

An international school

1

In this unit, students will:

- discuss an international school; talk about school activities; discuss the text type of advertisements; complete Start-up tasks in preparation for all work in the unit
- read and understand three advertisements with different purposes and audiences
- develop a close understanding of the texts, their purposes, audiences and vocabulary
- learn and practise correct use of passive modal verbs
- learn about headwords in a dictionary; spell words with three different sounds for *ou*; learn prefixes that change meanings of words
- learn and practise the correct use of question tags
- discuss the features of advertisements; write their own advertisement for a magazine

Lesson 1 Start-up SB pp6–7

Lesson aims

SB skills:

- to read information about an international school
- to discuss experiences of these schools
- to discuss students' knowledge and experience of advertisements
- to discuss festivals
- to listen to a conversation about activities in an international school then talk in groups about students' own school activities
- to discuss students' examples of advertisements

WB practice:

- to have completed all the tasks before the lesson in preparation for the class discussions and other activities in Lesson 1

Time division: a rough guide to a 40-minute lesson

- | | |
|--|--|
| ▶ Warm-up – 2 | ▶ Grammar in use – 5 |
| ▶ General discussion and questions – 5 | ▶ Listening/Speaking and Conversation focus – 10 |
| ▶ Reading and Vocabulary check – 8 | ▶ Writing – 5 |
| ▶ Grammar and Word focus tasks – 5 | |

Note for Unit 1 Start-up

How to prepare students for Lesson 1:

Before the lesson, students read pp6–7 and complete the tasks using WB p5 to note their ideas and answers.

- Show them the pages before they prepare for Lesson 1. Point out the short pieces of information arranged with the photographs on the page. The arrows point out the photograph/s that illustrate/s the information. They should read these short pieces of information first. Some of it tells them about international schools like the one that the young people on pp4–5 go to. Ask the class to turn back to these

pages. Tell them they may read what the students say about themselves as part of their preparation for the unit.

- Explain that the text in the centre of the pages tells them about the work they are going to do during the unit and there are tasks and questions associated with each area of work. Answering these will help students to prepare for the work in the unit. The tasks are in colour and there is space in the WB for them to note ideas. They should bring their WBs to this first lesson.
- Explain that they should listen to track 1.01 and answer the questions if possible as part of their preparation. If this is not possible for some students, tell them that they will be able to listen in the lesson.
- Point out that the writing task asks them to find advertisements for discussion. Remind them to leave time to look for these before the lesson and to bring them to the class.

In following units, students should be set this preparation work at the end of the unit for completion ready for the first lesson of every new unit.

Warm-up

Look at pp4–5 with the class. Ask if there was any information that they did not understand.

Explain that they will hear more about these students and their college later in the unit.

Start-up: An international school

- 1 Check that students have their WBs and have brought advertisements to discuss.
- 2 Remind students who do not have both of these of the importance of preparing properly for this lesson.

General discussion

- 1 Ask different students to read the information that is with the photos.
- 2 Discuss the information and the photos with the class. Ask appropriate questions for your students, e.g.

What is a 'first language'? What is your first language?
 How many other languages do you speak?
 Can you read newspapers and magazines in another language?
 Do you know what sport is being practised? **fencing**
 What kind of performance do you think is shown?
 How do you think students can learn fast in the language laboratory? Elicit suggestions, e.g. **listen to the language, repeat tracks as often as necessary, see words on the screen, work at their own speed**, etc.
 Are there notice boards in our school? How many? Are they useful? Which one/s do you look at most often?

General questions

- 1 Ask the first two questions about international schools on p6.
- 2 Elicit any international schools that students know of.
- 3 Elicit suggestions as to why some students attend them, e.g. **They've moved to a country where they don't speak the language but they do speak the language used for lessons in the International School.**
One parent speaks the language used at the International School.
Parents want the student to be educated in the language of the International School.
Parents want the student to be educated alongside different nationalities, and learn different languages.
- 4 If any student has attended an international school, ask the individual to talk about his/her experiences.
- 5 If no one has, discuss what students think it would be like, what they would enjoy about it and what, if anything, they would not.

Reading

- 1 Read the first information point.
- 2 Ask the questions about the library. If your school has one, ask students if they can find newspapers and magazines there. *Is there a notice board? Is there anything else, e.g. a computer that students can use?*
- 3 Read the next two information points. Make sure students remember what *persuade* means: **to make someone believe or do something by giving them reasons to do so.** Remind them that all advertisements have a purpose and are aimed at different people. Explain that whether advertisements are read, watched, listened to, or any combination of these, the target group is known as *the audience*.
- 4 Ask the other questions and encourage students to say as much as they can about their experience of advertisements. Remind them they can look in their WB notes to help them discuss these questions.

Vocabulary

- 1 Ask the class how many of the words in the list they needed to look up. For many students this will have been all of them and is not an indication of a limited vocabulary as the words they need to know are for a specific text and purpose.
- 2 Remind the class that it is always sensible to check vocabulary and they will find the rest of the unit easier if they bother to check words that will be used in the reading.
- 3 Point out the three phrases. Ask students what they have found out about these concepts. Ask volunteers to explain as well as they can. Elicit further ideas and comments as appropriate.
 Students should be able to find out simple explanations which should approximate to the following:
*carbon emissions: **the carbon dioxide gas that results from burning fuels, e.g. oil, petrol, coal, wood, etc.***
*greenhouse gas effect: **the increase in CO₂ (carbon) in the upper atmosphere, caused by carbon emissions, that is making the planet gradually warmer and changing the climate***
*carbon sink: **a natural or artificial site or areas that absorb carbon dioxide, e.g. oceans, forests***

Grammar

- 1 Ask the class: *What rules do we have that must be obeyed?*
- 2 Elicit answers from around the class. Make a list on the board if you wish.

Word focus Dictionary

- 1 If the class have dictionaries, ask them all to look at the same page.
- 2 Ask the class if they know or can guess the answer to this question. Elicit that the two headwords show the first and last entry on each page.
- 3 If students are already familiar with headwords and how to use them, cover this topic briefly. If this aspect of dictionary work is new or needs to be revised, go through the following steps for a thorough explanation.
- 4 Tell the class: *When you look at the headwords you can see whether the word you are looking for is on that page or not by working out whether it comes before or after the first headword and before or after the second.*
- 5 Use a page of a dictionary to demonstrate. If you have only one dictionary, write the two headwords from the top of one page. Give the class some words beginning with the same letter (or two or three letters) and ask whether they will be on that page or not.

Spelling

- 1 Ask a volunteer to read the words and check with the class that they were correctly pronounced. Elicit correct pronunciation if necessary.
- 2 Elicit that the words represent three different sounds for *ou*: short *u* /ʌ/, *oo* /u:/ and *ow* /aʊ/.

Prefixes

- 1 Ask the class in what way they think prefixes can change the meaning of a word? Elicit their ideas.
- 2 Ask what the prefixes in *untie* and *retie* are: **un-**, **re-**.
- 3 Ask what the words mean. Elicit *untie* means: **to undo**; *retie* means: **to tie again**.
- 4 Ensure that the class understands, if they did not already give this answer: **Prefixes can change words to opposite meanings.**

Grammar in use

- 1 Read the information about festivals to the class.
- 2 Ask the class to tell you of festivals that they know of. These could be local, national or international and of any kind. Encourage students to describe the kind of event each festival is, what happens and how people are involved in it, what they do, etc.
- 3 Read the information about question tags and ask students to read the example sentences.
- 4 Students work in pairs and ask each other two questions. Go around listening to pairs while they speak.
- 5 Invite two or three pairs to ask two questions each while the class listens. Ask other students to listen out for mistakes and help to correct any that they notice.

Listening and speaking

- 1 Ask different students around the class to say which they think is the product most frequently advertised on TV.
- 2 Write different ideas on the board. Keep asking until no new ideas are suggested.
- 3 Take a class vote to find out which one most students agree appears most often.
- 4 Ask why they think this product, or all the products they mentioned, are so frequently advertised.

Conversation focus

Track 1.01

- 1 If students have been able to listen to the track as part of their preparation, play it once then check through the answers to the questions.
- 2 If students have not already listened to the track, read the first two sentences in the box.
- 3 Play track 1.01. Students listen.
- 4 Tell students to look at the questions in their WBs. Ask a volunteer to read them out.
- 5 Play track 1.01 again. Students listen and write the answers. Play it a third time if necessary.
- 6 Check answers together.

Note: The Start-up audioscripts are included at the back of the SB. If students have not already found them, they soon will.

These scripts are provided so that students can check what they have heard. The questions in the WB are always straightforward and students should be able to answer them on a first or second

listening. Encourage them to answer without looking at the script. They may check with the script if they wish. These audioscripts may also be used by pairs or groups of students to practise reading or acting a dialogue. You may also choose to use these or any other dialogues for short class readings, performances or as alternative warm-ups.

Audioscript Track 1.01 Unit 1 Start-up Conversation focus

- Liam: Hi, Kurt, you're in school early! What are you reading?
- Kurt: *The International Times* newspaper – the review page. I've got to write a review for my English project so I thought I'd look at a real one.
- Liam: Let's see ... well, that's not a review.
- Kurt: No, it's an advert but it's more interesting than the review.
- Liam: What's it for?
- Kurt: It's asking people to give money.
- Liam: You haven't got any money, have you?
- Kurt: No, but my dad has. I think I'll show it to him. What are you doing here, anyway?
- Liam: Oh, I'm just putting up this notice about the festival. Mia asked me to do it on my way to athletics practice.
- Kurt: Oh, yes, you're in the 100-metre sprint final, next week, aren't you?
- Liam: Mm, supposed to be. My time's dreadful at the moment. I think I need some new trainers. I need some for tennis, anyway. Are you coming to watch the match after school?
- Kurt: I can't. I'm going to the dress rehearsal of *King Lear* in the hall.
- Liam: You're not in it, are you?
- Kurt: No, but I'm going to review it – that's why I'm looking at the review section, I told you.
- Liam: Oh, yes, so you did. Well, maybe see you at lunchtime.
- Kurt: Definitely! We've got the student council meeting at lunchtime, remember?
- Liam: Oh, right! What are we talking about?
- Kurt: The festival, using the new language lab and litter.
- Liam: Litter? We're always talking about litter.
- Kurt: That's because it's always a problem.
- Liam: Yes ... Right ... Well, see you later, then.
- Kurt: OK, see you ... and don't be late!

WB answers

- 1 write a review
- 2 athletics and tennis
- 3 the festival, using the new language lab and litter

Group conversation

- 1 Students work in small groups or pairs and talk about their activities and events that are happening in school.
- 2 Remind them they may use the photos and word prompts to help them with ideas.
- 3 Go around listening as they work.
- 4 Invite one or two groups to speak while the rest of the class listens.

Writing

- 1 Ask a few students to hold up their advertisements, to say whether they find them persuasive or not and where they got them from.
- 2 Students work in groups of 4–6 and look at their advertisements together. They should discuss what they find persuasive or unpersuasive about each one.
- 3 If you wish, ask them to arrange them in order with the most persuasive first and the least persuasive last.
- 4 As they are working, go around and ask them to tell you their reasons for the order they are putting them in.
- 5 Ask students to stick the advertisements on a sheet of paper, in order, so that they are able to refer to them in their Writing lesson. Ask them to bring them to Lesson 3.

Homework task

Students check the Unit 1 Word list at the back of the WB. They should look up any completely new words and check any they recognise but are not entirely sure of.

Lesson 2 Reading SB pp8–9

Lesson aims

SB skills:

- to discuss the appearance and general features of the advertisements before reading
- to read and understand the advertisements
- to discuss the features and evaluate the general effectiveness of the three advertisements

WB practice:

- to practise vocabulary from the unit
- to use words from the unit to revise and extend students' vocabulary

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 4

▶ Pre-reading – 4

▶ Reading – 7

▶ Vocabulary check – 5

▶ Gist questions – 10

▶ Reading practice – 10

Warm-up

Write *advertisements* on the board. Give the class a time limit to work in pairs and write down as many words as they can make from the letters, e.g. **men, sit, mess, meant, ant, sent**, etc.

Reading: Persuasion

Give the class a moment or two to look at the two pages without discussion.

Pre-reading questions

- 1 *The advertisements appear in a magazine, a newspaper and on a notice board. Which is which?* Note down the answers that most of the class think is right on the board.
- 2 *The advertisements are for adults, younger teenagers and older teenagers. Which is which?* Note the answer that most of the class think is right on the board.
- 3 Ask students to note down the one which catches their eye the most.

Reading

- 1 Play tracks 1.02 and 1.03 or read the advertisements to the class. Students listen and follow.
- 2 Check understanding of the vocabulary. Students should have prepared the vocabulary for the lesson so should have some idea of the meanings of most words in the texts.
- 3 Ask if any words are unknown. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.
- 4 Students will have the opportunity to work further on the vocabulary and check any words they are unsure of for homework. It is important not to spend time on detailed vocabulary work during the lesson.
- 5 Check that students have understood the key scientific process in the third advertisement:
Chopping down hectares of forests every year means that less carbon is absorbed (by trees). Now, so much carbon is being added to the natural greenhouse gases which are found in the Earth's atmosphere and which keeps the Earth warm, that the planet is becoming very, very much warmer and the climate is changing.

Reading text vocabulary list for Unit 1:

Note: The words are given in the Word list at the back of the WB in the order in which they appear in the reading text. This is to enable students to find the words in context more easily. Remind the class that reading an unfamiliar or new word in its original sentence will help them in understanding its meaning.

emission n *greenhouse* n *deforestation* n *affect* v
absorb v *carbon* n *global* adj *hectare* n *thrive* v
terrestrial adj *biodiversity* n *storehouse* n *diversity* n

species n orang-utan n extinction n essential adj
 crucial adj access n conservation n flood n current adj
 population n depend v resource n rely v shelter n
 Philippines n forum n preserve v donate v

After reading
Gist questions

- 1 Ask: *Now you have read the advertisements, were your answers to the questions before reading them right?*
- 2 Ask: *What is the purpose of each advertisement: what does it want the readers to do?*
 First advertisement: **be a volunteer**
 Second advertisement: **buy trainers**
 Third advertisement: **give money to save forests**
- 3 Ask: *How does each one try to attract attention?*
 First advertisement: **cartoon style of illustrations, fairly short text**
 Second advertisement: **striking photo, very little text**
 Third advertisement: **detailed information, repeating the message several times**
- 4 Ask around the class which advertisement got their attention the most at a first glance. Ask why.
- 5 Ask students if the advertisement they noticed first is the most interesting, having read them all.
- 6 Ask: *Which advertisements use quotations? **the second and third***
Why do you think they do this? Accept answers which express the idea that the quotation from someone well known or important makes the advertisement more believable and makes the reader take it more seriously.
- 7 Ask: *Which advertisement uses repetition? **the third***
Why do you think it does this? Accept answers which express the idea that the advertisement is trying to get the reader to take in the single message about stopping the destruction so it repeats it. Students might also realise that the phrase is repeated after every paragraph of information: all the information that is given about the forests ends up with the same need – to stop them being destroyed.

Reading practice

- 1 Divide the class into groups; give each group one of the two pages to read together.
- 2 Ask two of the groups to read different pages to the class.
- 3 Change over and ask groups to read the other page to the one they read previously.

Homework after Reading

Students complete the WB Vocabulary page independently. Remind them to have dictionaries with them so that they can check definitions and spelling.

WB: Vocabulary (WB p6)

WB answers

Exercise 1 1 conservation 2 preservation
 3 donation 4 emission 5 population 6 combination
 7 deforestation 8 destruction

Exercise 2 1 economic 2 current 3 absorb
 4 depend 5 shelter 6 species

Exercise 3 1c 2 variety

Exercise 4 1 conjunction 2 conversation
 3 conference 4 composition 5 compound

Exercise 5 1 conserve 2 destroy 3 support 4 give
 5 depend 6 crucial 7 global 8 current 9 change

Lesson 3 Reading comprehension SB p10

Lesson aims

SB skills:

- to ensure a good literal understanding of the advertisements
- to discuss purposes and appearance of advertisements
- to discuss ideas and issues related to the advertisements
- to give a personal opinion about the advertisements that students have read

WB practice:

- to re-read the advertisements independently
- to recognise the features of each advertisement
- to check literal understanding of the advertisements
- to categorise vocabulary from the advertisements

Time division: a rough guide to a 40-minute lesson

- | | |
|----------------------------|--------------------------------|
| ▶ Warm-up – 3 | ▶ 4 Advertising discussion – 6 |
| ▶ Re-reading – 5 | ▶ 5 Group opinions – 10 |
| ▶ 1 Literals – 6 | ▶ 6 Personal views – 5 |
| ▶ 2–3 Vocabulary check – 5 | |

Warm-up

Ask two or three of the groups to show their advertising posters with their example advertisements from Lesson 1. See if there is any similarity between the advertisements and the way students have arranged them from the most persuasive to the least persuasive.

Note: The following step should always be followed at the start of each Reading comprehension lesson. Students cannot be

expected to recall details of a passage which they read the previous day or a longer time before.

Re-reading

Read the texts again or play tracks 1.02 and 1.03.

Activity 1

- 1 Ask the literal questions to check understanding and elicit oral answers.
- 2 Students will need to look back and scan the texts to find the more detailed answers.
- 3 They should be fairly familiar with new vocabulary and should find these questions straightforward to answer.

Answers

- 1 July
- 2 sell programmes, look after visitors, act as guides, run the information points
- 3 the Carlton Shoe Company
- 4 He's an Olympic® athlete.
- 5 deforestation
- 6 water, agricultural productivity, energy, soil conservation and flood control
- 7 nearly a quarter
- 8 the United Nations

Activity 2

- 1 Ask the class what a compound noun is. If necessary, remind them that a compound noun is made up of two nouns that have their own meanings.
- 2 Give the class a moment to look at the words or ask a volunteer to read them out. Students underline the compound nouns.

Answers greenhouse, storehouse

Activity 3

- 1 Ask different students to read out the definitions.
- 2 Give the class time to match with the words. They may do this in pairs if you wish.
- 3 Check answers together.

Answers 1 biodiversity 2 conserve 3 combine
4 storehouse 5 greenhouse

Activity 4

- 1 Divide the class into groups of 3–6 to discuss questions about advertising.
- 2 Give them a time limit to discuss the questions. All of the questions in this activity allow for a measure of personal opinion so some students inside the group may disagree with the others.
- 3 Tell the groups to note ideas that most of them agree with but they should also note points of disagreement.

- 4 Go around as they discuss their views and remind them they must note reasons for their answers.
- 5 Ask different groups to answer each question. Give opportunities for those groups or individuals in groups who have a different opinion to say what they think.

Answers

These depend entirely on students' own perceptions of advertising.

Activity 5

- 1 Students continue to work in the same or different groups to give their opinion about issues involved in the advertisements.
- 2 Again give them a time limit to note their answers and ideas.
- 3 Invite different groups to put forward their views and encourage other groups to add to the points or to put an opposite point.

Example answers

- 1 and 2 depend on students' own views.
- 3 Students should be aware that most scientists believe that global warming is causing permanent changes to the world's climate. As a result of the changes that are already happening, many people believe it is necessary to take actions to try to limit the damaging effects of these changes. Encourage students to say as much as they can about the issues involved in climate change, e.g. *Some animal species will find it hard to survive because the changes are rapid. Sea levels are expected to rise and some coastal communities will be under the sea. Extreme weather events, such as storms, hurricanes and flooding will become more frequent. Drought and water shortage will affect more areas.*
- 4 Depends on students' own views.
- 5 Students should know that tree roots help to keep soil in place. They may also know or be able to work out that the trees give shade which stops soil drying out. They also drop leaves onto the forest floor which decay and add nutrients to the soil.
- 6 Students should realise that where trees have been cut down, floods will flow faster because there is nothing to hold back the flow of water. At the same time, the flood water will wash away more soil because there are no tree roots to keep it in place.

Activity 6

- 1 Elicit individual opinions in answer to these questions.
- 2 Ask several students to respond and encourage as wide a variety of views as possible.
- 3 If you wish, ask students to write answers to these questions as part of their independent homework.

WB: Reading comprehension (WB p7)

Students should be able to complete all these exercises working independently.

WB answers

Exercise 2 1 advert 3, 2 advert 2, 3 advert 1, 4 advert 3, 5 advert 1, 6 advert 2, 7 advert 1, 8 advert 3, 9 advert 2, 10 advert 3

Exercise 3

- 1 The Festival Organising Group
- 2 the Carlton Shoe Company
- 3 International Forests

Exercise 4 1 NS 2 F 3 T 4 F 5 NS 6 F 7 T 8 F 9 T 10 NS

Exercise 5

- 2 You can join in the festival even if you haven't got a big nose and funny eyes.
- 4 Aether trainers are made by the Carlton Shoe Company.
- 6 Deforestation is a main cause of greenhouse gas emissions.
- 8 Each year, a forest area about as big as England is lost.

Exercise 6

forest resources: food, biodiversity, water, shelter
school festival: visitors, information points, programmes, guides
sport trainers: Carlton, Ben Hill, Aether, athlete

Lesson 4 Grammar SB p11

Lesson aims

SB skills:

- to read and understand a short text using passive modal verbs
- to understand the structure and use of passive modal verbs
- to change active sentences to the passive form, using modal verbs, with and without the agent
- to discuss actions that can be taken to protect habitats and wildlife worldwide and locally

WB practice:

- to practise changing passive form with no agent
- to practise changing active sentences using modal verbs to the passive with the agent
- to construct and write passive sentences using modal verbs independently

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 3
- ▶ 1 Reading – 4
- ▶ 2–4 Practice activities – 13
- ▶ 5 Discussion – 8
- ▶ Grammar box – 7
- ▶ Additional practice – 5

Warm-up

- Ask the class in groups to name as many endangered animals as they can, from any habitat.
- Ask them to list the habitats anywhere in the world that are disappearing.

Activity 1

- 1 Ask one or more volunteers to read the text to the class. Other students follow in their books.
- 2 If necessary, explain *charity*: **an organisation that is usually supported by donations from the public and which aims to achieve something good for a large number of people.**
- 3 Point out the verbs in bold. Point out that the structure is modal verb + past participle. Ask: *Is the text talking about the present or the past?* Elicit that the text discusses the present situation.

Activity 2

- 1 Ask the questions to check understanding and practise the target language.
- 2 Elicit oral answers from around the class in full sentences so that the correct structure is used in the answer. Remind them to look back at the text to find and check details.

Answers

- 1 Thirteen million hectares of forests are destroyed each year.
- 2 Trees might be cut down to provide wood for buildings or furniture, for farming and for oil and mineral extraction.
- 3 Forests should be seen as 'a vital weapon in the fight against global warming' because they absorb carbon and so they help to control the world's climate.
- 4 Yes, our planet can be saved.
- 5 Steps must be taken immediately to stop the destruction of forests.
- 6 Donations can be made online at www.international.forest.org.

Grammar box

Point out the Grammar box and go through the formation of the structure and the usage.
Make sure students understand the examples and why the passive is appropriate in each case.

Activity 3

- 1 Point out the first two sentences. Ask a pair to read them. Write the example on the board. Underline the structure on the board. Ask: *In this sentence, is it important to know who is making the furniture?* Elicit: **No**.
- 2 Ask a volunteer to read the next sentence. Students work in pairs to think of the correct passive sentence.
- 3 Elicit an answer and check with the rest of the class that it is correct.
- 4 Continue with the other sentences. Refer students back to the Grammar box as necessary.

Answers

- 2 The land might be sold.
- 3 The trees should not be cut down.
- 4 Global warming must be taken seriously.
- 5 Donations ought to be made to the charity.
- 6 Can the fate of our planet be left to chance?

Activity 4

- 1 Ask a pair to read the first example. Ask: *Is the agent (the person or persons doing the action) included in the passive sentence?* Elicit that it is: one or two people.
- 2 Ask the class if they can explain why the agent is mentioned. Refer them to the Grammar box if necessary.
- 3 Students should realise that the agent (one or two people) is left in to make it clear that the problem requires action from a lot of people.
- 4 Continue with the other sentences. Let students work out answers in pairs, if you wish, then check answers together.

Answers

- 2 Steps to help must be taken by all of us.
- 3 The land might be bought by an oil company.
- 4 The forests ought to be protected by stronger laws.
- 5 The problem should be recognised by governments worldwide.
- 6 Could the forests be saved by stronger action?

Activity 5

- 1 Divide the class into pairs or groups. Ask them to make notes in answer to each question.
- 2 Appoint a leader for each group.
- 3 Give them a time limit to discuss the four questions.
- 4 Invite the various groups to give their views. Note answers on the board.
- 5 If you wish, ask students to note their individual answers to these questions in their copy books as part of their homework task.

Answers Students' own views

Additional practice

- 1 Point out the instructions under the Grammar box. Let students work in pairs and think of more sentences using the passive form of the modal verbs.
- 2 Elicit sentences from around the class. Write them on the board. Ask the rest of the class to check for mistakes.

Note: Remind students to bring their dictionaries to the next lesson.

WB: Grammar (WB p8)

Students should be able to complete these exercises independently for homework.

WB answers

Exercise 1

- 2 The land may be sold.
- 3 The forests should be preserved.
- 4 Can the planet be saved?
- 5 It cannot be left to chance.
- 6 Something ought to be done immediately.
- 7 The problem must be taken seriously.
- 8 The creatures of the rainforests ought not to be forgotten.

Exercise 2

- 2 The car ought to be driven by an experienced person.
- 3 Next year French might be taught by a professor from Paris.
- 4 The final decision must be made by the school principal.
- 5 Can these clothes be worn by both girls and boys?
- 6 The houses could be swept away by a flood.
- 7 This film should not be seen by very young children.
- 8 The competition may be won by either an adult or a child.

Exercise 3 Students' own answers

Lesson 5 Word focus SB p12

Lesson aims

SB skills:

- A Dictionary work: to investigate the use of headwords
- B Spelling: words with *ou*
- C Word groups: categorising words to do with festival and forest
- D Prefixes: understanding changes in meaning by using certain prefixes

WB practice:

- A Dictionary work: to compile a dictionary page using headwords from a given word list
- B Spelling: to sort *ou* words by sound
- C Word groups: finding words for amounts
- D Prefixes: sentence writing to show understanding

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 4

▶ C Word groups – 8

▶ A Dictionary work – 10

▶ D Prefixes – 8

▶ B Spelling – 10

Note: It is essential for students to have access to dictionaries for this lesson, at least one between two if they do not have one each.

Warm-up

Give the class some new words from Unit 1 Lesson 2, Reading, e.g. *deforestation, global, biodiversity, extinction, essential, conservation, donate*.

Ask students to explain what the words mean without looking in their dictionaries.

A Dictionary work

- 1 Read through the Information box with the students.
- 2 Do some oral practice: Give random page numbers in the dictionary. Ask: *What is the first word on the page? What is the last word on the page?*
- 3 Point out that the headwords are included in the entries: the first headword is also the first entry on the page; the second headword is also the last entry on the page.

Activity 1

- 1 Do the first question with the class all together. Make sure they all understand how the word they are looking for, *earth*, relates to the headwords given: *It comes before both of them*.
- 2 Ask: *Is the word 'earth' on that page?* Elicit: **No**. Ask: *Where would you look to find 'earth'?* Elicit that it would be on a previous page so it would be necessary to go forwards in the dictionary.

Activities 2 and 3

- 1 Ask the class to work in pairs and note their answers as to the position of each headword given for the next two activities.
- 2 Check answers orally.

Answers

Activity 2 *forest*: comes after *football* and before *fossil*

Activity 3 *throughout*: comes after *threatened* and after *thriving*

B Spelling

Activity 1

- 1 Ask one or more students to read through the list of *ou* words asking them to pay particular attention to the pronunciation. Correct any mispronunciation.
- 2 Tell students to write the headings and sort the words into groups. They may do this in pairs if you wish.
- 3 Write the headings on the board and check answers together.

Answers

ou saying /ʌ/

rough

trouble

enough

country

southern

ou saying /u:/

group

through

wound

soup

youth

- 4 Ask if students can add any more words to each list.

Activity 2

- 1 Ask the question about the word family. Elicit: **The word family has the short u /ʌ/ sound.**
- 2 Ask the class if they know what *courage* means. If they do not know the word or cannot remember, ask them to look it up.
- 3 Ask them to guess the meanings of the other two words. If necessary, tell them to look them up.
- 4 If there is time in the lesson, students write their own sentences using these words.
- 5 Alternatively, set this as an additional homework task.

Activity 3

- 1 Read the information about *ou* sounding /au/.
- 2 Let students work in pairs to read the clues and write the words.
- 3 Check answers together.

Answers 1 house 2 shout 3 south 4 mountain
5 outside

C Word groups

Activity 1

- 1 Write the headings on the board.
- 2 Read through the list of words.
- 3 Ask students to look up any they are unfamiliar with.
- 4 Ask different students to say which list each word belongs in. Check with the class that they agree. If there is disagreement, tell them to check in their dictionaries.

Answers

festival

celebration
carnival
gala
jamboree
fête

forest

trees
soil
hectares
carbon

- 5 Tell the class that one set of words belongs with the heading word but does not mean the same. The other set means the same as, or nearly the same as, the heading word. Ask which is which.
- 6 Elicit that the festival words mean the same or nearly the same. Elicit that these words are called synonyms.
- 7 The forest words are a set of vocabulary that belongs together and are to do with the forest environment.

Activity 2

- 1 Ask: *What other words can you add to the forest vocabulary set?*, e.g. **branch, leaf, trunk**, etc.
- 2 Give students a moment to think of two, then ask several students to say their words. Check that they belong in the forest lexis.
- 3 When students have added two more words to the list, they write the list in alphabetical order. Give them a time limit to do this.
- 4 This may be an additional homework task if there is not time in the lesson.

Activity 3

- 1 Ask students to think of festivals they could add to the festival list.
- 2 Answers will be individual to the country/region. Ask several students to name two words for festivals.

D Prefixes

Activity 1

- 1 Ask students to find each word and read out the sentence in which it appears.
- 2 Ask for a brief definition of each word. They should not need to look these up.
- 3 Explain that prefixes can change meaning. Remind them that negative prefixes can make one word the opposite of another.
- 4 Explain that other prefixes can change meanings in other ways.

Activity 2

- 1 Give the class time to look at all the words and check the meanings of any they are not sure of.
- 2 Go through the list of words, encouraging the class to explain how the pairs of words differ.

Answers

deforestation: removing forests; afforestation: creating/ planting forests
disappear: to go from sight; reappear: to come back into sight again
population: people living in an area; depopulation: people leaving an area
dependent: relying on or needing help from someone
independent: acting alone, not needing help from anyone

WB: Word focus (WB p9)

Students should be able to complete these exercises independently. If you wish, spend a few minutes going through the page with the class to check they understand the tasks.

A Dictionary work

- 1 Read through the task with students to ensure they understand what is required.
- 2 Make sure they realise that they will have to sort all the words into alphabetical order before they can complete the dictionary page.
- 3 Remind students that the headwords will appear *twice* on their dictionary page, i.e. as a headword / as a word on the page to be defined.

C Word groups

Remind students that all the words they need are in the advertisements.

WB answers

A Dictionary work

fantastic	future
fantastic	for
festival	forest
fill	form
find	from
flood	fun
food	funny
football	future

B Spelling

<i>ou</i> sounding /ʌ/	<i>ou</i> sounding /u:/	<i>ou</i> sounding /au/
trouble	you	around
roughly	through	encounter
cousin	route	about
	acoustic	ounce
		astounding

C Word groups

1 dollars 2 billion 3 million 4 percentage 5 fraction

D Prefixes

Students' own answers

Lesson 6 Grammar in use SB p13

Lesson aims

SB skills:

- to listen to and understand a short conversation between a group
- to practise forming and using question tags for all tenses
- to practise forming and using question tags with modal verbs

WB practice:

- to practise using question tags with all persons and affirmative/negative statements
- to practise using question tags with singular subject but plural tag
- to complete a dialogue focusing on colloquial words and phrases

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Listening/Reading – 5

▶ Activities 2–4 – 18

▶ Grammar box – 9

▶ Independent practice – 5

Warm-up

Remind the class of the students at the International School who are organising the festival. Let them look back at pp4–5 if you wish. Explain that they are now going to hear the students having a conversation.

Activity 1

Pre-listening questions

- 1 Point out the note on the notice board.
- 2 Ask: *What are the students doing? **meeting to discuss the festival***
*Where and when are they meeting? **in the library at 1 o'clock***
Is it lunchtime? Students should realise that it is.
- 3 Explain that these young people are giving up their own time to organise the festival.
- 4 Ask: *What sort of things do you expect to hear the group talking about?* Elicit ideas. Students should be able to suggest, e.g. **events, music, parade, procession**, etc.
- 5 Play track 1.04. Students listen and follow in their books.
- 6 Point out the question tags in bold. Explain that these are commonly used in conversation.

Activity 2

- 1 Tell the class to cover the dialogue.
- 2 Go through the statements with the whole class working together.

- 3 Read out the statements yourself. Encourage the class to look at you so they do not think about trying to check an answer in the dialogue before answering.
- 4 If the whole class is in agreement about an answer, move on to the next statement if it is true or ask for the correction if it is false.
- 5 If there is disagreement as to whether a statement is true or false, tell the class to look back at the dialogue and check.

Answers

- 1 True
- 2 False. Tasha said that there should be classical, pop and jazz music.
- 3 False. Todd said that not everyone likes ballet.
- 4 False. Ramon said that they shouldn't forget about the children and suggested circus skills.

Grammar box

Go through the information and the examples.

Check that students understand the grammar, for example, what an auxiliary verb is.

Independent practice

Point out the instruction under the Grammar box. Students find examples.

Activity 3

- 1 Point out the first example. Ask a pair to read the sentences.
- 2 Students should already be familiar with present tense question tags with *do*.
- 3 Ask a volunteer to read the next statement. Ask whether it is affirmative or negative: **negative**.
- 4 Ask whether the tag will be affirmative or negative. Elicit: **affirmative**.
- 5 Ask what tense the verb is: **future**. Elicit the future affirmative tag.
- 6 Go through the rest of the negative statements in the same way, giving as much support to the class as they need in order to grasp the structure.
- 7 Point out number 5: elicit that the statement is affirmative. *What is the tag? **negative***
- 8 Students continue adding tags.

Answers 2 will she? 3 have you? 4 should they?
6 doesn't she? 7 didn't he? 8 wouldn't they?

Activity 4

- 1 Go through the statements in the same way.
- 2 Point out that this activity has a mixture of affirmative and negative statements.
- 3 If you wish, go through the statements first and ask the class to tell you whether each is affirmative or negative.
- 4 For number 4, make sure the class realises that this is a negative statement.

- 5 They should realise that number 5 is also negative.
- 6 If students still have difficulty with the correct tag, refer back to the Grammar box.

Answers 2 can't they? 3 didn't they? 4 do they?
5 do they? 6 shouldn't they?

WB: Grammar in use (WB p10)

Students should be able to complete these exercises working independently. Point out the notes in the boxes that give helpful hints.

WB answers

Exercise 1 1 didn't he 2 doesn't he 3 will it
4 oughtn't they 5 do you 6 aren't I 7 must she
8 have we 9 isn't it 10 would she

Exercise 2 1 don't they 2 weren't they 3 do they
4 can't they 5 didn't they 6 have they

Exercise 3

Ramon: No idea
Todd: loads, get started
Rudi: guys, held up
Tasha: late, never
Ramon: make
Todd: Sure, ahead
Ramon: something, everyone
Todd: in mind
Ramon: What about, Kids
Todd: Absolutely not

Lesson 7 Listening and speaking SB p14

Lesson aims

SB skills:

- to complete a listening comprehension activity matching recorded advertisements to pictures and correctly selecting detail from multiple choices
- to discuss the products advertised in the recordings
- to discuss advertisements in groups and report back to the rest of the class in preparation for an individual presentation on the same topic

WB practice:

- to understand and use words and phrases from the audio in complete sentences
- to make notes for an individual presentation on advertising and particular TV advertisements

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ Individual speaking – 15

▶ Listening comprehension – 15

▶ WB preparation – 5

Warm-up

Write up some words to do with advertising on the board, e.g. *persuasive, influence, attractive, eye-catching, persuade, informative, statistic, photograph, repetition, quotation, illustration.*

Ask one or more students to read them out. Rub them off. In small groups, students try to recall all the words and write them down within a time limit.

Listening comprehension

Activity 1

- 1 Ask a volunteer to read out the products.
- 2 They match them to the advertisements and write them underneath. They may do this work in pairs.
- 3 Check answers together.

Answers A toothpaste B fruit juice
C football magazine D chewing gum E campsite

Activity 2

- 1 Explain to the class they are now going to hear the advertisements for each product.
- 2 They should listen and write the number. Tell them to listen carefully to the whole of each advertisement because they will have to answer some more questions after matching.
- 3 Play track 1.05.

Note: On the first listening (Activity 2) the names of the products are bleeped out. For the second listening (Activity 3) the names of the products are audible.

Audioscript

Tracks 1.05 and 1.06 Activities 2 and 3

1

Here comes summer! And it's time to pour yourself a glass of summer sun!

It's fresh. It's tasty. It's low in sugar. And it's bursting with vitamins.

Apple ... Orange ... Pineapple ... Mango ... All your favourite flavours!

The sun shines every morning with (*Sunshine fruit juice*)!

The perfect way to start your day!

2

Come to (*Riverside*) for the perfect family holiday. Never camped before? Don't worry! Here at (*Riverside*) you'll find a home from home. Each modern, spacious tent has comfortable furniture and a well-appointed kitchen with all the equipment you need. Enjoy a swim in our heated pool or a game of tennis on one of our many courts. Try horse-riding through the woods ... canoeing on the lake ... riding a bike beside the river. There's something for everyone at (*Riverside*). And at the end of an active day, sit down and relax at The Boathouse, our popular, family restaurant. Come to (*Riverside*) for the perfect family holiday.

3

Speaker 1: What's the best way to look after your teeth?
Speaker 2: Brush them morning and night and after meals.
Speaker 1: Very good! But did you know that brushing alone isn't enough?
Speaker 2: It isn't?
Speaker 1: No! Brushing alone doesn't remove the harmful bacteria from your mouth.
Speaker 2: It doesn't?
Speaker 1: No! To remove harmful bacteria and protect your teeth and gums you need to brush with (*Gleam*)!
Speaker 2: I do?
Speaker 1: Yes, you do. For a fresh, healthy mouth, for that perfect sparkling smile – brush every day with (*Gleam*)!

4

Orange, pineapple, lemon, lime and juicy watermelon
Orange, pineapple, lemon, lime and juicy watermelon
Orange (mmm), pineapple (mmm), lemon (oooh!), lime (mmm) and juicy (mmm), juicy (mmm), juicy watermelon
Tropical flavour that (mmm) really lasts – (*Tropigum*)!

5

Keep right up-to-date with all the latest football news! Get the inside information on all your favourite soccer stars!
Have your say! Send in your own match reviews! Vote for goal of the month!
Play 'Manager for a day' and choose your very own national team!
And in this month's exciting, exclusive competition win VIP tickets and an all-expenses-paid trip to the game of your choice!
It's all in (*Back of the Net*) – out now!
Available now from all reputable newsagents.

Answers 1B 2E 3A 4D 5C

Activity 3

- 1 Students read the sentences and the choice of answers. They may do this in pairs.
- 2 Ask the pairs to put up their hands for each possible answer before you play track 1.06.
- 3 If different answers were given for each question, tell the class to listen very carefully to check their answer.

Answers 1c 2b 3a 4b 5a

Activity 4

- 1 If you wish, let the class discuss the products in pairs or groups, then elicit responses from the different groups.
- 2 Alternatively, hold a short class discussion about which product individuals might buy and their reasons.

Individual speaking

Explain the task to the class.

Preparation in groups:

- 1 Divide the class into groups of 3–6. Either appoint one note taker in each group or tell all students to make notes in their copy books.
- 2 Ask one or more students to read out the five questions.
- 3 Give the groups a time limit to discuss each question and note ideas.
- 4 Ask each group in turn to tell the rest of the class about their discussion. Ask the note taker to do this.
- 5 Alternatively, if the class is small, ask different individuals from each group to answer different questions.

WB: Individual speaking (WB p11)

- 1 Ask students to look at the bottom half of p11.
- 2 Explain that these questions are to help them prepare a short talk about advertising and TV advertisements.
- 3 Tell the class to think about as full an answer as possible to each question. For example, they should give as much detail as possible to explain what happens in the advertisements they choose to write about. They may also give detail about other features that they like, e.g. the music or sound effects.
- 4 Tell the class that they must complete the whole WB page for homework and some of them will give their presentations during the next few lessons.
- 5 Encourage all students, especially the more able, to speak from notes instead of writing full sentences and reading them out.
- 6 Remind them of the work they did on giving a presentation from notes at the end of *English World 8*.

WB: Listening comprehension (WB p11)

- 1 Ask students to look at the first exercise at the top of the page.

- 2 Ask one or more students to read the words and phrases in the box. Remind students to use their dictionaries to look up any single words they do not know.
- 3 Ask if any of the phrases are new. Ask the class to try to work out the meanings. Elicit suggestions. If necessary, explain meanings to the class.
- 4 Students complete the exercise for homework.

WB answers

Exercise 2 1 inside information 2 tasty, flavours
3 sparkles 4 home from home 5 have your say
6 gleamed 7 newsagent's, all-expenses-paid
8 up-to-date 9 spacious 10 low in

Lesson 8 Writing features SB p15

Lesson aims

SB skills:

- Writing features: to investigate important features of writing to persuade – advertisements
- Writing assignment: to create an advertisement to persuade teenagers to buy a new magazine

WB practice:

- planning sheet for SB Writing assignment

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 5
- ▶ Checklist – 15

- ▶ Writing assignment: SB explanation + WB planning in class time – 20

Warm-up

Either

Ask students, in pairs, to write down five things they see advertised more than any others in order, with the most frequent first.

Ask several different pairs to read their lists and find out if there is any agreement between them.

Or

Ask one or two students to give their Individual speaking presentations about advertisements.

Writing features: Persuasive writing

Checklist

- 1 Go through the information, tasks and questions with the class.
- 2 Use the following notes, suggestions for additional questions, and answers to help you guide the class through the Checklist, discussing each feature thoroughly and ensuring students understand them.

► Purpose

Discuss the purpose of each one. What is each one trying to persuade you to do?

- 1 to persuade the reader to join in – be a part of the festival
- 2 to persuade the reader to buy a specific make of trainer
- 3 to persuade the reader to give money for a good cause

Which one do you think is most successful?

Based on the advertisements would students:

- sign up to help at the festival? Why? / Why not?
- buy the trainers? Why? / Why not?
- donate money (or persuade their parents to donate money) to help save the rainforests? Why? / Why not?

► Audience

Discuss the audience each advertisement is aimed at.

- 1 students at the school (young people)
- 2 young people / also anyone interested in sport
- 3 adults who have money to donate to causes / anyone interested in the environment

Which one do you think is the most successful in terms of target audience?

- Remind students of the work they did on the *target audience* when evaluating the website in the last unit of level 8.
- Discuss each advertisement in terms of colour/layout and text.
- Do students think each advert will attract its *target audience*? Why? / Why not?

► Beginning

Which one begins with a question? Why does it do this?

- Advert 2: *You wouldn't wear boots to go running, would you?* A question 'draws readers in'. They answer the question 'in their mind' and read on to see how the advertisement answers the question.

Which one begins with alliteration? Why does it do this?

- Ensure students understand the term *alliteration* (level 7 Unit 4): the use of several words together beginning with the same consonant sound. Make sure they understand alliteration is to do with sound, not spelling, e.g. *a funny photo of a fabulous phone* is an example of alliteration. Advert 1: *A fascinating, fun festival! Fantastic!* Alliteration is another way of 'grabbing' the reader's attention.

► Language

Persuasive language is easier to spot if you give students examples of non-persuasive language.

Look at adverts two and three. Find examples of persuasive language.

Advert 2: *the choice / always my choice*

Would the advert be more or less persuasive if it said:

"It could be the right choice but it might not be."

"Choose them if you want to."

Advert 3:, e.g.

damaged or destroyed: Is this more or less persuasive than 'been messed up a bit'?

the size of 35 football pitches: Is this more or less persuasive than 'a few football pitches'?

Tropical forests should be seen as one of the greatest storehouses of nature's diversity: Is this more or less persuasive than 'Tropical forests are quite useful'?

► Repetition

One of the adverts repeats a five-word phrase. Which one?

Advert 3: *the destruction has to stop*

Why does it do this?

- Repeating words/phrases helps to lodge the 'message' of the advertisement in the reader's brain. The advertisement wants the reader to realise and think about the destruction, and not easily dismiss it.
- Ask students to find a phrase that is nearly the same as *the destruction has to stop*, i.e. *and stop the destruction*.
- Why do they think it is included? What effect does it have? The advertisement has given the accurate but depressing facts about the destruction of forests. By ending with *and stop the destruction* readers feel that there is something they can do. It isn't inevitable and hopeless. It has said it *must stop* and now it gives a way to *stop* it.

► Information

- Ensure the students understand the term *statistics*, i.e. a group of numbers that represent facts or describe a situation.

Find an example of each one in the advertisements.

Examples:

dates: July / 14th January / 2011

addresses: www.carltonshoes.org / International Forests, 740 City Road, London N22 6BW

price: \$200–\$250

statistics: 1.3 million / 80% / 1.6 billion

Discuss why they are an important part of each advertisement.

- Explaining the importance of the information is often easier if students are asked what effect it would have if the information isn't there, e.g.
What problems would it present to the reader if the advert for the festival didn't say when the festival was or when the completed form had to be in by?
Would as many people want to buy Aether trainers if the advert didn't mention the price? Why?
Would people understand the seriousness of the problem if the advert for saving the rainforest had no statistics? Why?

► Quotes

Find two examples of quotes and who is quoted in the advertisements.

- 1 *Always my choice.*: Ben Hill, Olympic® athlete

- 2 *Forests affect the lives of all our people. Yet while people are dependent on forests, our forests are also dependent on people.* The Environment Minister of the Philippines

Discuss why you think quotes from these particular people have been used.

- 1 'Celebrities' are often used in adverts. People will often buy/use/support things that famous people are supposed to buy/use/support. Do students think this works? Are they affected by celebrities in adverts? Why? / Why not?
- 2 The advertisement is about a very serious subject. The advertisers have used a member of a government because:
 - it will be assumed a government minister knows what he is talking about
 - it shows that people at the very highest level are taking the problem seriously.

► Layout / Appearance

Think about the target audience for each advert and discuss the use of text / colour / illustration / font size / bold / italics. Does each advertisement attract its target audience?

Advert 1: fair amount of text / colourful / funny illustrations / large, colourful heading / bold used to say what is needed and how reader can help

Have a class vote as to whether students think it does or does not appeal to its target audience. Students explain their reasons.

Advert 2: very little text – making the product name stand out / coloured / funny illustration / photograph / large font / product name in bold

Have a class vote as to whether students think it does or does not appeal to its target audience. Students explain their reasons.

Advert 3: minimal use of most features / bold to emphasise the repetition

Discuss with students why they think this advert has not included colour photos, etc.

The more elaborate an advert is in terms of colour / illustration / different fonts, etc. the more expensive it is. The advertisers do not want people to think that some of their donations are going to pay for 'fancy' advertising.

Writing assignment

- 1 Read through the Writing assignment with the students to ensure they understand what is required.
- 2 Ask students to turn to pp12–13 in their WBs.
- 3 Ideally, planning the assignment should be done in class so that you are on hand to discuss this stage of the work with the students.
- 4 You can set up the Writing assignment in a variety of ways:
 - Each student works individually on the planning and writing stages.

- Groups of students choosing the same topic (fashion/music/sport) can work together in class to plan their advert. Individuals then use the group planning notes to work individually on their own advert. This can be useful for students to see how differently a set of planning notes can be interpreted.
- If you feel that students need to work through the process as a class, lead a discussion based on the planning sheet for a magazine about 'wild animals'. Go through each stage of the planning process to model making notes on each of the writing features.

Note: If you choose to make this the last lesson of the unit (see optional 9th lesson below) remind students to read the Start-up pages for Unit 2 and to complete the Start-up pages in their WBs.

WB: Unit 1 Self-assessment (WB p14)

- 1 This page is intended for students to complete on their own.
- 2 Explain to them that the questions and tasks are there as prompts to remind them of the work they have done. They are also there to guide them through the key elements of what they have covered and to help them assess for themselves how well they have understood and learned it.
- 3 Explain that each *CHECK!* gives them advice about what to do if they are unsure of the work. Even if they feel confident, they can also use the Checks to revise work and test themselves.
- 4 For many students, this page will act as individual support and teachers will not need to investigate very often, if at all, how and if it is being used.
- 5 For other individuals, the page may help them to keep a firm focus on the key learning aims in each unit and act as a checklist that the teacher can go through with the student.
- 6 Where the student is clearly not bothering to assess his or her own progress properly, or classwork indicates an over-optimistic self-assessment, the Checks can then form an extra body of work that the student should do systematically in order to consolidate work on the unit, and which should be checked and monitored by the teacher.

Optional 9th end-of-unit lesson

Teachers may find it convenient to construct an extra lesson at the end of the unit.

The purpose of this lesson would be to:

- give students time to complete the Self-assessment page
- give the teacher an opportunity to check students' WBs and Self-assessments
- give an opportunity for students to make their Individual speaking presentations in every alternate unit (see opposite)
- create some time in which students who have not completed work, especially their Writing assignment, to do so

- allow more able students to start or continue projects, do independent reading or other extension work as appropriate
- allow teachers to set the Start-up preparation work for the next unit as a complete homework task following this lesson
- give an opportunity for students to look at each other's project work, alternating with Individual speaking presentations.

The advantage of putting in this extra lesson is that it enables teachers to ensure that all students have covered and completed the same basic work before moving on to the next unit and will help to prevent students from falling behind.

This is likely to save lesson time in the long run and gives teachers a practical session in which to monitor class progress and individual levels of attainment.

Individual speaking presentations

To complete this within the extra lesson:

- divide the class into groups of 4–5
- allow a maximum of 10 to 15 minutes for this group activity in which each student makes his/her Individual presentation to the other members of the group
- encourage students to listen carefully: tell them they will always learn something from listening to each other
- go around listening as students work, noting common errors to go over at another time
- it is important not to stop and correct students while they are speaking as this is likely to undermine their confidence and make them unwilling to try to speak fluently – or even unwilling to speak at all
- ask one or two more confident speakers to give their presentations while the whole class listens. Give the speakers praise and encouragement as this will help motivate the whole class to do well
- ensure that all students have the experience of presenting to the whole class at some time during the term.