercise B. Show how the first sentence can be made the opposite by negation or by using the opposite word. Set for pairwork. Feed back orally.

Answers

- 1 She isn't funny. She's annoying.
- 2 She isn't kind. She's unkind/cruel.
- 3 She isn't interesting. She's boring.
- 4 She always criticizes.
- 5 She never praises.
- 6 She never listens to your problems.
- 7 She never has an answer to a question.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers consonants and vowels focused on to date at Grade 9. - Remembers that we can describe people in terms of personality and behaviour. - Applies new learning to the real world.	- Understands a text about a favourite person. - Records spoken information in a table. - Prepares to speak by rehearsing. - Produces a text about favourite person with accuracy and fluency using a range of sentences.	- Increases confidence in speaking in public. - Shares information about own ideas.

Introduction

Remind pupils again about the target vowels. Elicit the letters which commonly make each sound.

Exercise A

Remind pupils about talking about other people. Work through the speech bubbles.

- Set for individual work.
- Put pupils into groups. The groups do not have to contain the people written about. Monitor and assist.

Exercise B

Remind pupils that they are going to give a talk on their favourite person. Point out that they are going to hear a talk on this subject.

- Set for individual work and pairwork checking. Play the CD. Pupils write words in the table. Do not confirm or correct.
- Elicit sentences from pupils. They can look at their notes in Table 1.

Tapescript

Penny: My favourite person is my grandfather. He is about 75 but he is still very active. He lives with us. He doesn't work now, but he goes to a lot of clubs. He also reads a lot.

I like him because he is very interesting. He always tells me about the past. He often tells jokes. He is also a very kind person and he always listens to me when I have a problem.

Answers

person	grandfather
introduction	75, v. active lives with Penny goes to a lot of clubs reads a lot
personality	interesting v. kind
behaviour	tells about past tells jokes listens when has problem

Lesson 4

Exercise C

- 1 Make sure pupils realize they must write notes in Table 2.
- 2 Set for pairwork. Monitor and assist.

Exercise D

Put pupils into groups.

- 1 Pupils say their talks in turn. They should only refer to notes, not full sentences. Others only have to listen.
- 2 People in each group choose the most interesting person from the talks.

Closure

Choose the best talk or talks and get pupils to do them again for the whole class.

Speaking Workbook

Objectives

Knowledge	Skills	Attitude
- Recognizes that vowel letters can have more than one vowel sound. - Recognizes that there are parts of speech. - Recognizes that there are different stress patterns in English. - Remembers the scenario of the Language Resource Centre. - Applies new information to the real world.	- Makes correct sound/sight relationship. - Produces target words with good pronunciation, including stress pattern. - Uses target words correctly in sentences with good pronunciation. - Asks and answers about times.	- Increases confidence in ability to ask and answer about times. - Transfers learning to self. - Gives own opinion. - Takes part in group work.

Note: Before the lesson, you need to photocopy or make posters for Exercise D.

Exercise A

Set the task. Pupils complete individually, then compare answers. Elicit answers and check/practise pronunciation.

Answers

- 1 also
- 2 many
- 3 about
- 4 activity
- 5 word
- 6 first
- 7 break
- 8 responsible

Exercise B

Elicit examples of nouns from the table. Then pupils continue in pairs. Elicit answers. Some of the words, of course, can belong to more than one group, e.g., *plan* can be a verb or a noun.

Don't spend too long on this or get bogged down in complicated explanations of grammar. The aim is to use revision of simple parts of speech in order to give another opportunity to practise pronunciation of the target vocabulary.

Answers

nouns	<i>plan, half, study, lunch, age, day, activity, ball, autumn, sports, word, film, week, break, twenty</i>
verbs	<i>plan, last, study, mean, break (different meaning usually)</i>
prepositions	<i>after, about, with</i>
adjectives	<i>bad, last, busy, first, second, responsible, angry</i>

Note: Other nouns can also be verbs, e.g., *film, lunch*, but this may be above the level.

Exercise C

- 1 Remind pupils what a *syllable* is. Write one or two words on the board, broken down into syllables: *com-pu-ter*, *fan-ta-stic*, etc. Set the task and go over the example. Pupils complete individually then compare answers. Elicit answers and practise pronunciation.
- 2 Divide pupils into pairs to complete the task. Elicit answers.

Answers

	1	2	3
breakfast		✓	
chess	✓		
club	✓		
diary			
evening		✓	
criticize			✓
period			✓
quarter		✓	
restaurant		✓*	✓*

*Some native speakers do not sound the middle syllable.

Exercise D

Elicit one or two sentences as examples. Encourage pupils to use their imagination, e.g.: *I would like to have waffles for breakfast this weekend.* NOT *I always have breakfast at 7.00.*

Monitor and help with pronunciation while pupils are practising.

How to play the Word Star Game:

Ask some of the pupils to say their sentences for the rest of the class. The rest of the class listen and award stars for

- interesting sentence
- good pronunciation

Keep a note of names and stars allocated on the board so that you can declare a winner at the end.

Note: If you are short of time, allocate two or three different words to each pair so that they don't have to think of a sentence for every word.

Exercise E

Revise the information about the LRC from the previous Workbook lesson. Pupils can look back, if you wish, to remind themselves about it. Ask questions such as:

What time does the Write It! demonstration start?

What time does 'Spellcheck' finish?

What skills does Text maker help you with?

Remind pupils that the word *last* can be an adjective or a verb, e.g.:

I didn't do any homework last night. (adj)

This DVD lasts three hours. (verb)

Write these sentences on the board (or elicit example sentences from the class if you prefer).

The activity practises *last* as a verb.

Show/elicite different ways of talking about length of time, e.g.:

30 minutes / half an hour

45 minutes / three-quarters of an hour

Put the pupils into pairs. Set the task and go over the example. Monitor. Ensure pupils put *s* in the correct places while they are speaking.

How long does the last? (no 's' on last)

It lasts 30 minutes.

Elicit the correct information and build up a model schedule on the board.

Workbook

Exercise F

Note: You need to photocopy the poster (see the end of this plan), if possible enlarging the size. If you have a large class you will need to make several copies. Put them on the wall around the classroom. If you do not have a photocopier, use an OHT or write the information on the board. Alternatively, you could make posters before the lesson.

Divide the class into pairs – Pupil A and Pupil B.

Set the task. Pupil A must go and find the information to add to the schedule. He/she must not write anything down and may need to go and check back with the poster several times.

Pupil B must add the information to the schedule. He/she should ask checking questions when necessary, e.g.;

Sorry, what time does it start/ finish?

How long does it last?

Which demonstration are you talking about?

If you wish, write these questions on the board and practise them before you start the activity.

Monitor during the activity and make notes. Give feedback, focusing mainly on language performance rather than filling in the schedule correctly.

Exercise G

Remind pupils of the discussion they had at the end of the Workbook Listening lesson about which skills they have difficulty with.

Then set the task. Monitor, then briefly find out what four demonstrations some of the pairs have chosen. Make sure none of the choices clash on the schedule.

Answers

EMIRATES ACADEMY

Language Resource Centre (LRC) Open Day

Please note: We have planned some extra demonstrations as follows:

Speakmeter	10.30 – 11.00
Write It!	10.00 – 11.00
Language Lab	10.15 – 10.30
Textmaker	9.00 – 9.45
Read and Fill	9.00 – 9.30
Spellcheck	9.30 – 9.45

Workbook

Originals in grey; extras in black.

	Speak-meter	Write It!	Language Lab	Text-maker	Read and Fill	Spell-check
9.00						
9.15						
9.30						
9.45						
10.00						
10.15						
10.30						
10.45						

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Understands that you can recognize words in context from the first few letters. - Understands that frequency adverbs and adverbial phrases, e.g., <i>every day</i>, answer the question <i>How often</i> and are used to talk about routines and habits. - Understands that frequency adverbs roughly equate to percentages.	- Identifies words in context from the first few letters. - Correctly relates frequency adverbs and percentages. - Completes sentences with new words. - Asks and answers about routines.	- Recruitment to broad topic. - Writes about self.

Introduction

Revise words from this theme with the flashcards. Make sure you really ‘flash’ the words, i.e., a maximum of three seconds, to put the brain under pressure, rather than holding them up until someone reads successfully.

4	eve	ning
5	mor	ning
6	qua	rter
7	tom	orrow
8	win	ter
9	ton	ight
10	yes	terday
11	spr	ing
12	sum	mer

Exercise A

Set for individual work and pairwork checking. Explain the value of this activity – see the Language and culture note. Feed back orally.

Answers

Clearly other words are possible, but once you have established the lexical set of daily life, the brain is likely to find these words.

1	after	noon
2	fir	rst
3	aut	tumn

Language and culture note

Research shows that native speakers often recognize words from the first few letters only, provided they appear in a clear context. We need to train our pupils in this skill, too.

Lesson 1

Exercise B

Check that pupils recognize all the green words as frequency adverbs. Point out that they answer the question:

How often ...?

Set for individual work and pairwork checking. Feed back, building up the table on the board.

Answers

100%	<i>always</i>
75–80%	<i>often, usually</i>
40–60%	<i>sometimes</i>
20%	<i>occasionally</i>
5%	<i>rarely</i>
0%	<i>never</i>

Exercise C

Set for individual work. Monitor and assist. Make sure pupils are choosing the correct frequency adverb to match their habit in each case. Elicit some answers for each sentence.

Answers

Depend on pupils.

Exercise D

Set for pairwork. Feed back orally, getting pupils to tell you similarities and differences between their habits.

Closure

- 1 Give percentages of the green words and get pupils to tell you the words, e.g.:

T: 100%

Pupils: *always*

- 2 Ask pupils to make more sentences about their habits with frequency adverbs.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Understands that you can make compound nouns with two nouns, e.g., information source. - Remembers methods of research. - Understands that it is necessary to prepare to read. - Understands the importance of thinking about personality and behaviour, not looks and brain, in self and other people. - Finds key information in a text.	- Activates schemata. - Uses co-text – title, illustration, introduction/first paragraph – to enable prediction of content in a text. - Relates words correctly to their sets, e.g., <i>eyes</i>, <i>face</i>, to <i>looks</i>. - Correctly interprets a Venn diagram. - Understands key information in a text. - Shares information.	- Recruitment to specific topic. - Gives own ideas. - Begins to understand that people are important for their personality and behaviour, not for how they look.

Introduction

Revise the green words from the previous lesson.

Exercise A

Make sure pupils understand the task. Pupils work individually. Monitor and assist where necessary.

Feedback, listing some of the common points on the board. Agree on an order, from most important to least important.

Exercise B

This is a prediction exercise. Point out that the pupils cannot possibly *know* what it will say, but their real-world knowledge of the area puts them into a position to make good predictions.

Elicit a few ideas, but do not confirm or correct.

Answer

Depends on pupils.

Exercise C

Refer pupils to the illustration. Set all the tasks for pairwork. Move pupils through the activities, but do not feed back until they have done all four. Note that pupils should be able to do #2 if they remember the meanings of *personality* and *behaviour* from the Speaking section.

Elicit a few ideas, but do not confirm or correct.

Possible answers

- The illustration shows four circles which overlap/intersect. There is one word in each circle. There is a space in the centre of the four circles. It is labelled YOU.
- looks = eyes, face, hair, weight; brain = intelligent, stupid; personality = kind; behaviour = smoking, lateness
- Perhaps because YOU are a combination of the four aspects?
- Depends on pupils.

Lesson 2

Exercise D

Set for individual work and pairwork checking. Feed back orally. Do not confirm or correct.

Answers

Depend on pupils.

Exercise E

Set for individual work and pairwork checking. Feed back orally.

Answers

According to the information in the text:

- 1 T People often worry about their own looks and their own brains.
- 2 F If you can't do maths, you are not clever.
- 3 F Most people think about other people's looks and brains all the time.
- 4 T Most people like people because of their personality and their behaviour.
- 5 T The text says that personality and behaviour are more important than looks and brains.

Closure

Explain that you are going to do more work on the text in the next lesson. Ask pupils to explain the illustration again.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Recognizes that words can be grouped into sets. - Remembers that frequency adverbs can be used to describe regular behaviour. - Recognizes that you can display information in the form of a diagram. - Understands the form of a Venn diagram.	- Correctly identifies words not related to sets. - Reads for detailed understanding. - Uses frequency adverbs logically.	- Recruitment to specific topic. - Increases confidence in using a diagram to convey information.

Introduction

Revise the meaning of the intersecting circles from the previous lesson. Revise the reading skill idea from the previous lesson, i.e., always look at an illustration first and think: *What does this show?*

Exercise A

Set the task. Pupils complete individually then compare answers. Elicit answers.

Feed back by writing the connected words together on the board in each case.

Exercise B

Set for individual work and pairwork checking. Allow pupils to self-check by reading the text again.

Possible answers

- 1 People often think that *their looks are the most important thing.*
- 2 They think they are not clever because *they can't do maths, or because they can't remember names or telephone numbers.*
- 3 People do not often think about *their personality or their behaviour.*

Answers

1 eyes	mouth	ears	legs	<i>not part of the face</i>
2 clever	<i>kind</i>	intelligent	foolish	<i>not connected with the brain</i>
3 <i>quiet</i>	thin	short	tall	<i>not connected with the body</i>
4 smokes	comes late	<i>funny</i>	tells lies	<i>not behaviour</i>

Lesson 3

- 4 They worry about
their weight or their height.
- 5 So, when people think about themselves,
they usually think about their looks and their brain.
- 6 They don't like
their hair or their mouth or their ears.

Exercise C

Repeat the procedure for Exercise B, allowing self-checking again.

Answers

- 1 Most people *rarely* think about other people in that way.
- 2 They *usually* think about their personality and behaviour.
- 3 When they like someone, they *often* say things like:
He is kind person. She is *always* happy. He *often* helps people. She *never* says bad things about people.

Exercise D

This should be very easy now. Set for individual work and pairwork checking. Pupils self-check again.

Answers

The answer is the illustration from Lesson 2.

Closure

Work through the Skills Check.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Understands that different parts of speech can be connected logically, e.g., <i>height, tall</i>. - Understands that it is necessary to prepare to read. - Understands some points about mental bullying. - Finds key information in a text.	- Activates schemata. - Uses co-text – title, illustration, introduction/first paragraph – to enable prediction of content in a text. - Understands key information in a text. - Shares information.	- Recruitment to specific topic. - Gives own opinion. - Begins to understand the importance of not criticizing things which people cannot change.

Introduction

Revise some of the vocabulary from the first reading text, *Why do people like you?* e.g.:

worry
common
part
rarely
miserable

Exercise B

Set for pairwork. Monitor, but do not assist or confirm/correct.

Answers

Answers given after C.

Exercise A

Set for pairwork. Feed back orally.

Possible answers

- | | | |
|---|-------------|-------------------------------------|
| 1 | height | <i>tall, short, medium</i> |
| 2 | weight | <i>fat, thin, medium</i> |
| 3 | hair | <i>curly, straight, wavy</i> |
| 4 | eyes | <i>large, small</i> |
| 5 | nose | <i>long, short, big small</i> |
| 6 | brain | <i>clever, intelligent, foolish</i> |
| 7 | personality | <i>kind, helpful</i> |

Exercise C

Set for pairwork. Monitor. Feed back orally. You might want to spend a long time on #3 and #4 to make sure pupils understand these two expressions, or you might prefer to explain them after they have read the whole text.

Answers

Answers to the questions in Exercise B

- Same pattern as the illustration in Lesson 2; pupils should be good at describing this kind of illustration now.
- It shows that you are a combination of these four aspects – two, of course, are the same as in Lesson 2.
- The groups you belong to in society, i.e., race (and tribe if relevant), religion, nationality.
- Where you come from – your social class, your hometown/region, your family situation.

Lesson 4

Exercise D

Pupils should be familiar with this now. Do not confirm or correct, but make sure pupils are making predictions.

Exercise E

Pupils can now read the whole article once. Feed back, but do not go into detail now. There are comprehension questions in Exercise F.

Answers

Depend on pupils.

Exercise F

Set for individual work. When most pupils have looked at all the questions, allow them to self-check by reading the text again.

Answers

In the text.

Exercise G and Closure

Elicit ideas from as many pupils as possible.

Reading Workbook

Objectives

Knowledge	Skills	Attitude
- Understands that words can be built into other parts of speech – adjectives to adverbs. - Remembers the meaning of key words from the theme. - Remembers the scenario of the Language Resource Centre. - Understands that it is necessary to prepare to read. - Finds key information in a text.	- Produces related words – adjective to adverb. - Uses words correctly in sentences. - Uses an introduction to predict broad content. - Finds key information in a text.	Increases confidence in reading factual texts and extracting communicative value.

Exercise A

These exercises can be done in class or for homework.

- 1 Pupils complete individually then compare answers. Elicit answers. Note that the word *weekly* is a bit of a trick question because the word is the same in the adjective and adverb form:

Here's your weekly timetable. (adj)

They publish the local newspaper weekly. (adv)

The word is taught more fully in the writing lesson – this is a preview.

Answers

Adjectives	Adverbs
<i>angry</i>	angrily
bad	<i>badly</i>
<i>helpful</i>	helpfully
quiet	<i>quietly</i>
rare	<i>rarely</i>
<i>responsible</i>	responsibly
social	<i>socially</i>
usual	<i>usually</i>
<i>weekly</i>	weekly

Exercise B

Pupils complete individually, then check in pairs.

Answers

- He did *badly* in the exam so he has to retake it.
- I didn't understand at first, but the teacher was very *helpful*.
- The teacher spoke *quietly* but I think she was *angry*.
- Who is *responsible* for taking paper for recycling in your class?
- My *social* life was very busy last weekend.
- I think I'll have my *usual* lunch today – fish and chips, please.
- She has to report to the principal *weekly*.
- My mother *rarely* goes out. She prefers to stay at home.

Workbook

Exercise C

- 1 Give pupils time to think before you elicit answers. If necessary, refer them back to the relevant pages of the Pupil's Book.
- 2 Set a time limit of one minute for pupils to look at title, illustrations and introduction.
- 3 Monitor while pupils carry out the activity. Elicit ideas and write them on the board.

Answers

- 1 Read the title.
Look at the illustrations.
Read the introduction.
- 2, 3 Depend on pupils.

Exercise D

- 1 Set a time limit of two minutes for pupils to complete individually. Pupils compare answers briefly. Elicit answers.
- 2 Check that pupils understand the task. Pupils complete individually then compare answers. Elicit answers and go over any points that pupils had difficulty with. Finally, ask pupils to close their books and tell you how each program works.

Answers

- 1 4, 5, 6, 3, 1, 2
- 2

Instructions	Prog. No.
The computer tells you if you have made mistakes.	2
The meter helps you to improve your pronunciation.	4
You have to remember some vocabulary.	6
You read a text.	1
You record your voice.	3
You repeat sentences.	3
You say your sentence into a microphone.	1
You try to remember missing words.	5
You try to remember the complete text.	4
You type letters in each space.	6
You type one word in each space.	5
You write longer sentences.	2

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical set at Grades 7 and 8. - Remembers meaning of key words from lexical set for this skills module of the theme. - Applies new information to the real world.	- Relates sound and sight. - Identifies key points about written form of key words. - Close copies key words. - Demonstrates understanding of key words.	- Recruitment to broad topic. - Transfers new learning to self.

Introduction

Ask pupils to make some sentences about themselves with the red words.

Exercise A

Give pupils one minute to study the red words, looking particularly at the vowels. Set for individual work and pairwork checking. Feed back orally, getting pupils to spell the words for you to write on the board.

Answers

- 1 evening
- 2 month
- 3 morning
- 4 night
- 5 week
- 6 afternoon
- 7 today
- 8 tomorrow
- 9 yesterday
- 10 hour

Exercise B

Point out that a lot of the words in this lesson are adverbs. Explain that adverbs tell you something more about the verb, hence *ad(d) + verb*. In this lesson, they tell you how often an action happens. Set for pairwork. Feed back orally. Ask pupils: *Can you make words which mean ...?*

- every hour: *hourly*
- every month: *monthly*
- every year: *yearly*

Then ask: *So what's the rule?* = noun + *ly* = adverb of frequency, but note spelling of *daily*.

Answers

- 1 once 2 twice 3 daily 4 weekly 5 yearly

Exercise C

Elicit some ideas, pens down. Set for individual work and pairwork checking. Monitor and assist.

Answers

Depend on pupils.

Closure

Feed back orally on Exercise C.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Understands that schedules show days, times and events. - Synthesizes information from different locations. - Applies new knowledge to the real world.	- Activates schemata. - Transfers information from one table to another. - Completes a schedule with own information.	- Recruitment to specific topic. - Organizes real information about self.

Introduction

Dictate words from Lesson 1 for pupils to write. Concentrate on any that caused problems for some or all pupils.

This time, make sure pupils use the present simple in their answers, e.g.: *He attends class / He prays*, etc.

2 Refer pupils to Khalid's schedule. Work through the example answers. They must put how often, e.g., *every day*, in the second column and, e.g., *morning* in the third.

Exercise A

1 Refer pupils to the illustrations. Ask: What is happening? for each picture.

Make sure pupils use the present continuous in their answers, e.g.: *He is attending class / He is eating dinner*, etc. Then say: *In the pictures, we can see the things that Khalid does regularly – every day, every week, every evening, once, twice, three times a week. So tell me, what does he do regularly?*

Set for individual work and pairwork checking. Feed back, building up the table on the board, or onto an OHT/datashow. Get pupils to use abbreviations rather than the full forms shown in the answers below.

Give a high-speed test of the information in the schedule, e.g.:

How often does he sleep in the afternoon?
Which days does he take exercise?

Answers

Activities	How often?	When?
1 pray	every day	morn., aft., eve.
2 go to the mosque	1 x	Fri.
3 go for a walk	once a week	on Saturday morning
4 go to a school club	three times a week	on Sunday evening, on Wednesday evening and on Thursday afternoon
5 attend classes	every weekday	on Sundays, Mondays, Tuesdays, Wednesdays and Thursdays
6 have dinner with the family	once a week	on Fridays
7 have a nap in the afternoon	twice a week	on Sundays and Wednesdays
8 take exercise	three times a week	on Mondays, Wednesdays and Saturdays
9 go to bed early	once a week	on Saturday evening
10 meet friends for dinner	once a week	on Tuesdays

Lesson 2

Exercise B

Refer pupils to the blank schedule. Point out that it is best if it is true information (but if pupils have boring lives, allow them to make things up!). Elicit some ideas and show how they could be abbreviated for the schedule. Set for individual work and pairwork checking.

Put pupils into pairs to ask and answer about their schedules, e.g.: *What do you do on Sunday? What about Monday evening?* Ask them to find three things which are the same about their schedules.

Note: Point out that they are going to write about their schedule later in this theme, so they could add some more things at home.

Closure

Get pupils to ask you questions, as additional practice of making questions in the simple present.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Understands that one vowel letter can have several vowel sounds. - Remembers some common collocations of verb and noun. - Remembers that the present simple is used to describe habits and routines.	- Completes words with the correct vowel. - Produces correct collocations of verb + noun. - Edits text containing habits and routines with frequency adverbs and frequency phrases.	Recruitment to specific topic.

Introduction

Ask pupils what they can remember about their partner's schedule from the last lesson, e.g.: *When does he/she sleep in the afternoon? How often does he/she have dinner with his/her parents?*

Exercise B

Remind pupils that words often go together, especially verbs and nouns. Set for pairwork. Feed back, building up the phrases on the board. Get pupils to help you with spelling.

Exercise A

Remind pupils that spelling vowel sounds is not easy. One vowel letter can make many vowel sounds. Get pupils to cover the schedule in Lesson 2. Set for individual work and pairwork checking. Pupils self-check with the schedule in previous lesson. Feed back orally.

Answers

The letter *a* – but it makes different sounds, so pupils may not realize that the same letter is missing from all the words. The words are:

- attend
- afternoon
- have
- pray
- Sunday
- take
- walk
- today

Answers

Other nouns are possible.

- | | | |
|---|-----------|------------------------|
| 1 | attend | classes |
| 2 | go to the | mosque |
| 3 | go for a | walk |
| 4 | go to | bed / Film Night, etc. |
| 5 | meet | friends |
| 6 | have a | sleep |
| 7 | have | dinner |
| 8 | take | exercise |
| 9 | watch | TV |

Exercise C

Refer pupils to Khalid's first draft. Remind pupils that they must always do a first draft and then check for spelling and grammar, then get someone else to read it to see if it makes sense – see the Methodology note below. Point out there is only one mistake in each sentence.

Lesson 3

Set for individual work and pairwork checking.

Feed back, getting a version with circles in the correct place on the board/OHT/datashow. Do not let people correct at this stage.

Answers

I *attending* classes every weekday. At the weekend, I am read my notes from the week's work. I *do never* school work on Saturday. I pray every *the* day. I go to the mosque on every Friday. After prayers, on Saturday I always *to* play football. I take exercise two *time* a week. I go to bed *usually* early on Saturday. *At* Sunday, I do homework. On Tuesday *in afternoon* I often meet my friends for project work. I *sometime* meet my friends for dinner on Friday evening. I meet my friends for coffee one time a week.

Answers

I *attend* classes every weekday. At the weekend, I ~~am~~ read my notes from the week's work. I *never do* school work on Saturday. I pray every ~~the~~ day. I go to the mosque ~~on~~ every Friday. After prayers, on Saturday I always ~~to~~ play football. I take exercise two *times* a week. I *usually* go to bed early on Saturday. *On* Sunday, I do homework. On Tuesday *in the evening* I often meet my friends for project work. I *sometimes* meet my friends for dinner on Friday evening. I meet my friends for coffee once a week.

Closure

Point out that pupils are going to write a similar e-mail to a pen pal in the next lesson.

Methodology note

The first draft of a piece of writing is often called *Writing for the writer*. In other words, it is what the writer wants to say, but it may not necessarily make sense to a reader. The second draft should not only be corrected for grammar, spelling and punctuation mistakes. It should also be *Writing for the reader*. In other words, it should make sense to the person it is intended for.

Exercise D

Refer pupils to Skills Check 2. Work through the check if you think it is necessary, although most of this should be revision for most of the pupils at this level.

Set for individual work and pairwork checking. Monitor and assist. Feed back, getting the correct version on the board. Make sure pupils can articulate *why* Khalid's first draft version was wrong, e.g.: *attending* = *we must use simple present for habits and routines*.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers some common collocations of verb and noun. - Remembers common time phrases. - Remembers use of present simple for habits and routines. - Remembers position of frequency adverbs in the verb phrase. - Understands that writing is a process involving brainstorming, organizing, drafting, editing and redrafting. - Applies new knowledge to the real world.	- Produces correct collocations of verb + noun. - Produces correct time phrases. - Edits text containing habits and routines. - Brainstorms and organizes own ideas. - Produces connected text to own writing plan.	- Recruitment to specific topic. - Works collaboratively with a partner on editing a text. - Transfers new learning to self.

Introduction

Dictate some key words from this theme. Refer pupils to the pictures. Elicit what is going on in the pictures.

Remind pupils that we do not use this form to talk about habits and routines. In other words, we do not use this form when we have words like *sometimes* or expressions like *every week*.

Exercise A

Set for individual work and pairwork checking. Feed back orally.

Answers

- | | | |
|---|---------------------------|----------|
| 1 | <i>attend</i> | classes |
| 2 | <i>take</i> | exercise |
| 3 | <i>see / visit / meet</i> | friends |
| 4 | <i>have</i> | dinner |
| 5 | <i>play</i> | football |
| 6 | <i>take</i> | exercise |

- | | | |
|---|--------------|------------|
| 7 | <i>go to</i> | the mosque |
| 8 | <i>read</i> | notes |

Exercise B

Set for individual work and pairwork checking.

Feed back. With a good class, you might like to work through the information in the Language and culture note, but don't spend too long on this, as the aim of this lesson is actual writing.

Answers

- | | | |
|---|---------------------------------|-----------------|
| 1 | <i>on, every</i> | Mondays |
| 2 | <i>on</i> | weekdays |
| 3 | <i>in</i> | the evening |
| 4 | <i>in</i> | the morning |
| 5 | <i>on, every</i> | Tuesday evening |
| 6 | <i>at</i> | the weekend |
| 7 | <i>once, twice, three times</i> | a week |
| 8 | <i>every</i> | week |

Lesson 4

Language and culture note

Note: There are patterns with time prepositions.
There are exceptions, of course!

Period	Prep	Used with	Examples	Exceptions
< 24 hours	at	times	10 o'clock midnight night	at the weekend = > 24 hours
= 24 hours	on	days dates special days	Monday, Tuesday the 5 th , the 31 st my birthday, the first day of Eid	
>24 hours	in	months years groups of years	March, September 1990, 2003 the 1980s my childhood	in the morning, etc. = < 24 hours

Exercise C

Edit

Make any changes to your e-mail.

Write

Write the e-mail again, with the changes.

Set for individual work and pairwork checking. Allow pupils to look back to self-check.

Exercise D

Try to get through most of the stages in class.

Answers

Brainstorm What do you want to say?

Organise What is the best order?
How many paragraphs do you need?

Check What tense do you need for each sentence?

Draft Write the e-mail.

Check again Are there any mistakes ...
• facts?
• grammar?
• spelling?
• punctuation?

Exchange Show the e-mail to your partner.
Does he / she understand it?
Does he / she see any mistakes ...
• grammar?
• spelling?
• punctuation?

Closure

Set the exercise to be completed for homework.

Writing Workbook

Objectives

Knowledge	Skills	Attitude
- Understands that habits and routines for schools are different in other part of the world. - Understands that short sentences can be joined with <i>and, but, or, because, so</i>.	- Joins short sentences correctly with <i>and, but, or, because, so</i>. - Completes a text about habits and routines with the correct form of the correct verb. - Organizes ideas. - Produces connected text to own writing plan.	- Accepts that there are different customs, habits and routines in other places. - Transfers information from the real world.

General note

Bring in pictures or posters of Thailand to arouse interest. A lot of the information here comes from an excellent website written by students and staff at a Thai school – www.sriwittayapaknam.ac.th You may wish to refer your pupils to it or look at it yourself. Be warned that a few references are made to the Buddhist religion.

Introduction

Spelling test: Set for individual work and pairwork checking. Say the words. Pupils write in their notebooks.

once
twice
never
always
often
usually
sometimes
Friday
weekend

Exercise A

Pupils briefly discuss the questions in pairs. Elicit answers. Confirm or correct.

Answers

- 1 It is in southeast Asia, near Cambodia, Myanmar, Malaysia and Indonesia.
- 2 It is tropical: rainy, warm, cloudy, southwest monsoon (mid-May to September); dry, cool, northeast monsoon (November to mid-March); southern isthmus always hot and humid.
- 3 Rice with everything, curry, fish, vegetables, coconut milk.
- 4 *samlor, tuk-tuk, wai*

Exercise B

Note: The joining words (*and, but, or, because, so*) are revision from Grade 8 Theme 2.

Set for individual work and pairwork checking. Feed back orally.

Ask pupils to find similarities and differences between the school day in Thailand and the school day in their country.

If you wish, ask pupils to write out the sentences for homework, with the joining words, making any necessary changes to punctuation. The sentences join into a complete paragraph.

Workbook

Answers

1 Some students arrive very early.	but	They cannot go to their classrooms.
2 They can watch TV in the lobby.	or	They can play games on the computer.
3 Most students arrive about 7.00 a.m.	but	Some students arrive later.
4 Some students come in a <i>samlor</i> .	<i>but</i>	Others come by car, motorbike or bus.
5 A bicycle taxi is called a <i>samlor</i> .	<i>because</i>	<i>Samlor</i> means three wheels.
6 It has a double seat at the back.	<i>so</i>	It can carry two children.
7 A motorized taxi is called a <i>tuk-tuk</i> .	<i>because</i>	The engine makes a <i>tuk tuk</i> sound.
8 The roads are dangerous.	<i>so</i>	Teachers are on duty to help the children.
9 Students can recognize the duty teachers.	<i>because</i>	They wear brown skirts.
10 At the front gate, the students must <i>wai</i> the teachers.	<i>because</i>	This shows respect.
11 Students must take their shoes off.	<i>and</i>	They carry them up to the classroom.
12 At exactly 8.00, morning assembly starts.	<i>because</i>	Everyone in Thai schools sings the national anthem at this time.

Exercise C

Set the task and go over the example. Pupils complete individually, then compare answers. Use an OHT if possible for feedback. Once again, ask pupils to find similarities and differences with their own school day.

Answers

A Day at School in Thailand

At 8.40 a.m., after assembly, the pupils *go* straight up to their classrooms. They must *walk* on the right in one line. If they *meet* a teacher, they must *stop* and do a 'wai'. When pupils *arrive* in the classroom, they *put* their shoes on a shelf.

Most classrooms *are* the same. It *is* a hot country, but there isn't any air conditioning in the schools. They have two sets of double doors and large windows. The doors and windows *are* always open so the wind can pass through and *keep* the classroom cool. Pupils have most lessons in their classroom, but the subjects of Computer, Art and PE are in different places. Every classroom has a picture of the

King and a Thai flag. There *is* also a large blackboard, a noticeboard, fans, book shelves, shoe shelves, a mop and a broom, a map of Thailand and a teacher's desk.

When a teacher *arrives* in the classroom, the class captain *calls* out in Thai, '*Students stand up*'. The students then *do* a 'wai' and they all say '*Good morning, teacher.*'

In one school day, there are six lessons on the timetable. Each one *lasts* 50 minutes. There *are* three periods in the morning and three in the afternoon. School officially *finishes* at 3.45, but some pupils can *do* an extra lesson.

Exercise D

Elicit ideas about the photographs. Elicit some sentences from the notes. Set for individual work for homework. If you wish, ask pupils to do some extra research on the Internet, to add a few more facts about a school day in Thailand.

Grammar

Objectives

Knowledge	Skills	Attitude
- Recognizes the correct form for a range of structures in the theme (all skills). - Recognizes areas where learning is not complete.	- Follows instructions. - Chooses the correct form.	Increases confidence in understanding of target grammar from the theme.

Read the sentences. Circle the correct word in each case.

- 1 He is from China. *be + adj*
- 2 Are you at college? *word order in yes/no questions with be*
- 3 Marion is a doctor. *indefinite article with jobs*
- 4 Do you go to Emirates School? *word order in yes/no questions with other verbs*
- 5 When does the lesson begin? *word order in open questions*
- 6 Francoise is watching TV at the moment. *form of present continuous*
- 7 I have two sisters. *use of have*
- 8 Take lots of breaks. *imperative without you (Table 1)*
- 9 Don't eat junk food. *negative imperatives (Table 1)*
- 10 Always accept responsibility for your work. *frequency adverbs with imperatives*
- 11 Never go to bed late. *frequency adverbs with imperatives*
- 12 I am never late. *frequency adverbs with be*
- 13 He often plays sports. *frequency adverbs with other verbs*
- 14 They often eat in the restaurant. *frequency adverbs with other verbs*
- 15 I pray every day. *frequency expressions with other verbs*
- 16 We study every afternoon in the library. *frequency expressions with other verbs*
- 17 I eat in a restaurant once a week. *fixed phrase*
- 18 She writes to her parents every week. *agreement between every and noun*
- 19 How often do you study at the weekend? *question word for frequency*
- 20 What do you do in the evenings? *questions with do as main verb*

Objectives

Knowledge	Skills	Attitude
Recognizes key structures.	- Follows instructions. - Completes sentences and tables with correct forms.	Individualizes learning – chooses items which need further study.

A Look at all the tables.

- 1 What kind of verb doesn't need a subject?
Imperative
- 2 Which of these sentence patterns are possible?
 - adjective + verb
 - *pronoun + adjective + verb*

- *pronoun + verb + adjective*
- *pronoun + verb + noun*
- *pronoun + verb + preposition + other information*
- verb + adjective

B Complete each table.

C Look at Table 1.

- How do you make this sentence pattern negative? Add '*do not*' (*don't*) before the verb.
- Where do you put the negative word(s) – position 1, 2 or 3? *Position 1*
- Where do you put the frequency adverbs *always/never* – position 1, 2 or 3? *Position 1*

D Look at Tables 2, 3 and 4.

- Where do you put the frequency adverbs *always/usually/often/never*?
Table 2: Position 3
Tables 3 and 4: Position 2
- What about sometimes?
Position 1 or 5

E There is one mistake in each of these frequency phrases. Find it and correct it.

- every days *every day*
- most day *most days*
- one time a week *once a week*
- twice week *twice a week*
- three time a week *three times a week*
- every then and now *every now and then*

F Look again at Tables 2, 3 and 4. Where can you put the corrected frequency phrases from Exercise E?

Table 2: Position 4
Tables 3 and 4: Positions 1 or 5

G Look at Table 5 for one minute. Then close this book and draw the table in your notebook.

Table 1: Imperative + noun

1	Verb	2	Noun	3
	Accept		responsibility.	
	Set		targets.	
	Meet		friends.	
	Take		breaks.	
	Eat		junk food.	

Table 2: Pronoun + verb + adjective

1	Pronoun	2	Verb	3	Adjective	4
	I		am		late.	
	You		are		tired.	
	He		is		ill.	
	She		is		friendly.	
	They		are		rude.	

Table 3: Pronoun + verb + noun

1	S	2	V	3	O	4	5
	I		visit		my parents		at the weekend.
			meet		friends		on Fridays.
			do		school work		in the afternoon.
			play		sports		in the evening.

Table 4: Pronoun + verb + prep + other

1	S	2	V	3	Prep	4	Other	5
	I		eat		in		a restaurant.	
			study				the library.	
			go		to		pray.	
			listen				music.	
			write				my grandparents.	

Table 5: Question words + aux + pron + verb + noun

Question words	Aux	Pron	Verb	Noun
How			visit	your grandparents?
When	do	you	do	school work?
What			do	at the weekend?

Project 2: Social Clubs

Social Clubs: 1

Objectives

Knowledge	Skills	Attitude
Builds knowledge of types of social club.	- Activates schemata. - Makes questions in writing and speech for a specific research purpose. - Records information from a talk in a table.	- Recruitment to the specific topic. - Takes part in a discussion. - Takes an active role in asking the teacher questions. - Works collaboratively with a group.

General note

It is anticipated that the project work detailed here will last approximately four days. You may wish to set homework at the end of the second and third days so that you can maximize the class time on project days three and four.

Answers section. If a pupils does not make a good question, do not answer until someone has corrected it, in terms of pronunciation as well as structure and vocabulary. Point out that pupils should only write notes in the second column of the form.

- 5 Set for pairwork. Feed back, building up the table on the board.

Exercise A

Write the title of the project on the board: *Social Clubs*.

Start by saying:

We are going to do a project now. It brings together all the work we have done for the last few weeks. The project for this theme is: Social Clubs.

- 1 Refer pupils to the picture – it shows the faces of U.S. presidents carved into the stone of Mount Rushmore, but do not tell pupils at this stage. Give them a few moments to guess the sort of club, but do not confirm or correct.
- 2 Refer pupils to the other questions. Get them to complete the questions. Feed back orally, checking the pronunciation, especially intonation.
- 3 Hand out the project data collection form, copied from the back of this book. Ask pupils to write the title of the project at the top of the form. Dictate the questions. However, tell pupils just to write one, two or three words in each case – see second column of Answers.
- 4 Set as a whole class activity. Invite someone to ask you a question, allow other pupils to correct if necessary, then answer the question. All the answers are in the

Tapescript

What sort of club is it?

Who is it for?

Where does it meet?

Which day does it meet?

What time does it start?

What time does it finish?

What do people do at the club?

Answer

History club

Full questions	Note	
What sort of club is it?	sort?	<i>It's a history club.</i>
Who is it for?	for?	<i>Well, of course, it's for people interested in history, but you don't have to know a lot of history. Anyone from Year 9 onwards can join.</i>
Where does it meet?	where?	<i>It's in Room 36, which is on the third floor.</i>
Which day does it meet?	day?	<i>The club meets on Wednesdays.</i>
What time does it start?	start time?	<i>It starts after school – that is, at 4.00.</i>
What time does it finish?	finish time?	<i>It lasts an hour, so it finishes at 5.00.</i>
What do people do at the club?	do?	<i>There are many different activities. For example, you can get help with history homework, there may be a history quiz – in teams, not on your own, and there are also projects on local history.</i>

meetings last for one hour, so we finish at 1.30. There is something for everyone. You don't need to bring your laptop. There are 20 computers in the IT room.

What do we do in the meetings? Well, you can learn the latest computer game, get help with computer applications, like Word and Excel, or you can even learn to program in C++.

Group 2

We are looking for new members for the debating club. What is the debating club? Well, a debate – that's D-E-B-A-T-E – is like a conversation between two people. But in a debate, one person likes something, and the other person doesn't like it. There are two speeches – one from each person. Then the audience, that's the other members of the debating club, the audience chooses between the two people.

So who is the debating club for? Well, two kinds of people. Firstly, people who like to speak in public, in front of a group of people; secondly, for people who like to listen to ideas and opinions.

We meet straight after school in the school hall on Thursdays for an hour – so that's from 4.00 p.m. to 5 p.m. Each week, there is a debate. You can lead a debate or just sit in the audience and choose the best speaker at the end.

Exercises B, C and D

Follow the instructions as written. However, set Exercise E before explaining B. Bring each group to the front in turn. While each group is listening, get the other two groups to work on Exercise E.

Tapescript

Group 1

IT stands for information technology, so the IT club is for anyone interested in computers. Do you like playing games on your computer? Do you use Word or Excel? Do you send e-mail? Would you like to learn how computers work? Then this club is for you.

We meet at 12.30 on Wednesdays, in the IT Room, of course, which is next to Room 16 on the group floor. The

Answers

Model notes

Sort?	IT	Debating
For?	anyone interested in computers	1 people who like to speak in public; 2 people who like to listen to ideas
Where?	IT Room – next to Room 16	school hall
Day?	Wed	Thu
Start time?	12.30	4.00
Finish time?	1.30	5.00
Do?	learn computer games; get help with <i>Word/Excel</i> ; learn to program	lead a debate; sit in the audience + choose the best speaker

The only similarity is that both clubs last one hour.

Exercise E

Set the exercise for pupils to complete while the other group is listening to the recording. Point out that on this occasion there are several words for some of the letters and none for others. Give more examples if necessary. Feed back at the end of the lesson, building up the words on the board. Check pronunciation and spelling.

Answers

August, afternoon, autumn,	night, November, never
April, always	often, October
birthday	past
c	q
day, December	r
evening	Saturday, Sunday, summer,
Friday, February	spring, sometimes,
g	September
hour, holiday	Tuesday, Thursday
i	u
June, July, January	v
k	winter, Wednesday, week
life	x
Monday, March, May,	year
minute	z

Social Clubs: 2

Objectives

Knowledge	Skills	Attitude
Builds knowledge of types of social club.	Records information from a text in a table.	Works collaboratively with a group.

Exercise A

Put the pupils into three groups, numbered 1, 2 and 3. Refer each group to one of the texts at the back of the workbook as follows:

Group 1: *Drama Club*
Group 2: *Volleyball Club*
Group 3: *Geography Club*

Hand out another copy of the blank data collection form – see the back of this book. Ask pupils to read and make notes by themselves. Then allow them to discuss and check the final notes in their group. Monitor and assist each group. During this stage, refer pupils back to the text if they have missed key points. Use the model notes at the end of this lesson and check them against the notes which are emerging from each group.

Exercise B

Put the pupils into new groups. Each group must have at least one person from each group, 1, 2 and 3. Each pupils must give the relevant information of his/her club and the other pupils take notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each group. Once again, use the model notes to ensure that the groups are producing good notes of all events.

Exercise C

Put pupils back into their groups from Exercise A. They should now all have notes on the other two clubs and can compare/correct them. Monitor and assist each group. Make notes of oral production this time – accuracy of pronunciation/correct use of vocabulary and grammar.

Answers

Model notes

Sort?	Drama	Volleyball	Geography
For?	people who like acting; 13 +	good players or beginners	anyone
Where?	Drama Studio	netball courts	Room 24
Day?	Tues	Fri	Mon
Start time?	3.45	12.30	4.30
Finish time?	around 6.00	1.30	5.30
Do?	work towards putting on plays	good players – with team; beginners = learn game, have fun	help with homework; games, projects

Social Clubs: 3

Objectives

Knowledge	Skills	Attitude
Understands the need to use a writing plan for a talk.	Produces a talk to a writing plan.	- Increases confidence in talking in public. - Takes active role in asking other pupils questions.

Exercise A

Ask pupils to choose one of the clubs to speak about. If you do not get roughly equal numbers for each of the clubs, ask some pupils to change group. Give pupils time to turn notes into spoken sentences on their own. Help individual pupils who are struggling.

Exercise C

Make groups with pupils from different clubs. Ask pupils to give their talks in turn. Encourage other pupils to ask questions. They don't have to write anything down this time.

Exercise B

Put pupils into groups with the same club. Get the pupils to give a talk, one sentence at a time. Encourage pupils to help each other with pronunciation and vocabulary/grammar. Monitor and assist each group.

Social Clubs: 4

Objectives

Knowledge	Skills	Attitude
• Understands the need to use topic sentences for a written text. • Understands the need to expand topic sentences into paragraphs.	• Produces topic sentences. • Expands topic sentences to paragraphs.	• Increases confidence in writing from notes. • Works collaboratively with a group.

Exercise A

Ask pupils to choose one of the three clubs they have heard about. When they have chosen, put pupils into groups according to their choice, i.e., one group for the History Club, one for the Debating Club and one for the IT Club. Get pupils to make an advertisement for their club.

Exercise B

Put pupils in groups to compare and correct advertisements.

Feed back by getting pupils to show their advertisements. Choose the best ones for display.

Project Form

Model answers

<i>What sort of club is it?</i>	<i>sort?</i>	<i>IT</i>	<i>Debating</i>	<i>Drama</i>	<i>Volleyball</i>	<i>Geography</i>
<i>Who is it for?</i>	<i>for?</i>	<i>anyone interested in computers</i>	<i>1 people who like to speak in public; 2 people who like to listen to ideas</i>	<i>people who like acting; 13 +</i>	<i>good players or beginners</i>	<i>anyone</i>
<i>Where does it meet?</i>	<i>where?</i>	<i>IT Room – next to Room 16</i>	<i>school hall</i>	<i>Drama Studio</i>	<i>netball courts</i>	<i>Room 24</i>
<i>Which day does it meet?</i>	<i>day?</i>	<i>Wed</i>	<i>Thu</i>	<i>Tues</i>	<i>Fri</i>	<i>Mon</i>
<i>What time does it start?</i>	<i>start time?</i>	<i>12.30</i>	<i>4.00</i>	<i>3.45</i>	<i>12.30</i>	<i>4.30</i>
<i>What time does it finish?</i>	<i>finish time?</i>	<i>1.30</i>	<i>5.00</i>	<i>around 6.00</i>	<i>1.30</i>	<i>5.30</i>
<i>What do people do at the club?</i>	<i>do?</i>	<i>learn computer games; get help with Word/Excel; learn to program</i>	<i>lead a debate; sit in the audience; choose the best speaker</i>	<i>work towards putting on plays</i>	<i>good players – with team; beginners = learn game, have fun</i>	<i>help with homework; games, projects</i>