

4.1.GOOD OR BAD?

Warmer:

- Get the students to discuss the questions either in groups or directly with the teacher.

Pre-Reading Activity:

- Scientists have been studying whether the listed items are good or bad for us. Get the students to discuss what they think the scientific conclusions might have been with regard to the items.

Pre-Teach Vocab:

Get the students to match the word on the left with the definition on the right.

Key: 1c, 2e, 3b, 4h, 5i, 6a, 7d, 8f, 9g.

Get the students to match the collocations

Key: prolong life, ward off, retail therapy, sedentary jobs, taste buds, dust mites.

Reading:

- Divide the students into pairs and distribute the readings, giving one student in each pair the text describing things that are good, and the other student a list of things that are bad for us.
- The students can choose whether they want to read about the good or bad items.
- The students need to both read one item from their text and the next plain to each other what they have read.
- They need to continue until they get to the end of the list.

Follow on Activity:

Have a discussion with the students about the following;

- Was there any information that particularly surprised you?
- Are there any changes to your life style you would like to make in light of what you have just found out?
- Will you ever look at your pillow in the same way again?

Idioms

- Students need to choose the correct word to complete the idiom;
- Big cheese/apple at humble pie/desert half-baked/cooked
- To butter up/with egg on/up in a nut shell/bean
- Couch potato/tomato full of beans/ants to be worth one's salt/pepper

Practice making suggestions

The students can practice making polite suggestions by giving each other advice based on their reading, using the following phrases;

- Have you considered.....?
- Why don't you try.....?
- What about adjusting.....?
- How about.....?

- You might want to think of.....
- There might be some benefit in.....
- Perhaps you should.....
- Maybe you could.....

Vocabulary revision

- Write the vocabulary, collocations and idioms on small pieces of paper. Place them face down on the table, and get the students to take turns in choosing a word and drawing them on the board so that the other students can guess what the word, phrase and idioms are.

4.2. NEWSPAPER HEADLINES

Take a look at any news paper or magazine headline and you are likely to find incomplete sentences full of action packed verbs. Headlines live all by themselves because they ignore grammar conventions such as the use of helping verbs and soon. Of course, this means that newspaper headlines can be confusing to students. This is because they are often incomplete. For example:

- *Difficult Times Ahead*
- *Under Pressure from Boss*

This lesson focuses on helping make sense of the strange forms used in news paper headlines.

Aim:

- Understanding news paper headlines.

Activity:

- Translating news paper headlines in to more understandable English.

Level:

- Intermediate (Foreign Language Department).

Outline:

- Find some headlines in old news papers or on the Internet and cut the mout.
- There should be at least two headlines per student.

Newspaper Headlines

- *Forgotten Brother Appears*
- *James Wood to visit Portland*
- *Man Killed in Accident*
- *Mayorto Open Shopping Mall*
- *Overwhelming Response of Voters*
- *Passer by Sees Woman Jump*
- *President Declares Celebration*
- *Tommy the Dog Named Hero*
- *Professors Protest Pay Cuts*
- *Unexpected Visit*

4.3. MUSIC GENRES

Aim:

- To give students a sense of how English and cross-curricular subjects fit together.
- Draw students attention to the title of the text.
- Draw students attention to the titles of the paragraphs.
- Ask students to tell you what the phrase “musicgenre” means.
- Draw students attention to the map and ask them the questions in the rubric.

Elicit answers but do not correct students at this stage.

Procedure:

- Ask students to read through the text and check their predictions.
- Draw students attention to the box at the end of the text which explains some unknown words.
- Ask students some comprehension questions:
 - *When did rock'n roll begin?*
 - *What does it combine?*
 - *Which artists made it popular?*
 - *Which are the two famous rock'nrollbands in UK?*
 - *When did Opera start?*
 - *What did Italian opera continue to do in the 18th century?*
 - *Where did the Blues first appear?*
 - *When did the Blue sappear?*
 - *What are the roots of Raggae?*
 - *What does Raggae combine?*
 - *Where does bolero come from?*
 - *Where does tango come from?*
- Have students do the activity and check answers.
 - Answers: 1-raggae, 2-opera, 17th 3-Brazil, 4-the USA, the UK, 5-The Blues, 6-DJs.
- Explain any unknown words.
- Draw students attention to the web link and explain to them that they can use it to find more information on the topic of the text.
- Ask students:
 - *Which is your favourite music genre?*
 - *Which music genre do you like the least?*
- Elicit answers and initiate a short discussion.
- SONG “I am sobored”.

4.4. SPEED DATING

Level: pre-intermediate

Ages: Teens

Type: Discussion and grammar dictation/reading tasks based on a text.

Language Focus: grammar and vocabulary building, using expressions from the text and your students own words.

Materials: copies of two-page worksheet

Grammar Dictation:

- Make sure your students have a pen and some blank paper. Ask them to listen carefully and write down the words and numbers they will hear.
- Dictate the following: *two colleagues, two or three encounters, 20 pounds, her first, 20 days later, 36, six to twelve months*
- Say these come from a short article about speed dating from a British newspaper. Pairs: ask students to make a story to go with these numbers. Why might they be in the article? Ask a couple of students to share their ideas with the class.
- Read the text at a natural pace (but maybe pausing for longer than usual between paragraphs), asking students to listen for the numbers and make notes about them- what do they refer to? Was their story correct? When you have finished reading aloud, ask your students to compare their notes in pairs.
- Read the text again. Ask learners again to compare notes, this time in groups of four.
- In their groups, ask students to reconstruct the text using their notes. Make yourself available to help with language or answer any questions.
- Display these reconstructed texts around the class, along with the original text. Which is closest to the original? Which is the most different? Which is the class' favourite article?

Vocabulary-building and discussion tasks based on the text:

- If you like, you could ask your students, perhaps working in pairs or small groups, to do the collocation-building/vocabulary matching task from page 2 of the worksheet. The collocations are: *a bit awkward, a long-term relationship, an immediate physical attraction, a speed-dating event, a whirlwind romance, they were nice enough but...., everyday life, felt a strong attraction to...., the relationship blossomed.*
- Alternatively, either ask each group to write three to five questions about speed-dating based on the article, or dictate these questions (which could be written in part c): *Do you think they will have a happy marriage? Do you think this could happen to you? Would you recommend speed-dating to a friend?*

Follow Up:

- Perhaps for homework, ask your students to write an article about the speed-dating couple.

4.5. BIRDSONG

1. Pre-reading tasks:

- A great way to start the lesson is to play some birdsong!
- Then give each pair a copy of the first page of the worksheet. They need to identify the birds by solving the anagrams.
- Feedback: sparrow, blackbird, pigeon, thrush and robin.
- Ask students which birds are common where they live. Are they songbirds?
- Now ask students, in pairs, to decide which of the statements in part two are true. It doesn't matter if they don't know; encourage students to guess the answers.
- Also encourage pairs to compare their ideas, do they agree?

2. First reading tasks:

- Either write on the board or dictate the following: The robin, Bird watching,
- Why birds sing.
- Give each student a copy of the text and ask them to read it fairly quickly (no Underlining or following the words with a pen, and certainly no dictionaries!).
- And decide which of the three is the best title.
- After students have compared their ideas see what they think. Why birds sing is the best title.

3. Second reading tasks:

- Now students read again and check their answers from the worksheet.
- Students compare their answers with each other. Monitor well and check that they're correct.

4. Third reading tasks:

- Although this task looks similar there is a difference – none of the answers are clear from the text. Students have to work out if they are true or not, or if the information is even in the text.
- Students continue working on their own. Once they've finished they can compare their ideas with another student.
- Feedback: elicit answers from the students *b not given c not given d true e true f false, it's voluntary work rather than a job g true h not really, it's the artificial light that makes him sing.*

5. Post-reading tasks – a Project:

- Tell students that for homework they have to choose a bird and find out more about it. It can be any kind of bird – a seabird, a bird of prey, a rare bird, and from many countries.