

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical sets 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 and connection of inclusion.	- Recognizes target words (red and green) in isolation and in spoken context. - Close-copies words into sentences.	- Recruited to broad topic. - Transfers information to self.

General points

The background vocabulary – the red words – for all four skills areas is often the same in each theme. However, the focus in each skills module should match the skill focus. In other words, in this listening module, the focus should be on pupils being able to understand the words in spoken form, in isolation and context. Give the pupils as much listening practice as possible in this lesson. It is not so important that they should actually say the words – that is why there are no specific *listen and repeat exercises*.

Introduction

Set the questions for discussion.

Before doing the exercise, highlight some of the key aural points about the red words. Here are some possible activities:

- Say red words in isolation at random. Pupils find and point to the word in the list.
- Say sentences containing some of the red words. Pupils find and point to the word in the list.
- Say pairs or groups of words which share sounds. Get pupils to identify the sounds, e.g.:

ask and answer = /ɑ:/

test, end, spell = /e/

read and teach = /i:/

history, begin, and explain = /ɪ/ at the beginning

write and right = homophones

- Write the following words on the board and tell the pupils they all have something in common. After writing each word, ask them if they can tell what they have in common (all have at least one silent letter). Continue until someone gets it, or until you have all the words on the board. Keep saying the words to help them. If no one gets the right answer, start saying the words wrongly, i.e., pronouncing the silent letter: *answer; history; listen; mathematics; right; write; wrong*.
- Write 1 and 2 on the board and the words *answer* and *begin* underneath the numbers. Exaggerate the stress on the first syllable and the second syllable, respectively. Say more red words and ask if each is like 1 or like 2. Add the word to the correct column when everyone has had a chance to think about it. At the end, the board should look like this:

1	2
'answer	be'gin
listen	explain
history	
student	
science	
question	
study	

Don't drill the words – save that for the Speaking module. Remember that the focus is on listening and hearing salient features.

Lesson 1

Language and culture note

At first sight, listening and pointing might seem like a primary school activity. In fact, it is a challenging task at any level for any pupil, because in English the relationship between sound and sight – the spoken and the written word – is complex. It is especially challenging for Arabs because Arabic is largely a phonemic language, which means that once you know the sound that a letter makes, you can pronounce an unknown word accurately. Arabic speakers may naturally think this is a universal and look to be able to find the same simple relationships in English. But English is not a phonemic language and it is impossible to be sure how an unknown word will be pronounced. This course, therefore, contains a lot of work on sound/sight relationship, pointing out patterns (not rules) and exceptions.

b	begin	end
c	right	wrong
d	teach	learn
e	question	answer

Language and culture note

You might argue that some of these pairs are not opposites, strictly speaking, but converses. However, at this level, the word *opposite* and the word *converse* would probably be translated by the same word in Arabic.

Exercise A

Set the task. Monitor to see if pupils are getting anything out of the questions. Encourage pupils to give long answers. Feed back with the whole class, eliciting answers from different pupils for each question.

Answers

Depend on pupils.

Exercise B

- 1 Work through a few examples, pens down. Then set for pairwork.
- 2 Play the CD for pupils to self-check.

Feed back orally.

Tapescript and Answers

a ask answer

Methodology note

We remember new information when we can connect it with known information. This activity assists the pupils to make such connections.

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 into the CD. Pupils listen and identify the missing word. This activity trains pupils in the vital listening skill of picking out unknown words from the stream of speech. Unless you can isolate the unknown part, how can you ask for its meaning or look it up in a dictionary? Having identified the set of sounds that is missing, they then try to find the correct word or phrase from the green list. This helps to train aural memory – the ability to hold some meaningless sounds in the brain until one is able to match them to a 'picture' – the written form.

Pupils complete the task individually then check in pairs. Play each sentence several times if pupils are struggling to pick out the new words. Feedback with the whole class and deal with the meaning of the words.

Lesson 1

Tapescript and Answers

- 1 When does the second semester start in your school? Is it in February?
- 2 All the pupils go to the hall at the start of the school day.
- 3 We have sports in the school gym.
- 4 Mr Jones is in charge of the library. He is responsible for all the books and CD-ROMs.
- 5 Miss Andrews is in charge of the language resource centre.
- 6 Who is the head of Grade 9? Is it Mrs Wright? Or is she in charge of Year 2?
- 7 My classroom is down that corridor, second door on the left.
- 8 The science lab is upstairs.

Exercise D

Most of the work up to this point has been on listening. The focus now switches to meaning. We remember new information when we can connect it with known information. This activity assists the pupils to make such connections.

Note: Two-column activities

- This is a two-column activity. This course is full of such activities. In each case, you can do any or all of the following activities:
- Set the task for completion as written, i.e., pupils match the items individually then check in pairs.
- Test the pupils on each side, but let them look at the exercise while they work, i.e., you say *history and mathematics*, and a nominated pupil or any pupil says *They are both subjects*. Then you say *They are both subjects* and get the response *history and mathematics*.
- Repeat the activity, with the pupils not looking at the exercise.
- Put pupils in pairs to test each other, looking or not looking.
- Get pupils to make up more items for the activity – in this case from the red and green words, but in other cases from their knowledge of English.

- Use the activity as high-speed revision at the beginning of the next lesson, or in a week's time.

Tapescript and Answers

- | | | |
|---|--------------------------------------|---|
| a | history <i>and</i> mathematics | They are both subjects. |
| b | gym <i>and</i> lab | They are both places in a school. |
| c | library and resource centre books | They both contain and CDs. |
| d | responsible for <i>and</i> in charge | They both of introduce a manager's job. |
| e | pupils and students | They both study. |

Methodology note

You may be surprised that there are not pages and pages of work in each theme devoted to grammar. This is because most of the grammar is contextualized in lessons. For example, in this exercise, the vital point about word order with *both* is shown in the answers, i.e., it comes after the verb *be* but before other verbs. Point this out to pupils in passing to make sure they have noticed.

Closure

- 1 Say the words from the green list and get pupils to mark the stress.
- 2 Ask pupils to find other connections between all the words – red and green – e.g.:
 - synonyms/almost the same: *study* and *learn*
 - sets: *listen*, *speak*, *read*, *write*
 - verb to noun: *study* and *student*
 - collocation: you can either use this word or simply say that some words often go together, e.g., *ask a question*

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Understands some information about school rules. - Recognizes logical structure of first conditional sentences. - Applies new information to the real world.	- Activates schemata. - Uses real-world knowledge to predict content. - Records information from a spoken text in a table.	- Recruited to specific topic. - Takes part in a discussion.

The overall aim of this lesson is listening for understanding. The new key skill of waiting for definitions is dealt with in this way. It is not overtly taught until the next lesson. Do not pre-empt that lesson.

Introduction

Revise vocabulary from Lesson 1, especially the green words. Say the beginning of one of the words and get pupils to complete the word. This is practice in the vital skill of predicting words from the first one or two phonemes – the skill that enables native speakers to understand speech which is actually being produced faster than the brain can process all the aural stimuli. We therefore sample – i.e., listen – to some sounds and predict the remainder while we skip on to the next section.

Exercise A

This activity activates schemata – in other words, it gets the pupils' brains ready for listening in this situation. In a sense, it doesn't matter what the pupils say at this point, since activating schemata is the main aim, but of course, it is good if the pupils can come up with some interesting ideas.

Answers

Depend on pupils, but could include:
Where is my classroom?
What happens if I am late?
Where are the toilets?
What time is lunch?

Exercise B

Refer pupils to the leaflet. Say this is from a school, Emirates School.

- 1 Set for pairwork. Show pupils how one of the words – *rules* – is explained. Give pupils a few minutes to look at the words and try to explain the meanings to each other. Do not elicit answers, and do not confirm or correct if people try to call things out.
- 2 Play the CD. Check to see whether pupils are writing anything. If not, consider explaining and starting the CD again. Feed back, eliciting the meaning of each of the words in the pupil's own words if they cannot remember the exact words.
- 3 The specific point here – waiting for definitions – will be dealt with in Lesson 3. Give pupils a few moments to discuss in pairs, then elicit. All they need to say at this stage is: *He told us / He said it later.*

Language and culture note

Take every opportunity to move out of the 'teacher as knower' role. This course provides sources of information other than the teacher, and it is important that you should not pre-empt the use of these sources. In this case, the principal's speech contains definitions of the words. Provided you do not explain the words when the pupils first encounter them – in B1 – they will be forced to try to hear the definitions in the principal's speech.

Lesson 2

Tapescript

Peter Bean: OK. Let's begin. Welcome to Emirates School. I am very pleased to see you all here. My name is Peter Bean. I'm the principal. That means I'm in charge of the whole school. I hope you will enjoy your time at the school. I'm sure you will, in fact, *if* you follow the school rules – things you must do and things you mustn't do.

First rule. You must wear your uniform every day. In other words, you must wear the special school clothes for school, NOT your own clothes. If you don't wear the uniform, we will send you home.

Second rule. Attendance. In other words, coming to school. You must come to school every day. If you are ill, ask someone to telephone the school.

Third rule. We start every day with assembly – that is a meeting of all the pupils in the school, here in the school hall. You must be in the hall by 7.30. If you are late, go to the office. Don't come into the hall after 7.30.

Fourth rule. Attitude. What does this mean? It means the way you behave in school. You must be polite, you must be helpful. If you are rude to a teacher or another pupil, you must apologize.

Fifth rule: Bullying. I mean making fun of others or hurting them in any way. You must not bully other pupils. If I hear about any bullying, I will tell your parents.

Answers

Depend on pupils – see Answers under C for the exact words.

Methodology note

It is vital that pupils always have a task to do while they are listening. We rarely if ever listen without a purpose. It is much harder, if not impossible, to remember information if you are asked questions after listening.

Exercise C

Point out that it is extremely useful to be able to get the gist when we are listening – this is the target of Exercise B. However, it is also useful to be able to remember, or hear, the exact words, as this will gradually extend the ability of pupils to get the gist of more complex constructions.

- 1 Set for individual work and pairwork checking. Do not feed back at this point.
- 2 Play the CD again, pointing out that this time they are listening for exact words. Pause at the points marked for pupils to check their answers.

Get pupils to cover the definitions on the right and try to define the words, using the principal's words or a close approximation. You can do this as a whole-class activity or as pairwork then whole-class.

Example:

S1: What does bullying mean?

S2: It means making fun of people, hurting them with your words or your actions.

Tapescript

[REPEAT OF EXERCISE B1]

Answers

- a school rules
- b bullying
- c assembly
- d attitude
- e principal
- f attendance
- g uniform

Lesson 2

Exercise D

Remind pupils that each of the words on the leaflet is to do with school rules. Work through the example.

- 1 Set for pairwork. Monitor. If the pupils are good, go straight on to feedback below. If they are weak ...
- 2 Play the CD again, pausing this time after the explanation of the rule.

Feed back. Try to get the pupils to produce the exact words from the principal, not a 'studentese' version. Note again that there is a basic grammatical structure here – the first conditional with either *will* in the second half or the imperative. Make sure that pupils notice this.

Tapescript

[REPEAT OF EXERCISE B1]

Answers

- a If you don't wear the uniform, *we will send you home*.
- b If you are ill, ask someone to telephone the school.
- c If you are late, go to the office.
- d If you are rude, you must apologize.
- e If I hear about any bullying, I will tell your parents.

Exercise E

Either put pupils in groups or, with a weak class, go through each rule in turn and get pupils to tell you if the rule is the same in this school or, if not, to correct it for their school.

Methodology note

Personalization is a key part of most listening activities in this course. As noted above, we rarely listen without having a reason, and unless you give pupils a specific reason for listening, they are unlikely to bring real-life listening skills to bear on the task. In real life, the pupils would be sitting in the hall thinking: *Are there any different rules from my previous school?* We must try to mimic that situation as closely as possible in order to develop genuine listening skills.

Closure

Ask pupils to give you some more single words – as on the leaflet – for areas with rules in their school, and then give you the rule. Alternatively, give some rules from the school with mistakes and get pupils to correct them.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers the meaning of key words from the theme. - Understands that speakers often post-define words. - Understands that post-definitions are often introduced by, e.g., <i>that means, in other words</i>.	- Correctly relates words to their post-definition. - Picks out words which introduce definitions – <i>that means, I mean, in other words, which is / are</i>. - Completes sentences with definitions.	Increases confidence in understanding new words in context.

Introduction

Remind pupils of spoken definitions. Get pupils to define each of the words or phrases in the noughts and crosses grid. Elicit definitions of all the words.

Exercise A

Point out that in this game they do not have to give the definition. They have to use the word in context. Teach pupils how to play the game – see below. Do a model game with several pupils. Set for completion in pairs or groups. Monitor and feedback.

Answers

Depend on pupils.

Methodology note

You can play noughts and crosses at any time to revise vocabulary.

How to play:

Put pupils into pairs. Give one person the symbol *O* (nought). Give the other person the symbol *X* (cross). Pupils take it in turns to try to get their symbol in a square. If they make a good sentence, they put their symbol in that square. The aim of the

game is to get three symbols in a row, across, down or diagonally, up, down or across. Obviously, the opponent should try to block this.

Ideally, the opponent should decide if the sentence is good, but if there is any dispute, they can refer it to you.

The game can also be played in small groups, with the members of each team discussing the sentence before offering it.

Exercise B

- 1 Give pupils time to consider the answer.
- 2 Refer pupils to the Skills Check, which shows pupils the discourse structure point – new word then definition – and the kinds of words and phrases which are used to introduce spoken definitions.

Answers

- d Wait for the speaker to explain, because the speaker may define it.
- a is often impossible in the middle of a talk.
- b is not a good idea because you will miss the next bit.
- c is impossible in the middle of a talk.

Lesson 3

Methodology notes

- 1 Skills Checks are a key feature throughout the course. They make the target skill overt and they are intended to serve as one of the external sources of information that the pupil can refer to again and again.
- 2 Note that discourse structure information such as this, i.e., new words, are often followed by a definition and information about the function of phrases, e.g., *which means* can introduce a definition – vital if we are to understand spoken language. There is not time for the brain to decode each individual word into meaning then assemble the words into phrases and then look up the meaning of the phrase in the memory. We must ‘chunk’ phrases so that the brain can immediately identify the purpose and move onto listening to the next bit. For example, if you hear *That means* and you already understand what the word in question means, you can ignore or only sample the next few words.

Exercise C

This exercise continues with the practice in hearing spoken definitions. However, this time, the words and definitions are not contained in a talk, so you can easily play them several times if necessary.

- 1 Refer pupils to the list of words. Point out that you do not necessarily expect them to know all or even any of the words; set pupils to go through them in pairs to see if any are known. Explain that they must try to define any words they know, not translate or use them in a sentence. Work through the example. Monitor to get an idea of what the pupils know already. Do not feed back at this stage.
- 2 Play the example. Set for individual work and pairwork checking. Pupils do not need to get the exact words at this time, just the meaning. Feed back by playing each word again, pausing before the definition then playing the definition for self-checking. Point out that the word *break* has two common meanings in a school context – a noun = *a period of rest* and a verb = *not*

obey. We can work out the meaning from the context. Pupils probably know the other meaning – *to put into pieces* – but that is not confined to a school context.

Tapescript

- a If you behave badly, you will get a lunchtime detention. That means staying in your classroom and doing extra work.
- b This afternoon we are on the playground, I mean the grass area for sports at the back of the school.
- c Every morning, we have registration. In other words, the teacher says the names and the pupils say ‘here’.
- d Can you go to reception – the office at the front of the school?
- e Every pupil gets a locker, which is a place to keep your things in. Lockers for Grade 9 are in the corridor outside your classrooms.
- f I’ll meet you in the canteen – the big room that we have lunch in.
- g At 11.00 each morning, there is a break, I mean a short period between lessons.
- h If you break the rules, if you don’t obey the rules, there will be a punishment, I mean, some extra work at lunchtime or at home.

Answers

- a staying in your classroom and doing extra work
- b the grass area for sports at the back of the school
- c the teacher says the names and the pupils say ‘here’
- d the office at the front of the school
- e a place to keep your things in
- f the big room that we have lunch in
- g a short period between lessons
- h some extra work at lunchtime or at home

Lesson 3

Language and culture note

All the words are defined here in the context of school. In other contexts, the meanings may change, quite considerably in some cases, e.g., *punishment*.

Exercise D

This is an intensive listening exercise to check that pupils can break up the stream of speech in each case.

- 1 Have pupils cover Exercise C. Work through the example. Set for individual work and pairwork checking. Monitor. If pupils have clearly heard the CD enough by now, do not go on to #2 below.
- 2 Play the CD again, if necessary, pausing to check the exact words in each case.

Tapescript and Answers

- a staying in your classroom and doing extra work
- b the grass area for sports at the back of the school
- c the teacher says the names and the pupils say 'here'
- d the office at the front of the school
- e a place to keep your things in
- f the big room that we have lunch in
- g a short period between lessons
- h some extra work at lunchtime or at home

Exercise E

Work through the example. Make sure that pupils realize this is just an example. They should give true answers when they hear the questions.

Ask the questions yourself or play the CD. You can either

allow pupils to discuss the answers in pairs before giving you an answer, or elicit answers from individual pupils and then get others to agree or correct.

Tapescript

Where is the reception at your school?

Who works there?

Where do you play sports at your school?

What sports do you play?

When do you have registration?

What happens exactly?

What punishments do you have at your school?

Which is the worst one?

Where do you keep your things at school?

What do you keep there?

Where do you eat at school?

What sort of food can you get there?

How long are the breaks in your school?

How many breaks do you have each day?

Answers

Depend on pupils.

Closure

Refer pupils back to the words in Exercises A and C. Put them in pairs to role-play a scene. Pupil 1 = a new pupil at the school. Pupil 2 = an old pupil. Pupil 1 asks Pupil 2 about the school and the rules of the school.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers the importance of waiting for post-definitions of new words. - Synthesizes information from two sources.	- Recognizes post-defined words and understands the definitions. - Recognizes specific words in context.	- Takes part in a discussion. - Recognizes the value of contributing to the wider life of a school.

Introduction

Remind pupils of the broad scenario of this module - new pupils arriving and hearing about the school - the rooms and the rules. Elicit a few examples of the rules at Emirates School and compare them with the rules at the pupils' own school.

Exercise A

Do this as a high-speed oral activity with a fast class, or as pairwork or group work then oral feedback with a slower class. Either way, make sure the pupils don't get bogged down in reading at this point. This is a scanning activity.

- Underlining is a good activity for kinaesthetic learners, and it is also immediate proof to you that pupils have actually found the words. Although you are showing pupils the written form too in this case, they need to associate the sound and sight if they are to be able to identify the word in spoken context.
- Set for pairwork, but explain that you do not expect pupils to know these words. Monitor, but do not assist and do not feed back.
- Play the CD. Point out that pupils do not have to give exact words. Pause if necessary after each definition for pupils to write a few words. Allow pupils to check in pairs before feeding back orally.

Tapescript

- a punctuality
b commitment
c achievement
d contribution
e prefect
f monitor
g representative
h school council

3

Peter Bean: We give you a report at the end of every term. The report has three sections. Firstly, attendance - how often you come to school. For example, there are 75 days in the first term, so you will get a mark out of 75, say, 72, if you

Answers

- November
- 2007
- 23rd November, 2007
- Jassim Abdulrahman Saeed; Peter Bean
- principal
- Arabic, Religious Studies; History; Geography; English; Science; Mathematics; PE
- (23), (2007), 9.5, 72, 75, 70, 72

Exercise B

Refer pupils to the report again, and again say this is not a reading exercise. This time it is scanning for particular words.

Lesson 4

came 72 days. Secondly, **punctuality** – which means coming to school on time each day.

Thirdly, there are reports from the teachers of subjects – History, Geography, Maths. The teacher will give you a mark for **commitment**. That is, how hard you are working in that subject. The teacher will also give you a mark for **achievement**, which means how well you are doing in that subject. Both commitment and achievement are important. You should try to get good marks in both sections.

Fourthly, **contribution** to school life. Contribution means giving something. Giving something to the school in this case. You should take an active part in school life. There are many things you can do. You can be a **prefect**. That is, a pupil who helps with discipline in the school. Discipline is good behaviour. For example, prefects stop bad behaviour in the playground at break time. You can become a **monitor** – a pupil who helps the teachers with something. For example, library monitors collect the reading books from the library and take them back after the reading lesson. Finally, you can be a **representative** for your class on the **school council**. The school council is a group of people – teachers and pupils. They meet, once a month, to talk about the school: how to make the good things better, how to change the bad things. You can be the representative, which means the pupil who goes to the meeting from your class. It's not an easy job, but it is exciting and very useful for the school.

Answers

- a coming to school on time each day
- b how hard you are working
- c how well you are doing
- d giving something to the school
- e a pupil who helps with discipline in the school
- f a pupil who helps the teachers with something

- g the pupil who goes to the meeting from your class
- h a group of people who meet to talk about the school

Exercise C

- 1 Set for pairwork. Elicit ideas. If pupils are very close to the correct words, make any minor correction. If not ...
- 2 Play the CD again for pupils to check.

Tapescript and Answers

- a coming to school on time each day
- b how hard you are working
- c how well you are doing
- d giving something to the school
- e a pupil who helps with discipline in the school
- f a pupil who helps the teachers with something
- g the pupil who goes to the meeting from your class
- h a group of people who meet to talk about the school

Exercise D

Refer pupils back to the report. This time, they can actually read it. Set for individual work and pairwork checking.

Answers

- 1 Nearly every day. He only missed three days in this semester.
- 2 Yes, he is. He has got all As and Bs for commitment.
- 3 Geography – he got an A for Achievement.
- 4 Mathematics – he got a D for Achievement.
- 5 Yes, he does. He is a monitor and a prefect. He is the representative for his class on the school council.

Lesson 4

Exercise E

This is a transfer exercise. Encourage pupils to explain their answers in groups or pairs.

Answers

Depend on pupils.

Closure

Refer pupils to the tapescript. You will need to print out the tapescript from the web or copy it from the back of this book and give it out, perhaps to pairs of pupils. Show pupils any parts which they had difficulty with.

Methodology note

Listening is not the same as reading. Spoken text is ephemeral and can only be accessed directly once. It is a stream, not a set of clearly isolated words for identification. So things which would be easy to understand in written form are incomprehensible in spoken form. Somehow, we must give pupils the opportunity to associate the aural memory with the written form, to give them the opportunity to correctly associate what they hear with what was actually said. Allowing pupils to read the tapescript of spoken text at the end of a lesson can often help them to do this.

Workbook: Listening

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are different stress patterns in English. - Recognizes that you can prepare for listening.	- Identifies the stress pattern in key words. - Recognizes target words in the stream of speech. - Transfers information from speech to writing. - Understands spoken definitions in a text.	Increases confidence in understanding new words in context.

Exercise A

- Go over the examples. The idea is for pupils to say the words quietly or 'in their heads' to help them remember the correct stress. Help pupils hear the correctly stressed syllable by saying the word and exaggerating the stress. Also use hand gestures, for example 'punching' the stressed syllable. Then ask pupils to say the word themselves.
- Pupils complete the task individually. Play the CD. Elicit answers. Check/revise the meaning of some of the words.

Answers

oO	Oo
<i>begin</i>	<i>question</i>
behave	bully
canteen	centre
explain	locker
obey	other
polite	pupil
resource	science
revise	second
today	subject

Tapescript

begin
 behave
 bully
 canteen
 centre
 explain
 locker
 obey
 other
 polite
 pupil
 question
 resource
 revise
 science
 second
 subject
 today

Exercise B

- This is another activity on stressed syllables, this time using longer words. Go over the example word and repeat the procedure for Exercise A above. Elicit the number of syllables in these words. (They are all three-syllable words.) Point out that, in this case, they must mark the stress with a small vertical line in front of the stressed syllable. Remind pupils that this is the way that stressed syllables are marked in most dictionaries. Pupils complete the task individually.
- Play the CD, twice if necessary, for pupils to check their answers. The next exercise revises the meanings of some of these words.

Tapescript and Answers

a'ssembly
a'ttendance
'attitude
'period
'principal
re'sponsible
'semester
'uniform
university

Exercise C

- 1 Go over the example and set the task for individual completion. Make sure pupils realize that they have to change the form, e.g., make words plural, in some cases.
- 2 Play the CD for pupils to check their answers.

Ask pupils to close their books. Elicit the completed sentences; if necessary, write prompts on the board.

Tapescript and Answers

- a In one academic year you have two *semesters*.
- b John's worst *subject* is Maths.
- c Listen carefully. In *other* words, please put your phone away, Ali.
- d You will have one *period* of English every day.
- e You must not *bully* other people.
- f Miss Andrews is not *responsible* for the library. Mr Jones is.
- g Mohammed has been in hospital so his *attendance* is not very good.
- h The colour of the *uniform* at the girls' school is blue.

Exercise D

Check pupils understand the task. Set for individual work and pairwork checking. Play the CD. Feed back in one of two ways. Either:

Get pupils to exchange books and mark each other's work. They should only put a circle where they think there is a mistake and an oblique where they think something is missing. Then display the correct version, playing the CD again so pupils can associate sound and sight.

Or:

Display the correct version, so that pupils can correct their own work. Play the CD again as you go through so that pupils can associate sound and sight.

Do not worry too much about spelling, as this is part of the listening work, but clearly there are many words here that pupils at this level should be able to spell perfectly. You should worry about punctuation, as this is part of the overall coherence of the text. Pupils should recognize when the speaker has started a new sentence and make the full stop and capital letter accordingly.

Tapescript and Answers

The school council / is a group of people – / teachers and pupils. / They meet, / once a month, / to talk about the school: / how to make / the good things better, / how to change the bad things. / You can be the representative, / which means the pupil / who goes to the meeting / from your class. / It's not an easy job, / but it is exciting / and very useful for the school.

Methodology note

Do you regard dictation as old-fashioned? It has certainly fallen out of favour, but it is in fact a highly effective way of checking your pupils' ability to listen and make sense of spoken language. The best kind of dictation is one where the pupils have some idea of the content so that they can use prediction skills to anticipate what is coming. It is also important not to pause too often, so that short-term memory is put under pressure. Therefore, resist any temptation to stop the CD.

Exercise E

Spend one or two minutes discussing what resources your school has, e.g., library, computer room, books, sports facilities, etc.

Elicit now, or at the end of the lesson, what things pupils would like in their ideal learning resource centre, e.g., Internet access, smart boards, flat-screen monitors, DVD players, etc. This could develop into a much longer activity, with pupils designing a resource centre for their school, for example. They could also say why each resource was needed and how it would benefit the pupils.

- 1 Exploit the headings and information in the notice, but do not explain any of the vocabulary as this would pre-empt the activity. Set for pairwork. Do not confirm or correct.
- 2 Work through the example. Point out that pupils may not be able to match some of the words. That is not a problem. They are going to hear all these words in the talk. Get pupils to put answers in pencil so that they can correct them later. Set for individual work. Do not allow pairwork correction.
- 3 Play the CD. Give pupils time to compare answers in pairs. Elicit answers. Replay any sections of the CD that pupils had difficulty with.

Tapescript

Peter Bean: OK, is everybody ready? I hope you are all enjoying your first week at Emirates School. I'm not going to keep you very long today.

Now, at Emirates School, we have many aids to learning. In other words, we have many things to help you learn. Most of the aids are in the Learning Resource Centre, or LRC. It's located, in other words you can find it, on the ground floor next to the library. *Resource* means something you can use. So a teacher is a resource and a course book is a resource. But in the LRC, we have many other learning resources. For example, there are grammar and other reference books. That means books you can look at for information. Every book has a label, or piece of paper with the correct level on. Beginners' books have yellow labels, intermediate have red and advanced level books have blue labels. Most of you in this class will want to use the red level materials. That's what we call books, CDs, cassettes and

so on.

Now, we also have computers. You can use them at any time, but sometimes the LRC is busy, for example at lunchtime. There is a booking form on the noticeboard, so you can reserve a computer, that means give a time and day to use it. You need to write your name and class on the form.

We have lots of learning software for the computers – that is, CD-ROMs with programs about Science, Mathematics, Geography and so on. With one program for English, you can record your own voice. I mean, you can speak into the microphone and hear your words. You can repeat this again and again and try to improve your pronunciation, you know, the way you speak.

Finally we have arranged familiarization sessions, that is, periods in the LRC that help you to know it better. The sessions will cover all the things I've mentioned and also how to log on to the computers, find the program you want and so on. Those of you in Mrs Penn's group should go on Tuesday at 10.00 for their session. Mr Bennet's group should go at 11.00 on Wednesday.

Now, any questions?

Word		Definition
a aid	5	a piece of paper with information on it
b resource	11	helping you to know something better
c located	7	give a time and day when you can use something
d reference	8	computer programs
e label	3	in a particular place
f materials	10	the way you speak
g reserve	2	something you can use, e.g., for learning
h software	1	something which helps you learn
i record	4	something you can look at for information
j pronunciation	6	books, CDs, cassettes
k familiarization	9	speak into a microphone and then listen to your words

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical sets at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme.	- Produces target words (red and green) in isolation and spoken context with good pronunciation, especially the consonant /C1/. - Continues conversations with target words	Recruited to broad topic.

Introduction

Books closed, write the word *Education* on the board and ask pupils to tell you some words from the theme. They should be able to tell you all or most of the red words, having met them already in Listening.

person

people

problem

think

vote

Exercise A

Set for pairwork. Point out that pupils should give true answers. Monitor and assist. Feed back by eliciting answers to each question from a few pupils.

Answers

Depend on pupils.

Exercise B

Say or play the green words for pupils to repeat. Deal with any pronunciation issues, especially short /ɪ/ and long /i:/ and pronunciation of /p/ vs /b/, which are a focus of this theme.

Tapescript

council

represent

representative

out of school

Exercise C

- 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. Point out that sometimes a question is followed by another question.
- 4 Elicit some ways in which the conversation could be extended – see Answers. Set for pairwork. Monitor.

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

Tapescript

Have you got many interests out of school?

Yes, I have. I'm a member of some sports clubs.

We need people like you on the school council.

Can a new pupil represent his or her class?

Lesson 1

Answers

Have you got many interests *out of school*?

Yes, I have. I'm a member of some sports clubs.

Model extension

What clubs do you go to/belong to?

I go to/belong to the Volleyball Club and the Handball Club.

We need people like you on the school council.

Can a new pupil *represent* his or her class?

Model extension

Yes, of course.

But I don't know anything about the school!

Exercise D

Pupils have certainly met the /p/ vs /b/ point before, but may still have problems with it. If you cannot hear the difference, it is hard to decide which letter should go in a particular word.

- 1 Work through the example. Set for individual work and pairwork checking.
- 2 Play the CD. Feed back by writing the sentences on the board.
- 3 If you want, set this up as a game. There are 14 *ps* – the number is given after each sentence in Answers. Give marks for each correct one. But don't worry if pupils are still not getting it right. There are plenty more opportunities later in the theme.

Tapescript

- a The Sports Festival begins in February and ends in April.
(2 *ps*)
- b There is an assembly for all pupils before prayer time.
(3 *ps*)

- c The person responsible for the books is the library monitor.
(2 *ps*)
- d If a pupil behaves badly, he will be punished.
(3 *ps*)
- e Complete the test paper and bring it upstairs.
(4 *ps*)

Closure

Ask questions that involve the green words, e.g.:

Where is the school council held in this school?

Do you have many interests out of school?

Who is your school council representative?

Would you like to represent your class on the school council?

Ask pupils to find out as much as they can about their school council before the next class.

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Remembers that there are two bilabial plosives – /p/ and /b/. - Remembers that there are two related vowels – /ɪ/ and /i:/.	- Activates schemata. - Produces words from minimal pairs with /p/ or /b/ and /ɪ/ or /i:/. - Recognizes logical and structural relationships between statements and responses. - Practises a conversation.	Recruited to specific topic.

Introduction

Ask pupils what they have found out about their school council. Ask questions such as:

How many people are on the school council?

How do people become members of the school council?

Who is your representative?

How often does the school council meet?

Exercise A

Explain to pupils that a lot of words are very similar in English – there is only one sound different. Give an example – *pill* = something you take when you are ill, *Bill* = a name, *bill* = a statement of money owed.

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 *pill*, or *1B*, and getting pupils to say *Bill*.

Finally, refer pupils to the mini-dialogue on the right of the /p/ and /b/ words. Drill, then elicit from pairs of pupils.

Language and culture note

It is very important that pupils realize that minimal pairs (two words with only one vowel or consonant sound different) are very common in English; therefore, if they do not try hard to make the correct sounds, they may be saying a different word. If you feel it is culturally appropriate, point out, e.g.:

pray and *bray*

park and *bark*

It is, of course, unlikely that a single mistake in a sentence with a minimal pair will lead to misunderstanding, but the chances are that pupils will make multiple errors of syntax, word selection AND pronunciation and, in this case, a mistake with a minimal pair can be the last straw.

Exercise B

Repeat the procedure from Exercise A.

As before, finish by referring pupils to the mini-dialogue on the right of the /ɪ/ and /i:/ words. Drill, then elicit from pairs of pupils.

Lesson 2

Exercise C

- 1 Make sure pupils understand that Aisha's words are in order but Salma'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.

Methodology note

- 1 This activity will work much better if you photocopy Aisha's words – see the end of the notes for this lesson – and photocopy and cut up Salma's words. Give these out so pupils can try Salma's words in different places.
- 2 If you are working with boys, tell them to act out the parts of Abdula and Salim.

S: Is there bullying at the school?

A: Yes, there's a little bit, but it's not a bad problem. So do you want to be on the school council?

S: I'll think about it.

Closure

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

OR

Get pupil's to act out dialogues about various pupil's roles in the school. For example:

Do you want to be a monitor / prefect?

What's that? Etc.

Tapescript and Answers

A: I want to ask you a question.

S: OK. What do you want to ask me?

A: Do you want to be on the school council?

S: What's that?

A: It's a meeting of staff and pupils.

S: What does 'staff' mean?

A: The staff are the people who work at the school.

S: What do they talk about?

A: They discuss ways to improve the school.

S: Does 'improve' mean to make better?

A: Yes, it does. They also talk about problems in the school.

S: What sort of problems?

A: Well, bullying, for example.

Lesson 2

Lesson 2 Handout

A: I want to ask you a question
S:
A: Do you want to be on the school council?
S:
A: It's a meeting of staff and pupils.
S:
A: The staff are the people who work at the school.
S:
A: They discuss ways to improve the school.
S:
A: Yes, it does. They also talk about problems in the school.
S:
A: Well, bullying, for example.
S:
A: Yes, there's a little bit, but it's not a bad problem. So do you want to be on the school council?
S:

<i>Does 'improve' mean to make better?</i>
<i>I'll think about it.</i>
<i>Is there bullying at the school?</i>
<i>OK. What do you want to ask me?</i>
<i>What do they talk about?</i>
<i>What does 'staff' mean?</i>
<i>What sort of problems?</i>
<i>What's that?</i>

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers that the /i:/ sound can be written in a number of ways. - Remembers that one spelling does not equal one pronunciation, e.g., <i>ea</i> in <i>speak</i> and <i>learn</i>. - Recognizes that there are different ways to ask about new words. - Understands the process of getting on a school council (in the hypothetical school).	- Practises a conversation. - Produces spoken questions and answers about new words.	- Increases confidence in asking about new words. - Begins to recognize the value of a school council.

Introduction

Ask pupils: *Which vowels are we practising in this lesson?*
Elicit the two sounds /ɪ/ and /i:/. Ask pupils: *Can you remember the symbols?* Elicit or put on the board the two 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 in right-hand column.

1	speak	read	mean	<i>learn</i>	/V11/ not /V8/
2	meet	<i>when</i>	we	see	/V2/ not /V8/
3	<i>they'll</i>	she'll	we'll	he'll	V13/ not /V8/
4	think	fill	<i>need</i>	bin	/V8/ not /V1/

Exercise B

Remind pupils of the conversation between Aisha and Salma in the previous lesson. Revise the conversation if you want.

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 questions and/or write them on the board.

Set the questions for individual work and pairwork checking.

Feed back orally.

Answers

- 1 You make a speech and the pupils vote. The person who gets the most votes wins.
- 2 Probably no, because she is new to the school.

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 Skills Check. Give them time to check their own work. Monitor. If you feel that pupils have got the correct answers, do not play the conversation again.

Lesson 3

3 Set for pairwork. Monitor. Drill any pronunciation points.

Feed back by getting pupils to perform the conversation in front of the class.

Tapescript and Answers

- S: How do you get on the school council?
 A: You have to give a speech.
 S: What's *that*?
 A: It's a talk to the other pupils in the class.
 S: What do you talk about?
 A: You talk about yourself and your interests.
 S: Are *interests* things you're interested in?
 A: Yes. Exactly. And you talk about improvements for the school.
 S: Is improvement *the noun from improve*?
 A: Yes, it is.
 S: What happens after the... ah ... speech?
 A: The pupils vote for you or someone else from the class.
 S: What does *vote* mean?
 A: People say, 'I want this person or that person.'
 S: And if most of the people vote for me?
 A: You are elected.
 S: *Elected*?
 A: You win. You become the *representative*.
 S: I can't do it.
 A: Why not?
 S: Because I'm new. I don't know very much about the school yet.
 A: That's true. But perhaps you can see things that were better at your old school.
 S: Yes, that's possible.

Exercise E

Set up the pairs, and get pupils to number themselves 1 and 2. Bring all the 1s to the front and give them the information for their interests – see below. Repeat with all the 2s. Make sure pupils are clear that they have to role-play someone with those interests. Give pupils time to learn their information.

Work through the examples.

Start the pairwork. Monitor and assist.

Pupil 1	
first-aid	helping people after an accident
the Scouts (boys) / the Guides (girls)	an organization which learns lots of skills, including ways to help other people
a choir	a group of people who sing together
an orchestra	a group of people who play musical instruments together

Pupil 2	
a team	a group of people who play a game together
community work	helping people in your area for no money
drama classes	acting, learning about acting
book club	a group of people who choose a book each month, read it and then discuss it

Exercise D

Refer pupils back to the words in Lesson 2. Encourage pupils to use a range of expressions to ask you about the words.

Closure

Feed back, getting pupils to perform some of the conversations from Exercise E in front of the class.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers the two vowel sounds /ɪ/ and /i:/. - Recognizes the value of a school council. - Recognizes how you can get elected to a school council.	- Prepares to speak by rehearsing. - Produces a text about self with accuracy and fluency, using a range of sentences.	- Increases confidence in speaking in public. - Share information about self. - Gives own opinion.

Introduction

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

Exercise A

Set for pairwork. Monitor and assist.

Exercise B

Remind pupils of the scenario with Salma and the school council. Refer pupils to the list of topics.

- 1 Set for individual work and pairwork checking. Do not confirm or correct.
- 2 Play the CD. Set for individual work and pairwork checking. Feed back on the order.
- 3 Set for pairwork.
- 4 General class discussion.

Tapescript

Good morning, everybody. Thank you for coming.

My name is Salma Abdullah.

I am 15 years old.

I have been at this school for one week.

I went to Western School for two years.

I want to represent this class because I am a good listener. I will listen to your ideas and I will take them to the meeting. I have many interests out of school. I go to drama classes and I am in the Guides, so I am not afraid to speak to people.

I do not know very much about this school at the moment, but I have a few ideas from my last school. For example, we had a water machine in every corridor in my last school, but there are only a few water machines in this school. Perhaps we need more water machines. If you vote for me, I will ask you for your ideas. I will make a list. We will choose the best ideas for the next meeting.

Lesson 4

Answers

This is the correct order, with the contents in each case.

topics	Salma's order	contents
age	3	I am 15 years old
improvements	7	I do not know very much about this school at the moment, but I have a few ideas from my last school. For example, we had a water machine in every corridor in my last school, but there are only a few water machines in this school. Perhaps we need more water machines. If you vote for me, I will ask you for your ideas. I will make a list. We will choose the best ideas for the next meeting.
name	2	My name is Salma Abdullah.
previous school	5	I went to Western School for two years.
time at this school	4	I have been at this school for one week.
welcome	1	Good morning, everybody. Thank you for coming.
why vote for me?	6	I want to represent this class because I am a good listener. I will listen to your ideas and I will take them to the meeting. I have many interests out of school. I go to drama classes and I am in the Guides, so I am not afraid to speak to people.

Exercise C

- Set for individual work and pairwork checking.
- Play the CD. Feed back, drilling the sentences. Notice that all the target words are verbs, so this is an opportunity to check the grammar.
- Set for pairwork.

- Perhaps we *need* more water machines.
- If you *vote* for me, I *will ask* you for your ideas.
- I will *make* a list.
- We will *choose* the best ideas for the next meeting.

Tapescript and Answers

- Thank you for *coming*.
- I *have* been at this school for one week.
- I *went* to Western School for two years.
- I *want* to represent this class because I *am* a good listener.
- I *will* listen to your ideas and I will *take* them to the meeting.
- I *have* many interests out of school.
- I *go* to drama classes and I *am* in the Guides.
- I am not afraid to *speak* to people.

Exercise D

Follow the procedure in the Student's Book.

Monitor and assist. Feed back on any general points you notice as you go round.

Exercise E

Follow the procedure as written.

Closure

Use Exercise E4 as the closure.

Speaking: Workbook

Objectives

Knowledge	Skills	Attitude
- Recognizes that there are two sounds /ɪ/ and /i:/. - Recognizes that there are different stress patterns in English. - Remembers how to ask about new words.	- Makes correct sound/sight relationship. - Produces target words with good pronunciation, especially stress pattern. - Uses target words correctly in sentences with good pronunciation. - Asks and answers about new words.	- Increases confidence in ability to ask about new words. - Takes part in group work.

Note: There are quite a lot of activities in this lesson. The most important thing is to allow enough time for Exercise D. Keep the pace up during Exercises A, B and C, therefore, and if necessary leave completion of them for another time.

- 3 Set the task. Pupils can look back in their books for ideas or limit suggestions to classroom vocabulary. If pupils find this difficult, elicit examples or say some words for the pupils without revealing the correct column, e.g., *desk, teacher, pen, pencil, she's, picture*

Exercise A

- 1 Divide the class into pairs. Pupils say the words to each other. If you like, teach the question and answer;

How do you say this word?

It's pronounced 'head'.

Pupils complete the task in pairs. (You may have to explain the idea of underlining the syllable containing the target sound.) Do not elicit answers at this stage.

- 2 Play the CD. Copy the table onto the board. Write in the correct answers for pupils to self-correct. Give further practice of the words in the following way:

Write the words from the box in a list on the board.

Write a number next to each word.

Call out numbers at random. Pupils say the word.

This can be done chorally or individually, and also continued in pairs.

Tapescript

head

history

letter

meeting

principal

speak

spell

mean

improve

Answers

test	is	he's
head	principal	speak
spell	history	meeting
letter	improve	mean

Exercise B

- 1 Set the task for individual completion.
- 2 Play the CD. Then elicit answers. Feed back, pointing out that there are other words in each sentence with the same target sound.
- 3 Ask pupils to find another word with the same sound in each sentence. Write the two (or more) words with the same sound on the board, e.g., *letter* / *desk*. (See also Answers below.)

Student's Books closed. Use the words on the board to elicit the target sentence. Drill each sentence, focusing correction on the target vowel sounds.

Tapescript and Answers

(Additional words with the same sound in bold.)

- a There's a *letter* for you on your **desk**.
- b The *principal* **is in his office**.
- c I'm afraid **he's** in a *meeting* right now.
- d Can I *speak* to you at **three** thirty this afternoon?
- e You can *improve* your **English** *in* the Resource Centre.
- f How do you *spell* '**reference**'?
- g We've got *history* **this** afternoon.

Exercise C

- 1 Revise the meaning of *syllable*; elicit some one-syllable nouns and write them on the board, e.g., *desk*, *chair*. Repeat with two- then three-syllable words, but this

time break the word down into its syllables, e.g., *ta-ble*, *pen-cil*, *com-pu-ter*. Practise pronunciation of the words on the board.

Set the task for paired completion. Pupils say the words to each other and complete the task. Do not elicit answers at this stage.

- 2 Play the CD for pupils to check their answers. Elicit answers and practise pronunciation. Pupils may need particular help with the word 'history'. The written word appears to have three syllables, but in fact the second two syllables are joined to make only one in spoken English (/h/ɪ/s/t/ɪ/).
- 3 Set the task and go over the example. Pupils complete individually then compare answers. Elicit answers.

Tapescript

consonant

history

improvement

monitor

principal

pupil

reference

represent

understand

Answers

	Oo	oO	Ooo	oOo	ooO
consonant			•		
history	•				
improvement				•	
monitor			•		
principal			•		
pupil	•				
reference	•				
represent				•	
understand					•

Exercise D

This is an information-gap activity. The diagrams may look complicated at first, but in fact they are very simple to understand. Both diagrams show how a computer can help pupils with pronunciation.

You may need to reassure pupils that the activity is easier than it looks at first.

- 1 Divide the class into two groups: A and B. Each group should study and help each other to understand the relevant text. Go to each group and check they understand their allocated text and the diagram.

Tell each group they will have to remember as much of the text as they can and explain it to their partner, without referring back to the text. They will also have to remember the diagram.

- 2 Now redivide the class into pairs, with one pupil from group A and one from B. Elicit and practise different ways pupils can ask for help and clarification using the speech bubbles as examples. E.g.:

Sorry, what does that mean?

Can you explain that bit again?

Monitor while A pupils explain their resource to their partner.

- 3 Give very brief feedback on the first half of the activity – you will feed back in detail after the next part.

In their pairs, B pupils should now explain the second diagram to their partner. A pupils ask for clarification.

Monitor. At the end of the activity, ask one or two A pupils to explain the B diagram and vice versa.

Now give feedback. How well ...

- did pupils complete the task?
- did pupils ask for clarification?
- did pupils explain?

If pupils found the task difficult, they may be clearer on what to do after the feedback. In this case, the activity is worth repeating from the pairwork stage. Monitor to see if performance has improved.

Answers

Depend on pupils.

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical sets at Grades 7 and 8. - Understands meaning of key words from lexical set for this skills module of the theme. - Understands that there are various sources of information – encyclopedias, websites, etc. - Understands something about how you do research with each source.	- Uses context cues to match new words and their meanings. - Uses visual memory to complete new words. - Produces sentences with new words.	- Recruited to broad topic. - Recognizes the value of two information sources.

Introduction

Revise words from this theme with the flashcards.

Ask one or two questions about the text to check understanding.

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

Exercise A

Make sure pupils look up the correct form of the words. For example, pupils may know the meaning of *end* as a noun – *That's the end of the lesson* – but not realize it can also be a verb – *The lesson ends at 4.00*.

Ask one or two questions about some of the vocabulary at the end of the activity to double-check that pupils know the meanings of the red words.

Answers

Depend on pupils.

Answers

- | | | | |
|----------|----------------|----------|---|
| 1 | facts | 8 | a kind of index on the Internet |
| 2 | research | 5 | tell you what to do |
| 3 | reference book | 9 | a location on the Internet |
| 4 | librarian | 4 | a person who works in a library |
| 5 | advise | 6 | a book with information about many different areas of human knowledge |
| 6 | encyclopedia | 7 | a list of subjects in a book. |
| 7 | index | 1 | true information |
| 8 | search engine | 3 | a book with facts about a particular subject |
| 9 | website | 2 | looking for information |

Exercise B

Read the text aloud, with the pupils following in their books so they can hear the correct pronunciation of the green words.

Lesson 1

Methodology note

Why read aloud? In general, reading aloud is not a good thing, particularly when we ask pupils to read aloud from an unprepared text. But the brain stores words as sounds as well as images, and it is a good thing for pupils to *hear* a new word when they first encounter it in a written text. They then do the essential sound-sight recognition from the beginning. So *you* reading aloud can be very good.

Methodology note

We know from research that native speakers can recognize a word from the first few letters. They do not have to look at the whole word, which takes a few more milliseconds. We must produce this skill in L2 readers.

Exercise C

Explain the value of this activity – see the Methodology note.

Set for pairwork. If you want to ensure that pupils are not looking at the word where it appears elsewhere on this page, write up the prompts while pupils are doing Exercise B, then get them to close their books.

Exercise D

Set for pairwork. Feed back orally.

Closure

Give definitions of the green words and get pupils to tell you the words.

Answers

1	adv	ice / advise	Context will tell you if this is the noun or the verb.
2	ency	clopedia/s/	
3	fac	t /s	
4	ind	ex	
5	lib	rarian; library	Context will tell you which.
6	ref	erence (book)	Other words begin like this, but in an education context this would be the most likely.
7	res	earch (n)	
8	sea	rch engine (n)	
9	sou	rce (n)	
10	web	site (n)	

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Remembers that there are different kinds of text and that it is necessary to identify the type of text before trying to understand it. - Understands that it is necessary to prepare to read. - Understands some good things about the Internet. - Finds key information in a text.	- Activates schemata. - Uses co-text – title, 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. - Brings own knowledge to the topic.

Introduction

Revise the green words from the previous lesson.

Exercise A

1, 2 Set for pairwork.

3 Self-checking. Set for individual work and pairwork checking.

Feed back orally.

Answers

1, 2 The answers are in the Skills Check.

Methodology note

The Skills Check is deliberately tucked away in the corner so pupils cannot simply look across and read the answers as they are working.

Exercise B

Set for individual work and pairwork checking. Feed back orally. Get pupils to tell you how they got the answers.

Answers

1 a

2 b

3 a

4 b

5 c

Exercise C

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.

Exercise D

1 Make sure pupils understand that they only have to read one section each, then ...

2 ... check their predictions about that section.

3 Get pupils to ask each other about the other two sections.

Feed back orally. See how well pupils felt they did in general with predicting.

Lesson 2

Exercise E

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

You may need to explain the idea of creating a profile. It means personal information about yourself and your interests so that you can get in touch with other people of the same age and with the same interests.

Possible answers

- 1 a went to library, read own books, looked up subjects in an index
 b sent a letter, phoned
 c joined a club, read a magazine
- 2 a search with a search engine, read the results
 b send an e-mail, instant messaging
 c create a profile on MySpace.com, etc.

Exercise F

General discussion.

Answers

Answers depend on pupils, but clearly they might mention:

- transferring files;
- getting maps, directions;
- looking up information, including reviews of local businesses, e.g., restaurants.

Closure

Ask pupils to think about any bad things about the Internet. Say you will read a text about this later in the theme.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Remembers key collocations from Lesson 2 – verb and noun. - Understands that you do not always have to read the whole of a text. - Understands that you need to choose key words to search the Internet. - Understands that some sources of information on the Internet are more useful / reliable than others.	- Correctly identifies common collocations with verbs. - Reads for an established purpose.	Recruitment to specific topic.

Introduction

Revise the good things about the Internet from the previous lesson.

Revise the reading skills ideas from the previous lesson.

7	write	3	a library
8	join	8	a club
9	create	1	information
10	buy	5	subjects

Exercise A

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

Feed back by allowing pupils to self-check with the text: 'Why is the Internet good?'

Answers

Other combinations may be possible.

1	find	2	notes
2	make	7	an instant message
3	go to	9	a profile
4	borrow	4	books
5	look up	10	a magazine
6	press	6	Go

Exercise B

Do this as a high-speed oral activity with a good class, or as pairwork then feedback with a weaker class. If necessary, allow the pupils to read the text again.

Answers

1	an index	<i>look up subjects</i>
2	a search box	<i>type in a question or words</i>
3	a webcam	<i>see people</i>
4	a reference book	<i>find information in it</i>
5	search engine results	<i>read them / choose one</i>
6	a website like MySpace	<i>put your profile on it</i>

Lesson 3

Exercise C

Remind pupils that the Internet is good for research.

- 1 Set the question. Elicit some ideas – *When did it start? Who started it? Why did he/she/they start it? etc.*
- 2 Elicit full questions or key words.

Answers

Depend on pupils.

Exercise D

Tell pupils that you did a search on the Internet with the question: *When did the Internet start?*

Write this on the board.

This page shows the results.

Set the two questions for pairwork. Elicit answers, making sure that pupils explain their rationale for selection.

Answers

You should probably read the Wikipedia article first, then a Brief History of the Internet, because they both answer the basic question.

The other three sites are about getting on the Internet, not its history, so you don't need to read them.

Closure

Work through the Skills Check.

If possible, send pupils to the Resource Centre to look up the Wikipedia article and see what it says about who, when and why. If it is not possible to do the research at school, ask them to do it at home.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Remembers that there are different kinds of text and that it is necessary to identify the type of text before trying to understand it. - Understands that it is necessary to prepare to read. - Understands some good things about the Internet. - Finds key information in a text.	- Activates schemata. - Uses co-text – title, 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. - Brings own knowledge to the topic.

Introduction

Revise some of the vocabulary from the first reading text:
Why is the Internet good?

- 3 the Internet
- 4 pupils at the school
- 5 advice
- 6 three

Exercise A

Set for pairwork. Feed back orally.

Answers

The pupils should tell you the points from the Skills Checks in this section. If necessary, refer them back to the Skills Checks to read again.

Exercise B

This is the same exercise as in Lesson 2, but this time there are no multiple-choice answers.

Do as high-speed oral check with a strong class, or as pairwork and feedback with a weaker class.

Answers

- 1 a leaflet
- 2 Emirates School

Exercise C

Remind pupils that you asked them to think about the bad things about the Internet.

Set for pairwork. Monitor, but do not feed back.

Answers

Depend on pupils.

Exercise D

Follow the same procedure as for Exercise D of Lesson 2.

Answers

Depend on pupils.

Lesson 4

Exercise E

Follow the same procedure as for Exercise E of Lesson 2.

Use the illustrations if there are problems with any of the vocabulary.

Closure

Ask pupils if they learnt anything new about the Internet from this theme.

Model answers

- 1 People who published books.
- 2 Nobody sometimes, so the reader has to.
- 3 Because sometimes e-mails contain dangerous attachments.
- 4 Because you can't see them face-to-face.

Exercise F

Set for whole-class discussion.

Answers

Answers depend on pupils, but could include:

- People can write things about business, e.g., hotels, or even about people, e.g., teachers, which aren't true; point out that even a site like Wikipedia, which has very good articles, sometimes contains lies which are then corrected by other people, because Wikipedia is written by the users, not by experts working for a publisher.
- Pupils can copy things from the Internet and pretend it is their own work (although teachers can spot this easily) instead of doing real research, getting information from different sites.
- It is easy to get distracted by special offers or games. This can lead to putting off the work you need to do. It is better to do your work first and then reward yourself by playing a game.
- Staring at a computer screen for hours can lead to eye strain and back injury. It can also give you headaches. Getting away from the computer, even if it's only for an hour or so, will make you feel better.

Speaking: Workbook

Objectives

Knowledge	Skills	Attitude
- Understands that words can be built into other parts of speech. - Remembers the meaning of key words from the theme. - Remembers that you can use introductions to choose which part(s) of a text to read.	- Produces related words – noun and verb. - Uses words correctly in sentences. - Uses an introduction to choose what to read. - Finds key information in a text.	- Choose what to read on the basis of personal need. - Accepts that information in the course can be of personal interest, not just academic value. - Increases confidence in reading factual texts and extracting communicative value.

Exercise A

- Set the task and go over the example. Pupils complete individually then compare answers. Copy the table onto the board. Elicit answers and add them to the table. Highlight spelling of noun endings, e.g., words ending in *-tion*. One word ends in *-ment*. Can pupils think of more words like this, e.g., *appointment*, *apartment*? What is the spelling difference between the words *advise* and *advice*? Can they think of another word like this? (*Practise* and *practice*; these two words are commonly confused by native speakers). Point out that some words do not change their form: *research*, *study*, *test*. Can pupils think of any more words like this, e.g., *plan*, *play*, *rain*, *work*, *vote*?
- Pupils can look back through Theme 1 for ideas if they are stuck. Elicit answers.

Answers

1	Verbs	Nouns
	<i>advise</i>	<i>advice</i>
	<i>communicate</i>	<i>communication</i>
	<i>contribute</i>	<i>contribution</i>
	<i>improve</i>	<i>improvement</i>
	<i>inform</i>	<i>information</i>
	<i>research</i>	<i>science</i>
	<i>study</i>	<i>study</i>
	<i>test</i>	<i>test</i>

- There are many words pupils could give you. Here are some examples from the theme so far: *reception*, *registration*, *detention*.

Exercise B

Set the task for individual completion. Then pupils compare answers. Elicit answers, making sure pupils used the correct form in each case, and that they understand why.

Answers

- Can you *advise* me how to do this?
- It is much easier to *communicate* today than 20 years ago.
- My English has really *improved* this year.
- If you want a holiday during the semester, you must *inform* the principal.
- I *researched* the subject for two hours, then I wrote about it.
- I *studied* for seven hours last weekend.
- My brother spends a few minutes learning the spellings, then my mother *tests* him.

Exercise C

Note: This activity is designed so that pupils should only read the section of the text that is relevant to them.

- 1 Set the task: pupils read the heading/question only and tick the problem that is most true for them. If pupils say they have more than one problem area, they should select the one that is most difficult. Ask pupils to raise their hands to show which problem area they have decided. This will help you decide on groupings later in the lesson.
- 2 Set the task. According to what area pupils ticked in question 1, they should now read the section relevant to them. If pupils decided on reading, they will need to make a further choice between Graded Readers and Reading Research Cards.
- 3 Pupils answer the questions for their choice only.
- 4 Check pupils understand they must only read the section relevant to them. Set the task for individual completion. Monitor. Put pupils together who have read the SAME section to compare answers. Regroup the class so pupils who have DIFFERENT paragraphs work together. Pupils briefly ask and answer the questions from this exercise. Give feedback by writing the correct answers on the board for pupils to self check.

Answers

- 1, 2 Depend on pupils.
- 3 See texts.
- 4 *Language Laboratory*

- a true (except for Fri/Sat)
- b false
- c true

Graded Readers

- a true
- b false
- c true

Reading Research Cards

- a true
- b false
- c false

Writing Tutor

- a false (not Fri/Sat)
- b false
- c false

Closure

Finish by making more statements – see below – for pupils who have read the particular section to say *True* or *False*. If they think the answer is false, they must explain why.

Language Laboratory

Some booths are free but you have to pay for others.	False – this is a different meaning of ‘free’.
A teacher will correct your answers.	False – pupils must correct their own answers.

Graded Readers

You must return the book after one week.	True.
The librarian will correct your answers to the questions in the back of the book.	False -the librarian will give you a card with the correct answers.

Reading Research Cards

After you have chosen a card, the librarian will help you.	True.
You can answer the questions on the card at home if you like.	False – you cannot take the card out of the library.

Writing Tutor

You must explain your writing problems to the tutor.	True.
The writing tutor will give you some homework.	True.

Note: For the Workbook lesson at the end of writing, you may wish to bring in, or ask pupils to bring in, large sheets of paper to make posters, as well as paints or coloured pens.

You might also want to make the jigsaw activity into a real jigsaw. This will increase the challenge and, therefore, perhaps the value of the task. In this case, photocopy the chart of page 13 of the Workbook and cut out the boxes. The pupils then have to make a chart with all the separate information. Because you have jumbled all the boxes, they will have to decide the kind of information – problem, advice, how to – as well as the skills it pertains to in each case.

Lesson 1

Objectives

Knowledge	Skills	Attitude
- Understands meaning of words from lexical sets 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. - Close copies key words. - Identifies clusters inside words.	- Recruitment to broad topic. - Gives information about own school. - Gives own opinion.

Introduction

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

science	silent <i>c</i>
write	silent <i>w</i>
wrong	silent <i>w</i>

Exercise A

Give pupils a little while to look at the words. Point out that the connection here is nothing to do with meaning. Try not to let faster pupils shout out the answers.

Give more clues by saying the words. Make sure you don't say the silent letters, even if you normally would in your idiolect, e.g., *histry* not *history*.

Feed back, getting the words on the board and showing the silent letter in each case. Ask pupils if they know any other words with silent letters – *know*, that's one!

Note: It is often difficult to call final *es* silent as they have an effect on previous letters.

Answers

They all have silent letters. The silent letters are:

answer	silent <i>w</i> and <i>r</i>
history	silent <i>o</i>
listen	silent <i>t</i>
mathematics	silent <i>e</i>
right	silent <i>gh</i>

Methodology note

Remember: this is the Writing Skills section, so the basic focus at all times should be on the sub-skills of writing. One of the most basic writing skills is spelling, and one of the problems of spelling in English is the lack of a simple sound/sight relationship. In other words, you cannot predict the spelling from the sound of the word.

Language and culture note

There are no silent letters in Arabic. The concept is, therefore, very hard for Arabic speakers to understand – or even believe! You can tell pupils – whether they believe you or not, that all the letters of the English alphabet are silent in particular words. (It's true!)

Lesson 1

Exercise B

This activity focuses on meaning. Work through the first paragraph to set the scene for the exercise. Set for individual work then pairwork checking. Feed back orally.

Answers

If you would like to *apply* to join the after-school club, please *fill in* an *application* form. Please use *block capitals*, like A, B, C. Don't use *lower case* letters like a,b,c. They are harder to read. Please enter your *date of birth* in the section DOB. We also need to know your *next of kin*, for example, your father. We need a *contact* number for this person. We will *contact* this person if there is an accident.

Exercise C

Give pupils a few moments to look at the green words. Then get them to cover the words and try to complete the word in each case.

Answers

1	rm	form
2	rth	birth
3	nt	contact
4	ct	contact
5	xt	next
6	ppl	apply/application/applicant
7	bl	block
8	ck	block

Methodology note

We get so used to teaching pupils to read words at sight that we sometimes don't spend long enough on the form of words. This is fine until we ask them to write words accurately. At some point, after they have learnt to read at sight, we must focus on spelling peculiarities.

Language and culture note

Arabic does not normally have clusters. Arabic speakers will, therefore, tend to put a vowel sound between two consonants, and will not expect to find two consonants together in a word.

Exercise D

General discussion with the whole class.

Closure

Point out that there are three spellings of /k/ in the green words. Ask them to find examples of each spelling. Get pupils to give you examples of other words with the same three spellings.

Answers

c – capital, case, application, applicant, contact

k – kin

ck – block

Lesson 2

Objectives

Knowledge	Skills	Attitude
- Understands that application forms require personal information. - Understands that instructions must be followed.	- Activates schemata. - Follows instructions for filling in a form. - Completes a form with own information.	- Recruitment to specific topic. - Increases confidence in filling in an application form in English. - Organizes real information about self.

Introduction

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

Exercise A

Give pupils plenty of time to read the application form and see how much they can understand. Point out that the items in the green box can go in the green spaces in the form. Give a couple of examples. Set for pairwork. But make absolutely certain that nobody is writing.

This is not just to ensure teacher-control. The pupils need to read the Skills Check in Exercise B before they start, because this tells them to look closely at the instructions for how to fill in the form.

Feed back orally. Deal with formal language on the form, e.g., *delete as applicable*. Check/teach *guardian* = *someone who looks after a child because his/her parents are dead or not available*.

Methodology note

Writing as a skill is not just a question of producing connected prose. The ability to complete

forms of various sorts is also important and is introduced here. This is part of what has been

called functional literacy – being able to do things with writing which assist us in our everyday lives. There is, of course, a lot of ‘formal’ language on forms, which must be understood before the form can be filled in correctly. There are also lots of instructions in many cases.

Answers

Note: These should be given orally at this stage, NOT written into the form.

First name (s)	Jassim Abdulmajid Khalid
Family name	Al Jabry
Date of birth	12th October, 1992
Nationality	Emirati
Address	PO Box 1365 Dubai
Grade (tick one)	9
Class	9.5
E-mail address	jassimas27@hotmail.com
Telephone number	050 382491
Next of kin	Adulmajid Suleiman Khalid
Relationship to applicant	Father
Contact details	Mobile: 050 834560

Lesson 2

Exercise B

Point out that a lot of writing involves following instructions. Ask pupils to find some instructions on the form. Don't explain what any of them mean. Refer pupils to the Skills Check. Feed back orally.

Answers

Please complete the form in BLOCK CAPITALS; Use black ink only; delete as applicable; tick one.

Exercise C

Refer pupils to the green part of the form. Get them to fill in Jassim's personal information, following the instructions as before.

Feed back, ideally with a data show or OHT of the completed form.

Answers

See Exercise A.

Exercise D

Refer pupils to the yellow part of the form. Get them to fill in their own personal information, following the instructions as before.

Monitor and assist. Get pupils to check each other's form.

Closure

Get pupils to ask you questions to fill in a form for you. Pretend to be a child! If you want, make another copy of the form so that pupils can write the information in.

Lesson 3

Objectives

Knowledge	Skills	Attitude
- Understands that words in English can have doubled letters. - Remembers words with doubled letters. - Understands qualities needed to be a good prefect. - Brings knowledge of the real world to the task.	- Edits words containing doubled letters. - Lists and organizes items for a letter of application. - Identifies subtopics in a semi-formal letter.	- Recruitment to specific topic. - Gives own ideas.

Introduction

Give the pupils the following instructions, which use the language from the Skills Check in the previous lesson. Get pupils to compare what they have produced at the end, then show the correct form on the board, e.g., *Write your name in block capitals. Then delete your first name. Write your grade and your class. Use pencil only.* (The last instruction just shows that you should always read all the instructions before you start filling in a form!)

Exercise A

Set for individual work then pairwork checking. Feed back onto the board, pointing out the spelling problems. Refer pupils to the Skills Check and work through it with the class.

- f attitude
- g borrow
- h bullying
- i canteen
- j class
- k commitment
- l corridor
- m feel
- n book
- o school
- p meeting
- q need
- r staff

3 See Skills Check.

Answers

- 1 One letter in each word, consonant or vowel, should be double.
- 2
 - a address
 - b apply
 - c assembly
 - d attachment
 - e attend

Lesson 3

Methodology note

The majority of this course deals with writing as the skill of producing *text*, rather than the skill of producing *words* or *sentences* in isolation. However, pupils must be able to walk before they can run – spelling and sentence-level grammar *are* important, as indeed is handwriting. Research has shown that markers react very badly to poor handwriting and spelling and give a lower mark to a piece of work with these features than to a piece which is similar in content but with good handwriting and spelling. You can mention this to your pupils.

Exercise C

- 1 Refer pupils to the letter. Go through the examples to show the way the pupils have to annotate the letter. Set for individual work and pairwork checking. Feed back, ideally with an annotated copy on data show or OHT. Make sure pupils understand any ‘new’ words, such as *request*, *ability*, *experience*, *greeting* (or *salutation*) or *sign off*.
- 2 Remind pupils of their numbered list of items and get them to compare – do they have more / fewer / different items? Do they have a different order?

Feed back, numbering the items on the board as directed by the pupils. Query anything which you think is wrong, but allow alternatives if you think they are all right.

Exercise B

Remind pupils about Jassim from Lesson 2.

- 1 Set for pairwork brainstorming. If they have not heard this word before, write it on the board. Explain that you should always brainstorm before you start writing. It ensures that you get all the items you need down on paper. Brainstorming with other people is good, even for a personal piece of writing. Two heads are better than one. Monitor and assist. Feed back, getting ideas on the board in no particular order.
- 2 Put pupils back into pairs to do this. Explain that you should not worry about order until you have brainstormed. Do not feed back on this. There is a self-check in C2 below.

Answers

See Exercise C below.

Lesson 3

Answers

	greeting	<i>Dear Mr Bean</i>
Para 1	name	<i>My name is Ahmed Ibrahim Saoud Al Zedjali.</i>
	nationality	<i>I am Omani.</i>
	home town	<i>I am from Muscat.</i>
	age	<i>I am fifteen years old.</i>
Para 2	grade	<i>I am in Grade 9 now.</i>
	class	<i>I am in Class 9.5.</i>
	contribution	<i>I am the register monitor for my class.</i>
Para 3	request	<i>I would like to be a prefect at Emirates School.</i>
	reason 1 + 2	<i>I like the school very much and I want to help.</i>
	reason 3	<i>I think I would be a very good prefect.</i>
	reason 4	<i>I understand the job of a prefect.</i>
	ability	<i>I am good with younger children.</i>
	experience	<i>I have two young brothers and I often look after them.</i>
	experience	<i>I stop them fighting and hurting each other.</i>
Para 4	request / ending	<i>Please give me a chance to be a prefect.</i>
	sign off	<i>Your sincerely</i>
		<i>Ahmed Al Zedjali</i>

Closure

Point out that pupils are going to write their own letter to the principal in the next lesson, so they should start to think about the content. Point out that they need to say things which will impress the principal and make him want to give them the job.

Lesson 4

Objectives

Knowledge	Skills	Attitude
- Understands that one sound can be spelt in a variety of ways. - Understands that the simple present is used for present facts and present feelings. - Understands that the present continuous is used for present actions. - Understands that writing is a process involving brainstorming, organizing, drafting, editing and redrafting.	- Uses the correct spelling of the /i:/ sound in a number of words. - 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.

Introduction

Dictate some of the key words from this theme, including some of the words from Lesson 3, Exercise A. with double letters.

h study
i teach
j very
k mean
l meet

Exercise A

Set for individual work then pairwork checking. Feed back onto the board. Point out that there is no logic or rule, though y pronounced /i:/ is usually found at the end of a word.

Answers

- a fifteen
- b prefect
- c e-mail
- d library
- e History
- f need
- g read

Language and culture note

Since Arabic is phonemic, one sound = one spelling. It is an abiding annoyance and confusion for most learners of English that one sound can have many spellings (and one spelling can have many sounds). This is particularly true, of course, of vowels in isolation or in combination. It has been said that any vowel letter can make any vowel sound. Whether or not that is strictly true, the range of sounds that one vowel can make is incredible.

Lesson 4

Methodology note

Strictly speaking, the sound at the end of a word like *very* is not as long as the sound in the middle of *read*. But at this stage of pupil knowledge, it is acceptable to say they are basically the same.

Exercise B

Work carefully through the 'menu' in The Writing Process. This gets simplified later in the course, but for the moment, take the pupils through each stage in a lock-step way.

Methodology note

The present continuous is not actually needed in this letter, but many pupils may think it is. This is why Grammar Check 3 is there.

Closure

Set completion of the letter for homework.

If you wish, read the letters in a later lesson and get the class to decide who should become prefects – in Emirates School, of course, not their real school.

Workbook

Objectives

Knowledge	Skills	Attitude
- Understands that there are different parts of speech. - Recognizes that there is a logical relationship between problem, general advice and example.	- Writes words from dictation. - Identifies part of speech correctly. - Brainstorms and organizes ideas. - Produces a text – a poster – from own ideas.	- Accepts the ideas of others in brainstorming. - Transfers information from the real world.

Exercise A

- Set for individual work and pairwork checking. Say or play the words. Pupils write.
- Remind pupils what nouns and verbs are. Elicit examples of each, perhaps using the classroom as a context. Set the task. Pupils complete individually, then compare answers. Elicit answers, checking meanings as you go along.

Optional activity: You could ask pupils to write a sentence for each word, either in class or for homework.

Tapescript and Answers

- end (n) (v)
- test (n) (v)
- hall (n)
- read (v)
- study (n) (v)
- contact (n) (v)
- listen (n)
- address (n)
- attitude (n)
- applicant (n)

Exercise B

Before you set the task, ask pupils to close their books. Write the four skills on the board and ask pupils to discuss the possible problems you can have with each, e.g., *speaking, you can't think of the right word to say or you speak too slowly*. Monitor and make a note of any interesting problems pupils come up with. Finally, ask those pupils you made a note of to tell their ideas to the rest of the class.

- Set the task and go over the example. Explain that the information in the *Advice* section is general, but the *How to* section is more specific. Pupils complete individually then compare answers OR work in pairs or groups with the jigsaw you have prepared previously. Elicit correct answers, preferably using an OHT on the board for reference.
- Check pupils understand the task. Monitor. Elicit some of the pupils' ideas and write them on the board. Briefly go over any grammar, e.g., using imperatives for advice. (See also Optional activities below). Ask pupils to choose the two ideas they like best and add them to the poster.
- Check pupils understand the task. It could be done individually, in pairs or in groups of three. Ask pupils to make a rough draft first of their poster. Monitor and help with editing, corrections, etc. Issue the class with art materials as suggested above, if you wish. Pupils complete their posters. The posters can be displayed in the classroom.

Workbook

Answers

Here is the correct arrangement for the jigsaw.

Skill	Problem	Advice	How to
Speaking	Do you often say something in English, and people don't understand you?	You should practise the pronunciation of new words.	Say a new word 10 times. Make sure you have the stress in the correct place. Ask an English speaker to check your pronunciation.
Listening	Do you often have problems understanding people when they speak to you in English?	You should learn the correct sound of common words.	Listen to sentences or a short talk and read it at the same time. Reading and listening at the same time helps you link sight and sound.
Reading	Does it take you a long time to read something because you look up a lot of words in the dictionary?	You should not worry about the exact meaning of every word in a text.	Try ignoring new words in a text. Can you still understand the sentence or the paragraph?
Writing	Is your spelling in English terrible?	You should use practice and colour to help you learn.	Write out each new word 10 times. Highlight the letters with unusual spelling.

Workbook

Here is the correct joining.

Skill	Problem	Advice	How to
Speaking	Do you often say something in English, and people don't understand you?	You should practise the pronunciation of new words.	Say a new word ten times. Make sure you have the stress in the correct place. Ask an English speaker to check your pronunciation.
Listening	Do you often have problems understanding people when they speak to you in English?	You should learn the correct sound of common words.	Listen to sentences or a short talk and read it at the same time. Reading and listening at the same time helps you link sight and sound.
Reading	Does it take you a long time to read something because you look up a lot of words in the dictionary?	You should not worry about the exact meaning of every word in a text.	Try ignoring new words in a text. Can you still understand the sentence or the paragraph?
Writing	Is your spelling in English terrible?	You should use colour to help you learn.	Write out each new word ten times. Highlight the letters with unusual spelling.

Optional activities:

- 1 Spend a few minutes focusing on some of the grammar for the function of giving advice:

you should ...

Imperatives *say ... , ask ... , listen ...*

try -ing

Ask pupils to write more sentences using these phrases for different learning problems. (You could refer back to the pre-task activity for ideas – see above.)

- 2 Pupils design and write a poster for a different learning problem, e.g., *Do you speak English too slowly?* This could be done in class or for homework. It could also be done by hand or using a computer.

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 or phrase in each case.

- She is French. adjective after *be* (Table 1)
- She is single. subject verb agreement (Table 1)
- He is not 18. use of *be* with ages (Table 1)
- Alan is a teacher. use of indefinite article with jobs (Table 1)
- Are you Lebanese? word order in closed *be* questions
- Where are you from? word order in open *be* questions
- They are students. subject verb agreement (Table 3)
- He is at Emirates School. use of *at* with place of study (Table 4)
- I have one brother. simple present form (Table 3)
- Do you have brothers or sisters? word order in closed pres. simple questions
- We like Maths. subject verb agreement (Table 3)
- Lessons begin at 9.00. form of simple present (Table 4)
- Do lessons end at 4.00? aux subject agreement in closed pres. simple questions
- The course ends in July. subject verb agreement (Table 4)
- When does the course begin? structure of open questions in simple pres.
- Pierre is reading a book at the moment. usage of pres. continuous
- Is she sharing with a friend? form of pres. continuous
- Where are you living at the moment? structure of open questions in pres. continuous
- He loves reading. use of gerund after verbs of feeling
- Studying English means living away from home. use of gerund after *mean* (Table 6)

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 colour is each part of speech?

- noun *purple*
- adjective *orange*
- pronoun *blue*
- preposition *green*
- verb *red*

2 What kind of word ...

- can be the subject? *noun, pronoun*
- can come after the verb be? *noun, pronoun, verb, adjective, preposition*
- can come after other verbs? *noun, pronoun*

B Complete each table.

C Look at Tables 1 and 2.

1 Where can you put not in each table?

After the verb

2 How can you make a question with the answer

Yes or No?

'be' + pronoun + adjective/noun OR 'be' + pronoun + preposition + noun

3 How can you make a question with a question word (*What, Where, etc.*)?

You can make many questions from each table.

Some examples are:

What nationality are you?

Where are you from?

What faculty are you in?

D Look at Table 3. Tick the correct rule for making negative sentences.

- ☐ Add *not* after the verb.
- ☐ Add *not* before the verb.
- ☐ Add *do not* before the verb.
- ☒ Add *does not* after the verb.

E Write a rule for making negative sentences in Table 4.

Add 'does not' before the verb

Table 1: Pronoun + verb (be) + adj / noun

Pronoun	Verb	Adjective / Noun
I	<i>am</i>	Jordanian.
You	<i>are</i>	married.
He	<i>is</i>	15.
She	<i>is</i>	a teacher.
They	<i>are</i>	students.

Table 2: Pronoun + verb (be) + prep + noun

Pronoun	Verb	Prep	Noun
I	<i>am</i>	<i>from</i>	China.
You	<i>are</i>	<i>at</i>	Emirates School.
He	<i>is</i>	<i>in</i>	Volleyball Club.

Table 3: Pronoun + verb + noun

Pronoun	Verb	Noun
I	<i>have</i>	three brothers.
You	<i>study</i>	Biology.
We	<i>have</i>	two sisters.
They	<i>love</i>	Maths.

Table 4: Pronoun / noun + verb + prep + noun

Subject	Verb	Prep	Noun
She	<i>works</i>	<i>for</i>	a bank.
He	<i>goes</i>	<i>to</i>	Emirates School.
The lesson	<i>begins</i>	<i>at</i>	8.00 a.m.
The course	<i>ends</i>	<i>in</i>	July.

F Look at Tables 3 and 4 again. Tick the correct questions.

- ☒ Do they love History?
- ☐ Do you has three sisters?
- ☐ Does lessons begin at 9.00 a.m.?
- ☒ Does the course end in June?
- ☐ You do study Chemistry?

G Compare Tables 1 and 5.

In Table 5, how do you make ...

- negative sentences?
Add 'not' before the *-ing* verb

- questions?

Table 1: 'Be' + pronoun + adjective/noun.

Table 5: 'Be' + pronoun + gerund + other information.

H Compare Tables 5 and 6.

- 1 Which words are similar? *studying, doing, eating, playing, living, sharing, working*
- 2 What part of speech are the *-ing* words in each table?

Table 5: participle

Table 6: gerund

Table 5: Pronoun + aux (be) + present participle + other information

S	Verb		Other
I	am	<i>studying</i>	at Emirates School.
He	is	<i>doing</i>	Chemistry.
She	is	<i>eating</i>	lunch at the moment.
They	are	<i>playing</i>	football at the moment.

Table 6: Pronoun + verb + gerund + other

Subject	Verb	Object	Other
Studying at school	means	<i>working</i>	hard.
		<i>reading</i>	lots of books.
		<i>doing</i>	homework.

Project 1: Homework

Homework: 1

Objectives

Knowledge	Skills	Attitude
Builds knowledge of value of homework.	- 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 active role in asking 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.

Exercise A

Write the title of the project on the board: *Homework*.

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 homework. Have a look at the homework assignment here – ‘Look at ten words ...’

Put pupils into pairs or groups. Refer them to the questions. Give a few minutes for discussion. Elicit some points, but do not confirm or correct.

Answers

None at this stage.

Exercise B

Explain that they are going to hear a lecture about homework. Refer them to the questions – the first one is the same as in their introductory discussion but you have not fed back on that yet. Give them plenty of time to read the questions and think about possible answers.

Play the recording, pausing regularly if necessary for pupils to make notes.

Tapescript

Why do teachers give pupils homework? Because most pupils do not learn all the important information during a lesson. A lesson is a chance to learn. But it is not the only chance. You can also learn at home. So homework is an extra chance to learn.

Here is an example. In one lesson, there are 10 important new words. During the lesson, most pupils can read the words, they can say the words and they can write the words. Most pupils can understand the meaning of the words. They can use each word correctly in a sentence.

But after the lesson, most pupils forget this information very quickly.

So the teacher gives them some homework. She says: “Write one sentence for each word at home.” Each pupil goes home and looks at the words again. This helps to remember the shape of the words and the spelling of the words. The pupil says the words aloud. This helps to remember the sound of the words. Each pupil thinks of a sentence for each word. This helps to remember the

meaning of the words. Each pupil writes a sentence. This helps to remember how to use the word in a sentence.

The pupils give in the homework. The teacher marks it. Perhaps there are some mistakes. The teacher shows each pupil his or her mistakes. The pupil corrects the mistakes. This is another chance to learn, because we learn from our mistakes.

So now, the pupils have three chances to learn – in the lesson, in the homework and when they correct their mistakes.

Answers

Model answers – should be in note form.

a Why do teachers give pupils homework?	<i>because you don't learn everything in the lesson; it is an extra chance to learn</i>
b What can most pupils do in a lesson?	<i>read, say, write, understand the meaning, use correctly</i>
c What happens to most pupils after the lesson?	<i>forget</i>
d What homework does the teacher give?	<i>write ten sentences</i>
e How does the homework help the pupils to learn?	<i>look = shape; say = sound think = meaning; write = use</i>
f Why does the teacher mark the homework?	<i>learn from mistakes</i>

Exercises C, D and E

However, set Exercise F before explaining Exercise B.

Bring each group to the front in turn. While each group is listening, get the other two groups to work on Exercise F.

Tapescript

Group 1

I'm going to talk to you today about preparing for homework. That means getting ready to do homework.

First, find out the details of the homework. You must ask: "Which exercises or pages do we have to do?" Then, write the homework clearly, but don't write it on a piece of paper or on the back of your hand! Write it clearly in your homework diary. What's a homework diary? Well, it is a normal diary but you use it to write your homework in. Write the page number and the exercise numbers.

So that's first – find out the details, which exercises, and write them in your homework diary.

Second, check the homework with the teacher. If you are not sure, ask the teacher: "Is it page 5? Is it Exercise B?" Then check the information in your diary.

So, second, check the homework.

Third, write the date to return the homework. I mean, the date that you must give in the homework to the teacher. If you are not sure, ask the teacher: "When must we give in the homework?" Copy the details under the return date in your homework diary. For example, the teacher says: "Do Exercise A on page 5 by next Tuesday." So you write *Exercise A Page 5* in two places – under today's date AND under next Tuesday.

So third, write the homework under the return date, too.

Finally, look at the homework assignment quickly in class. Do you understand it? If you don't, ask the teacher immediately. Say: "Excuse me. What do we have to do exactly?" Don't wait until tomorrow or the next day.

Group 2

I'm going to talk to you today about doing homework well. Homework is a very important part of learning, so it is important that you do it well.

First, find out the return date for the homework. That means the date you must give it in. Ask the teacher: "When must I give in the homework?" Of course, sometimes the answer is – tonight. So you must do this homework immediately.

But sometimes, a teacher says: "Do this for next Tuesday." In this case, make a plan for the homework. Ask yourself: "How many days can I spend on this homework?" For example, perhaps you have three days. Divide the work into three. Do some work on the first day, some on the second day and some on the third day. Write the plan in your homework diary. What's a homework diary? Well, it is a normal diary, but you use it to write your homework in.

Project 1: Homework

Write the day you get it and the day you must return it. Divide the work and write each part in one day of your diary. Don't forget the weekend!

So first, we have find out the return date, and second, make a plan. But what about the homework itself?

Third, find a good place at home to work. The question here is: "Where can I work quietly?" Perhaps it is your

bedroom. Perhaps it is the kitchen. Perhaps it is the living room. The place must be comfortable. You will spend a lot of time there! And it must be quiet. Tidy the place and make it comfortable.

Finally, find out the things you need to do homework. Ask yourself: "What do I need to do my homework well?" Find in your house, or go out and buy, pens, pencils, coloured pencils, a ruler, glue, scissors, etc.

Model notes

These should be in note form.

Group 1

Actions	Questions	Other actions
Find out the details of the homework.	Which exercises or pages do we have to do?	Write the homework clearly in your homework diary* NOT on a piece of paper.
Check with the teacher.	Is this page correct? Are these exercise numbers correct?	Check the page numbers or exercise numbers in your diary.
Write the date for the homework.	When must we give in the homework?	Copy the details of the homework to the return date in your homework diary.
Look at the homework exercises or pages quickly.	Do I understand the activities?	Ask the teacher to explain anything you don't understand.

Group 2

Actions	Questions	Other actions
Find out the return date for the homework.	When must I give in the homework?	Do homework for next day immediately.
Make a plan for the homework.	How many days can I spend on this homework?	Divide the work. Write information in your homework diary* for each day, e.g., Mon – Ex A Tues – Ex B
Find a good place at home to work.	Where can I work quietly?	Tidy your homework place. Make it comfortable.
Find out the things you need to do for homework.	What do I need for homework?	Find or buy pens, pencils, coloured pencils, a rule, glue, scissors, etc.

*This is the similarity between the advice in the two lectures.

Exercise F

Work through the examples. Elicit a few more words, pens down.

At the end of the lesson, elicit a complete set of words.

Possible answers

art, arithmetic, adjective
book
course, class, chemistry, consonant
desk
exercise, education
further (education)
group, geography
history
instruct/instructor, IT
junior (school)
knowledge
learn, listen
maths
numbers, noun
o
practice, physics, pronoun
revise, religious instruction, read
study, science, speak, senior/secondary, school
teacher, tutor, term
understand
verb
write
x
y
z

Homework: 2

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

Exercise A

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

Group 1. *How not to do homework!*

Group 2. *How to do homework ... when there is no homework!*

Ask pupils to read their articles and find at least six pieces of advice. They must write the advice in their notebooks. Point out that it is very important for them to keep these notes because they will need them for the third and fourth lessons/parts of this project.

Exercise B

Put the pupils into new groups. Each group must have at least one person from each group, 1 and 2. Each student must give the advice from their text. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each group.

Exercise C

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

Homework: 3

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 find their notes from the second lesson/part of the project. They must write a talk about homework. Give pupils time to turn notes into spoken sentences on their own. Help individual pupils who are struggling.

Exercise B

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

Choose a few pupils to give their whole talk to the class.

Homework: 4

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

Put pupils into groups. Ask pupils to make a poster with advice about homework. Monitor and assist each group.

Exercise B

Let all the groups see all the posters. Help pupils to choose the best poster or the best parts of different posters.

Display the good posters in the classroom.