

Dear Teachers,

Welcome! Before you begin, here is some information about how this teachers' book works:

1. This teachers' book is intended as a guide. It is hoped that by making the theory and goals of each activity explicit, you will be able to use this information to make your own decisions about how to use the material. Don't feel compelled to follow every instruction to the letter: you are best-placed to know what will work most effectively with your class.
2. Extra information about the theories and principles that this course is based on are included in this book in the *Theories for Teaching and Learning section*. This section also offers suggestions of further reading for if you are interested in learning more about any of these theories.
3. For each section of the students' book, background information regarding theory and goals is given first, followed by guidelines for using the material. Where possible, suggestions for variation have been included. This is to help you plan your use of the materials, without imposing rigid limitations. The *Theories for Teaching and Learning section* is referred to throughout the guidelines, to enable you to cross-reference effectively. Also referred to are the pages on *recycling vocabulary* and *using Demand High techniques*
4. Each unit contains background information about the texts used. You will notice that these materials use mixture of authentic and semi-authentic texts: The driving factors behind inclusion of texts are suitability, interest and exploitability.
5. The audio and visual material is provided on a cd-rom which you can play using any apple or pc computer. The audio tracks will also play on a standard cd-player.

Enjoy using these materials and remember, they are your tools, not your master.

Good luck!

Contents:

Note to teachers

Unit 1 (not shown)

Unit 21

Units 3 - 8 (not shown)

Theories for teaching and learning..... i

How to recycle vocabulary effectively..... v

How to give the learners extra challenge..... vi

By the end of this unit, learners will be better able to:

- express experiences, thoughts and opinions about a culturally rooted universal topic (i.e. Education) and evaluate these in the light of input from various sources (teacher, classmates, quotes, video clips)
- use visualisation, background knowledge, experience, prediction and empathy to use their whole brain in the reading of a novel extract
- use metacognitive awareness to deploy suitable strategies for listening to a short anecdote.
- use fixed language chunks to tell a personal story
- evaluate course book activities and their effectiveness, increasing metacognition and awareness of own ways of learning.

Language focus:

- Narrative style
- Articles and abstract nouns
- Focus, via concordancing activities, on the verb remember.
- Structural language used in telling anecdotes

Section A: Speaking

Time: +- 30 mins of material

Purpose: To engage learners with the topic, encourage critical evaluation of their own and others' opinions and prepare them for the material which follows.

Preparation: Prepare a set of quotes (see 2. below) for each group of learners (3-4 learners per group). Or you can write them on the whiteboard if you prefer. Cue video clips (see p.25).

Part 1. "Reflection" - Background information:

Visualisation is considered by some theorists, e.g. Brian Tomlinson, to be an important part of engaging learners cognitively and affectively before, during and after using the target language for meaningful communication. In this task, starting with the visualisation activity allows learners to gather their thoughts and silently rehearse sharing them with others.

Part 1. "Reflection: - Procedure:

- Before you ask them to do this activity, use the prompts (below) to talk about a day in the life of a school you have attended.
 - What could you see/hear/smell/taste/touch during your day?
 - How did you feel?
 - What was your teacher like?
 - What were the pupils like?
 - What was your classroom like?
 - What lessons did you have?

This will model the process for the learners. Learners love hearing about their teacher, so they will be happy to listen to you telling them about your experience and it should stimulate their own memories.

- When you have finished telling them about your experience, give them a time limit during which they should visualise quietly.

Part 2. “Discussion” - Background information:

In part 2, the learners will take turns telling their partners about the past experiences they visualised in 1.

- This sequence begins with pair work, for part a and b, then changes to group work for c through e, allowing learners to initially explore their experiences and opinions in a more intimate setting and then benefit from the wider range of opinions typical of group work.
- The sequence leads learners from personal exploration to comparison with external stimuli (partner/group opinion, quotes), encouraging greater awareness of difference as well as the link between personal experience and opinion.
- Learners will be using the target language for meaningful communication and activating existent topic-related vocabulary. The opportunity to add to this will come in part 3.
- Throughout this sequence, ensure that learners do not become aggressive or defensive. If this arises, remind them that it is ok for them to agree to disagree, that everybody is different but entitled to their own opinions, and encourage them to listen as well as re-evaluate their views.

Part 2. “Discussion” - Procedure:

- Put the learners in pairs (mixed-nationality if possible) and ask them to work through [questions a and b](#). Monitor discreetly. **Hint:** Don't jump in and provide missing vocabulary - give learners a chance to negotiate meaning: this increases the cognitive demand of the activity and pushes them to use all their linguistic resources to communicate their opinions.
- When they have finished, put the learners in groups. Again, the more multi-nationality each group can be, the more the learners will benefit from the process as there is likely to be more diversity in experience and opinion. Ask them to discuss [question c](#). (They need you to reveal the quotes before they can go any further than that!)
- For [question d](#), give each group a set of 3 quotes (*see below or choose your own*) or indicate the board if you have written the quotes up and encourage the learners to evaluate these in the light of what they have been discussing. The final part of question c, the "why" is very important. It is easy to agree or disagree, but justifying one's position encourages deeper critical evaluation. Monitor and ensure reasons are being given. If they aren't, actively encourage this by showing interest.

Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.

-Oscar Wilde
The Critic as Artist

Education is more than a luxury; it is a responsibility that society owes to itself. ~Robin Cook

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

Martin Luther King, Jr.
VERYBESTQUOTES.COM

- Finally, in **question e**, learners are encouraged to share any education-themed quotes from their country and compare these with quotes shared by their classmates. This externalises the link between cultural background and personal opinion as well as how these differ from person to person.

Part 3. “Evaluation” - Background information:

The third and final part of this task encourages learners to put themselves in other peoples' shoes and try to imagine how they might think and feel. This requires them to step outside of their own perspectives temporarily.

- *Again, visualisation is used, in question a, as a starting point in this, so it is important that you pause the dvd after each of the three clips to allow the learners time to respond internally to them.*
- *For question b, learners will work with the same partner as they worked with earlier, as the activity draws on that earlier sharing of experience. Relating the clips to their own experience and identifying both similarities and differences encourages deeper processing of the clips and gives learners a familiar point of departure for this.*
- *Question c requires learners to go a step further and imagine what education might mean for the people in the film clips, comparing this with their own views. This pushes them to view their opinions from a more objective perspective.*
- *The last activity in this section, which rounds off the entire task, gives learners the opportunity to upgrade the language they used in their discussion as they must summarise this and present the summary to the rest of the class. This is an important element of Task-Based Learning, as it encourages focus on form. Learners are encouraged to ask the teacher for any missing vocabulary. In this way, they learn what they need to learn in order to better express what they need to express.*

For more information about this theory and the others which inform this sequence, please turn to pages i-v.

Part 3. “Evaluation” - Procedure:

- For **question a**, play a few minutes of each video clip (*see accompany video clips page or choose your own clips from youtube*), pausing for a minute between each one to allow time for visualisation.
- For **question b**, put the learners back in the pairs they worked in for **2a/b** and give them time to share their visualisations from a and compare these with their own experiences.
- For **question c**, ask learners first to put themselves in the shoes of the people in the clip and imagine what they might think education means and next to compare these projections with their own perspectives. Draw their attention back to what they discussed in **2c-e**.
- Finally in **question d**, learners must summarise their discussions from **b and c** in relation to one of the film clips. Elicit the features of a summary (inclusion of main ideas, logical sequence), to provide a framework for learners to work within. Then monitor and be ready to feed in any vocabulary needed. This may be individual words or chunks of language. Make a note of any language you give them, and be sure to recycle it at increasing intervals to aid retention.

For ideas of how to recycle vocabulary, see p v.

Youtube Clips for use with Unit 2 Speaking: Evaluate (Students' Book p.1; Teachers' Book p.2-3)

https://www.youtube.com/watch?v=r_I7Xb_V9rs&list=PL12E5198F3134552E&index=5



Children At Utley Primary School

0:01 / 9:23

Arabic Language - Al-Waseelah - Utley Primary School - 2010

AlWaseelah · 152 videos

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<https://www.youtube.com/watch?v=tLW7R3e7shw&list=PL12E5198F3134552E>



0:09 / 9:56

Nomzi Pre Primary School - Mpande, Transkei, South Africa

James Taylor · 33 videos

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<https://www.youtube.com/watch?v=BpnfFJ94vTA&list=PL12E5198F3134552E>



0:08 / 5:20

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Woodloes Primary · 3 videos

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