
Pearson Edexcel

International GCSE English as a Second Language (ESL) Scheme of Work

How to use the scheme of work

This scheme of work (SoW) has been made available as a word document rather than PDF, allowing you to edit the document in a way that suits your teaching style and student needs.

International GCSEs have 120-140 guided learning hours.

Guidance provided within the course planners, schemes of work and lesson plans are suggested approaches that centres can adapt to suit their particular context.

The columns in this lesson plan indicate:

- an overview of the time allocated to lessons
- assessment objectives covered
- exemplar classroom activities with supporting material in the Appendix on page 24
- suggested resources to teach the lesson
- transferable skills support (more information on this can be found below).

Why transferable skills?

In recent years, higher education institutions and global employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject. Further information on transferable skills is available on the website. Pearson materials, including this scheme of work, will support you in identifying and developing these skills in students.

In the final two columns of this scheme of work we have indicated which transferable skills are explicitly assessed, and also where there are opportunities for them to be developed through teaching. Our intention is that teachers can use these columns to increase opportunities for transferable skills development in students.

Term 1 (Year 1)

Week(s)	Assessment Objectives	Exemplar classroom activities	Resources	Which skills could be acquired through teaching and delivery in this lesson
1 - 2	-	Introduction to the course Examination overview Quiz on the content of the examination Testing / Needs analysis of students	Specification	-
3 - 4	AO1 A and B AO2 A and C AO3 A AO4 A and C AO2 A and C AO4 C	<p>Reading – Skimming and scanning / Understanding the overall message</p> <p><i>Refer to Appendix for activities</i> Appendix 1.1 / 1.2 / 1.3</p> <p>Writing - Sentence level / Punctuation</p> <p>Appendix 2.1 / 2.2 / 2.8 These can be extended to include a writing task</p> <p>Listening – Prediction This is useful subskill involved in listening</p> <p>Appendix 3.1 / 3.2 / 3.3</p> <p>All activities should be rounded off with the question 'What was the listening about?'</p> <p>Speaking – General conversation</p> <p>Appendix 4.1 / 4.2 / 4.3 / 4.4</p> <p>Grammar – Adjectives and adverbs / Intensifiers / Word Formation / Transformations</p>	<p>Appendix</p> <p>General English course books</p>	<p>Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Innovation Collaboration</p>

	AO2 A and C AO4 C	Vocabulary – Friendships and Relationships / Spelling Appendix 2.9	Word Formation http://www.flo-joe.co.uk/fce/students/tests/print5c.htm Transformations http://www.flo-joe.com/teachers/resources/fce.htm General Grammar and Vocabulary https://quizlet.com/class/114523/ http://www.esl-lounge.com/student/	
5 - 6	AO1 B AO2 A and C AO3 A AO4 A/B/C	Reading – Deducing the meaning of unknown words via context and grammar Appendix 1.4 / 1.5 / 1.6 / 1.7 / 1.8 Writing – Paragraph level / Spelling Appendix 2.3 / 2.4 / 2.5 / 2.9 + writing activity Listening – Prediction / Overall message Appendix 3.1 / 3.2 / 3.3 All activities should be rounded off with the question 'What was the listening about?' Speaking – General conversation / Asking and answering questions Appendix 4.1 / 4.2 / 4.4 + students write and conduct a class survey	Appendix	Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Critical Thinking Innovation Collaboration

	AO2 A and C AO4 C AO2 A and C AO4 C	Grammar – Tense review / Question tags Word Formation / Phrasal Verbs Vocabulary – Leisure time	General English course book Phrasal Verbs http://learnenglish.britishcouncil.org/en/english-grammar/verbs/phrasal-verbs	
7 - 8	AO1 B AO2 A/B/C AO3 B AO4 A/B/C AO2 A and C AO4 C AO2 A and C AO4 C	Reading – Deducing the meaning of unknown words via affixes Appendix 1.9 / 1.10 Writing – Informal Register / Unity Appendix 2.6 / 2.12 / 2.13 + writing activity Listening – Listening for detail Appendix 3.4 / 3.5 / 3.6 Speaking – General conversation / Register Appendix 4.1 – 4.6 Grammar - Comparatives and superlatives / Prefixes and Suffixes / Phrasal Verbs Vocabulary – Sport / Spelling Appendix 2.9	Appendix Listening websites: http://www.bbc.co.uk/learningenglish/ http://www.esolcourses.com/content/topicsmenu/listening.html General English course book Prefixes and Suffixes http://www.englishrevealed.co.uk/FCE/fce_vocabulary2/prefixes_and_suffixes.php	Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Critical Thinking Innovation Collaboration
9 - 10	AO1B	Reading – Reading Practice Paper Part 1 / Deducing the meaning of unknown words via affixes	Appendix Past Paper Reading Part 1	Problem Solving Analysis Reasoning Interpretation

	AO2 A/B/C	Appendix 1.9 / 1.10 Writing – Writing Practice Paper Part 4	Past Paper Writing Part 4	Adaptive Learning Adaptability Communication Team work Interpersonal Skills Critical Thinking Executive Function Creativity Innovation Personal and Social Responsibility Productivity Collaboration
	AO3 A	Listening – Listening for overall message / Listening Practice Paper Part 1 Appendix 3.1 – 3.3 All activities should be rounded off with the question 'What was the listening about?'	Past Paper Listening Part 1	
	AO4 A/B/C	Speaking – Speaking Practice Part 1	Past Paper Speaking Part 1	
	AO2 A and C AO4 C	Grammar – Prefixes and Suffixes / Active and Passive / Phrasal Verbs / Word Formation	General English course book	
	AO2 A and C AO4 C	Vocabulary – Food / Spelling Appendix 2.9		

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	AO4 C AO2 A and C AO4 C	Vocabulary – Technology / Spelling Appendix 2.9		
7 - 8	AO1 A and B AO2 A/B/C AO3 C AO4 A and C AO2 A and C AO4 C AO2 A and C AO4 C	Reading – General review – skimming and scanning / Deducing meaning of unknown words Based on activities in Appendix 1.1– 1.18 Writing – Writing Paper Practice Part 5 Listening – Understanding a conversation where information is being negotiated Appendix 3.7 / 3.8 Speaking – Give a presentation Grammar – Modals / Prefixes and Suffixes / Transformation / Vocabulary - Culture / Spelling Appendix 2.9	Appendix Past Paper Writing Part 5 General English course book	Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Self-Presentation Critical Thinking Argumentation Executive Function Creativity Innovation Personal and Social Responsibility Productivity Collaboration
9 - 10	AO1 A/B/C AO2 A and C	Reading – General review – Skimming and scanning / Deducing meaning of unknown words Based on activities in Appendix 1.1– 1.18 Writing – Text editing Prepare a short text with errors of grammar, spelling, punctuation, wrong word,	Appendix	Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Self-Presentation

	AO3 C	<p>In pairs, students identify and correct the errors. Class discussion of errors.</p> <p>Listening – Understand a conversation where information is being negotiated</p> <p>Based on activities in Appendix 3.7 / 3.8</p>		<p>Critical Thinking</p> <p>Executive Function</p> <p>Creativity</p> <p>Innovation</p> <p>Personal and Social Responsibility</p> <p>Collaboration</p>
	AO4 A and C	Speaking – Speaking Paper Practice Part 2	Past Paper Speaking Part 2	
	AO2 A and C AO4 C	Grammar – Perfect Aspect / Transformation / Phrasal Verbs	General English course book	
	AO2 A and C AO4 C	<p>Vocabulary – Travel and transport / Spelling</p> <p>Appendix 2.9</p>		

Term 3 (Year 1)

Week(s)	Assessment Objective	Exemplar classroom activities	Resources	Which skills could be acquired through teaching and delivery in this lesson
1 - 2	AO1 C and D AO2 D AO3 C AO4 A/B/C AO2 A and C AO4 C AO2 A and C AO4 C	Reading – Distinguishing fact from opinion Appendix 1.19 / 1.20 Writing – Paraphrasing / Text editing Appendix 2.16 / 2.17 + writing task Listening – Understanding a conversation where information is being negotiated / Listening Paper Practice Part 3 Based on activities in Appendix 3.7 / 3.8 Speaking – Critical thinking activities Appendix 4.7 / 1.19 / 1.20 Grammar – Articles / Transformation / Word Formation Vocabulary – Work and Business / Spelling Appendix 2.9	Appendix Past Paper Listening Part 3 http://iteslj.org/Techniques/Halvorsen-CriticalThinking.html http://www.eslflow.com/Criticalthinking.html General English course book	Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Critical Thinking Argumentation Creativity Innovation Collaboration
3 - 4	AO1 C and D	Reading – Distinguishing facts from opinion Based on activities in Appendix 1.19 / 1.20	Appendix	Problem Solving Analysis Reasoning Interpretation

	AO2 D	Writing – Paraphrasing Based on activities in Appendix 2.16 / 2.17 + writing task		Adaptive Learning Adaptability Communication Team work Interpersonal Skills Critical Thinking Argumentation Creativity Innovation Collaboration
	AO3 D	Listening - Understanding a conversation where information is being negotiated Based on activities in Appendix 3.7 / 3.8		
	AO4 A/B/C	Speaking - Critical thinking activities Appendix 4.7 / 1.19 / 1.20		
	AO2 A and C AO4 C	Grammar – Tense review / Transformation Vocabulary – Education / Spelling	General English course book	
	AO2 A and C AO4 C	Appendix 2.9		
5 - 6	AO1 C and D	Reading – Inference Appendix 1.21 – 1.24	Appendix	Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Self-Presentation Critical Thinking Executive Function Creativity Personal and Social Responsibility Innovation Productivity Collaboration
	AO2 D	Writing – Summarising Appendix 2.14 / 2.15 + writing task		
	AO3 D	Listening - Understanding a conversation where information is being negotiated / Identify a speaker's opinion stated and implied Appendix 3.7 – 3.10		
	AO4 A and C	Speaking – Give a presentation Grammar – Modals of deduction / Transformation		
	AO2 A and C AO4 C	Vocabulary – Money / Spelling	General English course book	

	AO2 A and C AO4 C	Appendix 2.9		
7 - 8	AO1 C and D AO2 D AO3 D AO4 A/B/C AO2 A and C AO4 C AO2 A and C AO4 C	Reading – Inference Appendix 1.21 – 1.24 Writing – Summarising / Writing Paper Practice Part 6 Appendix 2.14 / 2.15 + writing task Listening - Understanding a conversation where information is being negotiated / Identify a speaker's opinion stated and implied / Listening Paper Practice Part 4 Based on activities in Appendix 3.7 – 3.10 Speaking – Speaking Paper Practice Parts 1, 2 and 3 Grammar – Mixed Conditionals / Transformation Vocabulary – Fashion / Spelling Appendix 2.9	Appendix Past Paper Writing Part 6 Past Paper Listening Part 4 Past Paper Speaking Parts 1, 2 and 3 General English course book	Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Self-Presentation Critical Thinking Argumentation Executive Function Creativity Innovation Personal and Social Responsibility Productivity Collaboration
9 - 10	-	End of year examination	-	-

Term 4 (Year 2)

Week(s)	Assessment Objective	Exemplar classroom activities	Resources	Which skills could be acquired through teaching and delivery in this lesson
1 - 2	<p>AO1 B</p> <p>AO2 D</p> <p>AO3 A and B</p> <p>AO4 A/B/C</p> <p>AO2 A and C AO4 C</p>	<p>Reading – Deducing the meaning of unknown words</p> <p>Based on activities in Appendix 1.4 – 1.16</p> <p>Writing – Paraphrasing</p> <p>Based on activities in Appendix 2.16 / 2.17 + writing task</p> <p>Listening – Understanding the overall message / Listening for essential and finer points of detail</p> <p>Based on activities in Appendix 3.4 – 3.8</p> <p>Speaking – Discussion/ Problem solving / Critical thinking</p> <p>Based on activities in Appendix 4.5 / 4.6 and those online</p> <p>Grammar – Linking devices / Transformation</p> <p>Vocabulary – Describing feelings</p>	<p>Appendix</p> <p>http://www.eslcafe.com/idea_/index.cgi?Speaking</p> <p>https://www.britishcouncil.org/voices-magazine/few-discussion-activities-english-language-students</p> <p>General English course book</p>	<p>Problem Solving</p> <p>Analysis</p> <p>Reasoning</p> <p>Interpretation</p> <p>Adaptive Learning</p> <p>Adaptability</p> <p>Communication</p> <p>Team work</p> <p>Interpersonal Skills</p> <p>Critical Thinking</p> <p>Argumentation</p> <p>Creativity</p> <p>Innovation</p> <p>Collaboration</p>

9 - 10	AO2 A/B/C	Based on activities in Appendix 1.21 – 1.24 Writing – Semi-formal writing (Group and individual writing) / Text editing	General English course book	Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Self-Presentation Critical Thinking Argumentation Executive Function Creativity Innovation Productivity Collaboration
	AO3 B and C	Listening - Identify a speaker's opinion stated and implied Based on activities in Appendix 3.9 / 3.10		
	AO4 A and C	Speaking – Group presentations		
	AO2 A and C AO4 C	Grammar – Reporting verbs / Word Formation / Phrasal Verbs		
	AO2 A and C AO4 C	Vocabulary – Human Achievements		

Term 5 (Year 2)

[illegible]

				Personal and Social Responsibility Productivity Collaboration
9 - 10	AO1 A/B/C/D AO2 A/B/C/D AO3 A/B/C AO4 A/B/C AO2 A and C AO4 C AO2 A and C AO4 C	<p>Reading – General review / Distinguishing facts from opinion / Inference</p> <p>Based on activities in Appendix 1.19 – 1.24</p> <p>Writing – General review / Informal writing / Semi-formal writing / Summary writing</p> <p>Listening – General review</p> <p>Speaking – General review</p> <p>Grammar – General review</p> <p>Vocabulary – General review</p>	Appendix General English course book	Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Critical Thinking Argumentation Executive Function Creativity Innovation Personal and Social Responsibility Productivity Collaboration

Term 6 (Year 2)

Week(s)	Assessment Objective	Exemplar classroom activities	Resources	Which skills could be acquired through teaching and delivery in this lesson
1 - 2	AO1 B AO2 A/B/C AO3 A and B AO4 A and C AO2 A and C AO4 C AO2 A and C AO4 C	<p>Reading – Deducing meaning from context / Practice in exam question types</p> <p>Based on activities in Appendix 1.4 – 1.16</p> <p>Writing – Review Informal Writing / Writing Paper Practice, Part 4</p> <p>Listening - Understanding the overall message / Listening for essential and finer points of detail / Practice in exam question types / Review Part 1 /</p> <p>Based on activities in Appendix 3.1 – 3.6</p> <p>Speaking – Review Part 2 / Give presentation</p> <p>Grammar – Transformation / Prefixes and suffixes / Word formation</p> <p>Vocabulary - Communication</p>	Appendix Past Paper Writing, Part 4 General English course book	Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability Communication Team work Interpersonal Skills Self-presentation Critical Thinking Executive Function Creativity Innovation Personal and Social Responsibility Productivity Collaboration
3 - 4	AO1 C and D	<p>Reading - Distinguishing facts from opinion / Reading Paper Practice, Part 2 / Practice in exam question types</p> <p>Based on activities in Appendix 1.19 / 1.20</p>	Appendix Past Paper Reading, Part 2 Past Paper Writing, Part 5	Problem Solving Analysis Reasoning Interpretation Adaptive Learning Adaptability

	<p>AO2 A/B/C</p> <p>AO3 B and C</p> <p>AO4 A/B/C</p> <p>AO2 A and C AO4 C</p> <p>AO2 A and C AO4 C</p>	<p>Writing – Review Semi-formal writing / Writing Paper Practice, Part 5</p> <p>Listening - Listening for essential and finer points of detail / Understanding a conversation where information is being negotiated / Practice in exam question types / Review Part 2</p> <p>Based on activities in Appendix 3.4 – 3.8</p> <p>Speaking – Review Part 3 / Discussion</p> <p>Grammar – Transformation / Prefixes and Suffixes / Word Formation</p> <p>Vocabulary - Globalisation</p>	General English course book	<p>Communication</p> <p>Team work</p> <p>Interpersonal Skills</p> <p>Critical Thinking</p> <p>Argumentation</p> <p>Executive Function</p> <p>Creativity</p> <p>Innovation</p> <p>Personal and Social Responsibility</p> <p>Productivity</p> <p>Collaboration</p>
5 - 6	<p>AO1 C and D</p> <p>AO2 A/B/C/D</p> <p>AO3 C and D</p> <p>AO4 A/B/C</p> <p>AO2 A and C</p>	<p>Reading – Inference / Practice in exam question types / Reading Paper Practice, Part 3</p> <p>Based on activities in Appendix 1.22 – 1.24</p> <p>Writing – Review summary / Writing Paper Practice, Part 6</p> <p>Listening - Understanding a conversation where information is being negotiated / Identify a speaker's opinion stated and implied / Practice in exam question types / Review Part 3</p> <p>Based on activities in Appendix 3.7 – 3.10</p> <p>Speaking – Review Part 3 / Critical thinking</p> <p>Grammar – General review</p> <p>Vocabulary – Describing the future</p>	<p>Appendix</p> <p>Past Paper Reading, Part 3</p> <p>Past Paper Writing, Part 6</p> <p>General English course book</p>	<p>Problem Solving</p> <p>Analysis</p> <p>Reasoning</p> <p>Interpretation</p> <p>Adaptive Learning</p> <p>Adaptability</p> <p>Communication</p> <p>Team work</p> <p>Interpersonal Skills</p> <p>Critical Thinking</p> <p>Argumentation</p> <p>Executive Function</p> <p>Creativity</p> <p>Innovation</p> <p>Personal and Social Responsibility</p> <p>Productivity</p>

	AO4 C AO2 A and C AO4 C			Collaboration
7 – 8	AO2 A/B/C/D AO3 B and D AO4 A/B/C AO2 A and C AO4 C AO2 A and C AO4 C	<p>Reading – Reading Paper Practice</p> <p>Writing – General writing review</p> <p>Listening – Listening for essential and finer points of detail / Identify a speaker's opinion stated and implied / Review Part 4 / Listening Paper Practice</p> <p>Based on activities in Appendix 3.1 – 3.6 /3/9 /3.10</p> <p>Speaking – Review Part 3 / Critical thinking</p> <p>Grammar – General review</p> <p>Vocabulary – Characteristics and behaviour</p>	<p>Past Paper Reading, Parts 1, 2 and 3</p> <p>Past Paper Listening, Parts 1, 2 3 and 4</p> <p>Appendix</p> <p>General English course book</p>	<p>Problem Solving</p> <p>Analysis</p> <p>Reasoning</p> <p>Interpretation</p> <p>Adaptive Learning</p> <p>Adaptability</p> <p>Communication</p> <p>Team work</p> <p>Interpersonal Skills</p> <p>Critical Thinking</p> <p>Argumentation</p> <p>Executive Function</p> <p>Creativity</p> <p>Innovation</p> <p>Personal and Social Responsibility</p> <p>Productivity</p> <p>Collaboration</p>
9 - 10	-	International GCSE 4ES1 Examination	-	-

APPENDIX

Reading:page25

Writing:page45

Listening:page58

Speaking: page62

The assessment objectives for this qualification are:

AO1 – Understand and respond in writing to a range of English texts.

- A. Understand the overall message of a text.
- B. Understand in detail a range of texts, identifying finer points of detail.
- C. Distinguish between facts, ideas and opinions.
- D. Identify a writer's viewpoint and attitude, stated and implied.

AO2 - Write clear, relevant texts in English on a range of subjects.

- A. Demonstrate appropriate use of paragraphing, punctuation and spelling.
- B. Write in a range of registers to fit the contexts and the audience.
- C. Demonstrate a control of a range of vocabulary and a variety of grammatical structures.
- D. Summarise information provided in text form for a given purpose and audience.

AO3 – Understand a wide range of recorded material spoken at normal speed.

- A. Understand the overall message of a spoken passage.
- B. Identify essential and finer points of detail in spoken material.
- C. Understand a conversation where information is being negotiated and exchanged.
- D. Identify a speaker's viewpoint and attitude, stated and implied.

AO4 – Communicate in speech comprehensibly and fluently.

- A. Give information and express opinions on a range of topics at different levels of complexity.
- B. Respond to a range of questions on a variety of topics.
- C. Use a range of vocabulary, grammar and structures appropriately.

The tasks, activities and strategies outlined below will provide students with opportunities to prepare for the examination's assessment objectives. Some activities may cover more than one objective. It is suggested that a general English course book be used in class to review, practise and extend students' grammatical and lexical resources. The following tasks, activities and strategies can be included at appropriate points of the teaching programme. The activities in this document are not an exhaustive list, but it is hoped they suggest other types of similar tasks which can be developed and used in class.

READING

Strategies to assist reading in general reading and reading speed

Scanning

Scanning is used to locate specific information in texts. Readers may need to find the answer to a particular question and, rather than read the entire text, they scan it to locate the required information. An ability to scan will increase reading speed.

Common examples of scanning include using a timetable to find out the times of trains or buses, searching for a name in a phone directory or checking the football results.

Activity 1.1

- Find at least eight short advertisements in the newspaper. Small ads and job advertisements are ideal. One or two of the advertisements should be about the same subject e.g. a job, or an item that has been found.
- Assemble these on a sheet of paper.
- Prepare at least 10 questions which require students to find specific information. Write each question on a piece of card.
- Put the class into groups.
- Place the cards at the front of the class.
- One student from each group takes one card only and returns to the group. Students find the answer and write it down.
- The student returns the card and takes another. This continues until the answers to all questions have been found.

If appropriate, make this activity into a race between groups.

Example advertisement and question:

<p style="text-align: center;">Reward</p> <p>Lost - beautiful black male cat with white patches on front.</p> <p>Missing from Stanwell area since 6th July.</p> <p>Please help.</p> <p>Tel: (018742) 974233</p>
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Where was the cat last seen?

Skimming

Skim reading is used to get a general idea about the content of the text. This is a particularly useful technique in reading examinations. It often involves reading only the first sentence of each paragraph.

Activity 1.2

- Find seven or eight brief articles on a related topic of between 50 – 100 words.
- Create a worksheet and add a number of different headings listed together at the top. There should be at least 3 more headings than articles.
- In groups, students match the article with an appropriate heading.

Give the students a time limit for the activity. In this way, they will need to skim read the articles in order to match them with the headings.

Example articles and headings:

Read these articles quickly and then match the article with an appropriate heading. You may need to use the same heading more than once or not at all.

1. Fossil fuels are not used efficiently
2. Natural resources use threatens the planet
3. Protect the environment and maintain economic growth
4. Energy choices influence our future
5. Using renewable natural resources will save the earth
6. Natural resources are not managed sustainably

A.

In 2005 over 60 billion tons of materials were extracted from the earth. These included fossils fuels, minerals, metals and biomass. By 2050 the extraction rate is estimated to reach 140 billion tons. The reasons for this increased demand for resources include a growing population, economic development and increasing global trade, and changing patterns of consumption. The consequences are resource scarcity, loss of biodiversity and water and air pollution.

B.

Over 20% of the world's aquifers are overexploited and many of the water systems on the earth's surface have been contaminated. One third of the world's soils are moderately to highly degraded due to erosion and heavy farm machinery pressing down on the soil causing it to compact. Other threats include chemical pollution and acidification. Seventy per cent of the world's fish stocks are exploited or fully exploited. Twenty-nine per cent are overfished.

C.

A growing population, industrialisation and an increase in global trade have been the main reasons for an increasing demand for energy. This is expected to double by 2050. The key to energy security is to find the right mix of technologies for each local and regional situation. For example, in an area with limited land available, wind power and roof-mounted solar power may be preferable as they have low land use requirements, whereas coal-fired power plants and ground-mounted solar power require larger areas of land.

Scanning and skimming

Activity 1.3

These two reading strategies are usually employed at the same time when reading. This activity combines both techniques.

- Find a reading text such as an infographic or fact sheet with short paragraphs on the same topic. Paragraphs or sections should have headings.
- Prepare 10 questions. These should require students to find specific information as well as finer points of detail. Write each question on a piece of card.
- Put the class into groups.
- Place the cards at the front of the class.
- Give the students a time limit for the activity.
- One student from each group takes one card only and returns to the group. Students find the answer and write it down.
- The student returns the card and takes another. This continues until the answers to all questions have been found.

If appropriate, make this activity into a race between groups.

Deducing the meaning of unknown words in a reading text

These activities are aimed at dealing with unknown words in a reading text. It is inevitable that this will occur in the reading examination and without a dictionary students need to have strategies to deal with words they cannot ignore.

Using context

Activity 1.4

This activity shows how context can help deduce the meaning of unknown words.

- Create a very short text which contains one nonsense word.
- Use power point to reveal the text *one sentence at a time*.
- Once a sentence has been revealed, ask students to deduce what the nonsense word may be based on the information available.

Example text:

1. She poured the water into a *tock*.

Questions:

Is there a word you do not know in this sentence?

What do we learn from sentence 1?

What could a *tock* be?

2. Then, lifting the *tock*, she drank.

Question:

How does sentence 2 narrow down the possibilities?

3. Unfortunately, as she was setting it down again, the *tock* slipped from her hand and broke.

Question:

What new information do you get from sentence 3?

What might it be made of?

4. Only the handle remained in one piece.

Question:

What is a *tock* likely to be?

Activity 1.5

In this activity, students need to deduce the meaning of a nonsense word in a series of sentences.

- Create a series of sentences each containing a nonsense word. All nonsense words should be grammatically appropriate, e.g. a plausible suffix for an adjective. Some of the sentences should repeat the unknown word using the appropriate grammatical form.
- Students read the sentences.
- In pairs, they discuss possible meanings.
- Whole class discussion.

Example sentences:

Gravack boils at 100°C.

She *gravacked* the garden with a *gravacking* can.

You are *selteranded* to send in your applications by Monday, 19th February.

During the interview she played with her hair *progonly*.

She was a very *marlious* woman.

Before he went on stage, the actor had a bad attack of *proges*.

The driver was so *immarlious* that as soon as the lights went green he sounded his horn.

Activity 1.6

This activity follows on from Activity 1.5. However, this time, actual words are used. Create sentences containing one word that students are unlikely to know.

Example sentences:

The following words in italics are words that exist in English. Read the following paragraph or sentences and decide what the word could mean.

1.

Smoke from wildfires in the Canadian provinces of Alberta and Saskatchewan thickened on Saturday, but government officials said the fires themselves were *subsiding*. Thick smoke continues to rise in huge columns above the fires.

SUBSIDING:

2.

The loss of a pencil is too *trivial* a matter to report to the police.

TRIVIAL:

Using grammar

It is important for students to use their understanding of the grammatical structures of the language to deduce meaning.

Activity 1.7

- Create a sentence of nonsense words. Only the keys words (verbs, nouns, adjectives and adverbs) should be nonsense words. These words must follow the appropriate grammatical form e.g. a plausible suffix for an adjective.
- Ask students to identify which parts of speech each word could be.
- Then ask the students comprehension questions about the sentence.

Example sentence:

The *splooky urdle kneafed*.

Grammar Questions:

Which word is probably the verb? (*kneaf*)

What tense is it? Why? (past –ed)

What usually comes between the definite article and a verb? (noun/adjective/adverb)

What could *splooky* be? (noun / adjective)

What could *urdle* be? (adverb / noun)

What makes you decide *that spooky* is an adjective? (The suffix –y)

Comprehension Questions:

What sort on an *urdle* was it? (*splooky*)

What did the *urdle* do? (It *kneafed*.)

Activity 1.8

This activity follows on from Activity 1.7. However, this time actual words are used. Create sentences containing one word that students are unlikely to know.

Example sentences:

In the following sentences, there is one word that you probably do not know. Look at the grammatical structure of the sentence and decide whether the word is a noun, verb, adjective or adverb. Then guess the meaning. Do not forget to use the context to help you.

1.

Due to the *unflagging* efforts of the rescue team, the children were found after only a few hours.

Grammatical function of UNFLAGGING:

Possible meaning:

2.

'What a *slipshod* job this is!' Mr Jenkins shouted. 'Go back and do it again more carefully.'

Grammatical function of SLIPSHOD:

Possible meaning:

3.

The unhappy girl continued to *carp* at her mother, blaming her for all her problems.

Grammatical function of CARP:

Possible meaning:

4.

It is the *convention* in many countries to take off your shoes when you enter someone's house.

Grammatical function of CONVENTION:

Possible meaning:

Using affixes

Prefixes and suffixes are important building blocks of English and students need to understand their role in the language. A knowledge of these affixes helps to reduce the number of words students need to learn. Prefixes change the meaning of the root word in some way e.g. negative (*unimportant*) or that something is repeated (*redo*). Suffixes often change the word class of the root word e.g. like (verb) – *likeable* (*adjective*).

There are many activities which provide practice in prefixes and suffixes; here is an example of each.

Activity 1.9

Suffixes

- Give students a list of common suffixes.
- In pairs, students decide which part of speech they make.
- Students add an example of a word with the suffix.

Example:

Look at the suffixes below and decide which part of speech they make. Put the suffix in the appropriate box and write a word which uses the suffix. One of the suffixes below can go in more than one box.

-ness

-ly

-hood

-ish

-wise

-ment

-en

-ship

-y

-ous

VERBS	NOUNS	ADJECTIVES	ADVERBS

Activity 1.10

Prefixes

Add a prefix to each of the words below. Each word may have more than one prefix. Each prefix can be used more than once.

PREFIXES				
in-	re-	un-	dis-	pre-

paid	active	load	like	appear	correct
------	--------	------	------	--------	---------

Using links in the reading text to deduce meaning**Using reference words**

An understanding of reference words in a text helps students to follow the development of ideas and concepts contained in a text. It is also important to understand that the same person or thing can be referred to in several different ways.

Activity 1.11

- Prepare a short story in which the characters are referred to in several different ways.

- In groups, students find all the ways that the same person is referred to.

Example:

Last month, John's wife, Laura had an accident. John's youngest son, Max, was at home when it happened. He was playing in the living room with his building set which his father had given him for his fourth birthday the day before.

Suddenly the little fellow heard his mother cry out. He rushed to the kitchen and found that his mother had burnt herself on the iron. She was lying on the floor in pain. Laura's husband was at work and both the other children were at school. Max was too young to help his mother and she was not able to talk to her son. He decided to run to a neighbour's house and ask her to come and help his mother. She soon phoned the ambulance. The crew assessed the woman's injuries and decided to take the patient to hospital.

Which words or phrases in the passage are used to refer to John, Laura and Max?

Activity 1.12

- Find a factual reading text of about 800 words.
- Delete between 20 to 30 of the pronouns and similar reference words in the text.
- Mark the first half of the text Part 1 and the second half Part 2.
- Give the students the text and a worksheet with a list of the reference words missing in Part 1 of the text.
- In pairs, students insert the correct reference word(s) in the text.
- For Part 2, students provide the appropriate reference word(s).

Using ellipsis

Ellipsis is similar to reference words because it is used to avoid unnecessary repetition. However, instead of using a different word or phrase, a word or series of words is left out.

Activity 1.13

- Prepare a series of sentences which contain examples of ellipsis.
- In pairs, students locate where ellipsis has occurred and what has been left out.

Example:

1.

I carried the bag, and my friend the suitcase.

2.

It is important that you have a clear purpose when you read. If not, you may waste time unnecessarily.

3.

Most of us are so used to high levels of noise pollution in our lives that we hardly give it a second thought. Perhaps we should though, because prolonged exposure to very intense sounds can produce permanent hearing loss.

Using discourse markers

Discourse markers are words in texts which signal the relationship between different parts of the text.

Activity 1.14

This is a straightforward categorisation activity in which students group discourse markers with a similar meaning together.

- Create a worksheet similar to the example.
- In pairs, students decide which category each discourse marker should be in.
- Students can add to the table when they find a new discourse marker.

Example:

There are always words in texts which signal the relationship between different parts of the text. These signals can be divided into a number of broad categories:

INCLUSION / ADDITION e.g. I'd like a CD and a bag for my birthday.	and
ALTERNATIVE We could go to the beach or we could go to the mountains this summer.	or

TIME / ORDER OF IDEAS The price of coffee goes up when there is high demand.	when
REPHRASE / CLARIFICATION / EXPLANATION In other words, a clock is an instrument for telling the time.	in other words
EXAMPLE I can play a number of musical instruments, for example, the piano, the violin and the guitar.	for example
SUMMARY / CONCLUSION To sum up, air pollution is of greatest danger to the very old and the very young.	to sum up
CAUSE-EFFECT / REASON He came to the house because he wanted to see his brother.	because
CONTRAST I have the time but I don't have the energy.	but
EXCLUSION If he wants to succeed he should study hard rather than spend all his time playing games.	rather than

Put the following words and phrases into the appropriate category.

namely	also	in short	such as
although	as a result	alternatively	instead
firstly	that is to say	however	for instance
consequently	nor	in brief	furthermore
then	in addition	subsequently	in order to

Activity 1.15

This activity follows on from Activity 1.14. Here, discourse markers in a text must be replaced with others. The activity highlights that sometimes it is necessary to make other changes to the text. Simple substitution is not always possible.

- Prepare a reading text and underline some of the discourse markers. Make sure there is one instance where part of the text needs to be changed to accommodate the new discourse marker.
- In pairs, students replace the underlined words.

Example paragraph:

Find words or expressions to replace the words underlined in the text. Remember, you may need to make other changes.

The most important event last year was the opening of a new sports centre. It took some years to be built, but it finally opened in March. Most local people are very happy with it because they no longer need to travel to a nearby town. However, other people say that membership is far too expensive. To sum up, it seems that there are advantages and disadvantages to the new centre, and that while most members of the community are pleased to see it open, others are not.

Activity 1.16

In this activity, students have to select the correct discourse marker.

- Prepare a reading text which includes alternative discourse markers at a number of points in the text.
- In pairs, students select the correct discourse marker.

Example paragraph:

Select the correct discourse marker or phrase from the two alternatives given.

Our attitude to sweets weakened with each child that we had. Jessica, the eldest, didn't have any sweets at all **until/by the time** she was four. Jamie, our youngest experienced an entirely different approach. **Since/If** he didn't want porridge for breakfast, he got chocolate cake. This is terrible, I know, **but/on the contrary** he is no fatter than his sister, **and/or** less active. The truth is it takes a lot of effort to encourage a child to eat healthily for two reasons. **At first/First**, it takes time to cook good food from scratch. **Next/Second**, you still have to try and get the child to eat something.

Text organisation

Students should be able to follow the links and connections between events, facts, ideas and opinions in a reading text.

Activity 1.17

In this activity, students need to follow the ideas or development of a text by putting the paragraphs into the correct order. This activity also gives additional practice in understanding the links between ideas.

- Find a suitable text with a number of paragraphs. One that has a clear development of ideas works best.
- Cut up each paragraph and number each one randomly.
- In pairs or groups, students reassemble the paragraphs in the correct order.

Activity 1.18

This activity also requires students to follow the ideas or development of a text, but this time, the first sentence of each paragraph has been removed.

- Find a suitable text with at least four or five paragraphs. One that has a clear development of ideas works best.
- Type up the text. Remove the first sentence of each paragraph. Cut up the paragraphs.
- Prepare a worksheet with the first sentence of each paragraph in the correct order.
- In pairs, students put the paragraphs into the correct order.

Distinguishing between facts, ideas and opinions

The ability to evaluate a text is an important critical thinking skill which students need to develop. A fact is a something that can be verified with evidence, e.g. Paris is the capital of France. An opinion is based on belief or viewpoint. It is often a personal viewpoint that cannot be verified with evidence e.g. Paris is the most beautiful city in France. Opinion are usually (but not always) preceded with words such as 'I think', 'It seems' and with subjective adjectives, comparatives or superlatives. Sometimes, however, it is difficult to separate fact from opinion, and it not always clear if a statement is one, the other, or both.

Activity 1.19

Students can develop their critical thinking skills with activities such as this. It is suggested that the tasks become more and more challenging over time.

- Prepare a series of statements of facts and opinion.
- In pairs, students decide which statements are facts and which are opinions.

An alternative to this is for the teacher to give each pair two cards, one blue, the other yellow. The teacher then reads out the statement and the pairs indicate their decision by a show of cards.

Easy example:

Smoking is a nasty habit.

Smoking is an unhealthy habit.

16 year-olds should be allowed to vote.

The earth is a planet not a star.

Activity 1.20

Although this is a writing activity, it provides practice in distinguishing between fact and opinion.

- Students write a series of statements, either fact or opinion.
- Whole class discussion.

Example:

- In pairs, write two facts and two opinions about the following:
 - The school
 - Food
 - The country's capital city
 - The transport system

Identifying a writer's viewpoint and attitude

The words and phrases in many texts, particularly persuasive ones, indicate the attitude of the writer. The reader often needs to consider the word choices the writer has made.

Activity 1.21

This activity gives practice in identifying writer's attitude.

- Find a reading text in which the writer's viewpoint or attitude is clearly stated e.g. a film or book review, opinion piece or an argument essay.
- In pairs, students identify those words and phrases in the text that indicate the writer's attitude or viewpoint.

Example exercise:

School uniforms help to make all students feel equal. People's standards of living differ significantly, particularly in our cities. Some people are very well off while others are not so fortunate. People sometimes forget that school is a place of learning, not a fashion cat walk. Making the wearing of school uniforms compulsory would make all students look the same regardless of their financial situation. School uniforms would promote pride and help to raise the self-esteem of students whose financial position puts stylish clothes beyond their reach.

Those opposed to the compulsory wearing of school uniforms say that they restrict students' ability to express their individuality. This point has some merit on the surface. However, as stated previously, school is a place to learn not to flaunt wealth and fashion. As a society, we must decide if individual expression through clothing is more important than improved standards in education. After all, it is important to remember that school uniforms would be worn only during school hours. Students can express their individuality in any way they want, including the clothes they choose to wear, once class is over.

Make a list of the words or phrases that convey the writer's opinion of school uniform.

There are a number of words and phrases in the text that the writer uses to maximise the points in favour of his/her opinion and to minimise the points against his/her opinion.

Find these words and phrases in the text.

Maximisers

Minimisers

Would you sum up the writer's opinion of approving or disapproving of school uniforms?

What is the writer's attitude to school uniforms?

Inference

Writers do not always explain everything to the reader. Sometimes readers have to infer information. They have to read between the lines.

Activity 1.22

This is sentence-based exercise in identifying inference.

- Prepare eight or ten sentences. Write a series of statements related to the content, one of which could be inferred from the original sentence.
- In pairs, students decide on the correct option.

Example:

Read each sentence. Which sentence A, B or C can be inferred from it?

In all cultures, gestures are used as a form of communication, but the same gestures may have very different meanings in different cultures.

- A. No two cultures use the same gestures.
- B. One gesture will never have the same meaning in two cultures.
- C. A person from one culture may misunderstand the gestures used by _____ a person from another culture.

Source: https://www.ccsf.edu/dam/Organizational_Assets/Department/ESL/CLAD/infer.pdf

Activity 1.23

This activity provides practice in inferring the topic of a paragraph.

- Find reading texts where the topic is not stated. For example, a list of jobs where the job itself is not given.
- In pairs, students decide what the topic is and underline any words or phrases that helped them to reach their decision.

Activity 1.24

This activity provides practice in inference at paragraph level.

- Find a reading text and write a series of statements related to the content, several of which could be inferred from the text.
- In pairs, students decide on the correct option.

Example:

Read the text. Which of the statements after the text can be inferred from it?

Natural flavourings and fragrances are often costly and limited in supply. For example, the vital ingredient in a rose fragrance is extracted from natural rose oil at a cost of thousands of dollars a pound; an identical synthetic substance can be made for 1% of this cost. Since the early twentieth century, success in reproducing these substances has created a new industry that today produces hundreds of artificial flavours and fragrances. Some natural fragrances are easily synthesized; these include vanillin, the aromatic ingredient in vanilla, and benzaldehyde, the aromatic ingredient in wild cherries. Other fragrances, however, have dozens, even hundreds of components. Only recently has it been possible to separate and identify these ingredients by the use of gas chromatography and spectroscopy. Once the chemical identity is known, it is often possible to synthesize them. Nevertheless, some complex substances, such as the aroma of fresh coffee, have still not been duplicated satisfactorily. Many of the chemical compounds making up these synthetics are identical to those found in nature, and are as harmless or harmful as the natural substances. New products must be tested for safety, and when used in food, must be approved by the U.S. Food and Drug Administration. The availability of synthetic flavours and fragrances has made possible a large variety of products, from inexpensive beverages to perfumed soap to used cars with applied "new car odour."

- A. Natural rose fragrance is 100 times more expensive to produce than artificial rose fragrance.
- B. Vanillin is easier to synthesize than benzaldehyde.
- C. In general, the more components there are in a fragrance, the harder it is to synthesize.
- D. Once a substance has been chemically analysed, it can always be easily synthesized.
- E. Only recently has it been possible to synthesize satisfactorily the aroma of fresh coffee.

- F. Not all synthetic flavours are harmless.
- G. Synthesized substances must be tested for safety only if they are used in food.
- H. Synthetic fragrances can be used to make a used car smell like a new one.

Source: https://www.ccsf.edu/dam/Organizational_Assets/Department/ESL/CLAD/infer.pdf

WRITING

Paragraphing

Sentence level

Students need to have control over the language at sentence level. This requires them to know how to use independent and dependent clauses and also how to connect them. They also need to be able to convey their ideas using the full range of sentence types (simple, compound, complex and compound-complex).

Activity 2.1

This activity provided practice in improving a paragraph which contains too many short, simple sentences.

- Find a paragraph and rewrite it so that it comprises mostly short, choppy sentences.
- In pairs, students improve the paragraph using different methods to combine sentences.

Example:

This paragraph contains too many short, choppy sentences. Use different methods of combining sentences to improve it.

There are a number of different types of tropical forest. Lowland forest covers the greatest area. It is found in the warm, wet lowlands. Here there is little or no dry season. Seasonal or monsoon forest also has a heavy rainfall. This rainfall is not evenly distributed throughout the year. There is a dry season of three

months of more. This is when the trees shed their leaves. Lianas and plants such as ferns do not grow here. This is because they cannot survive the dry conditions.

There are many websites which provide practice in this area of writing.

Activity 2.2

In this activity, students have practice in improving a text with too many independent clauses.

- Find examples of writing which contain too many independent clauses which have been strung together to form one sentence. (Examples of students' work can be a useful source, although it is important that the sentences used are anonymised).
- In pairs, students improve on the text.

Example:

Improve these sentences.

1.

Fast food is bad for your health, and it also contains few vitamins and fibre, and it damages your stomach lining, so people shouldn't eat it.

2.

The favourite food of giraffes is acacia, and they like the leaves of mimosa and apricots, and they have a mouth with a hard inner surface, so they can eat thorny plants, but they don't hurt themselves.

Paragraph organisation

Students' writing needs to be correctly structured. They should use topic sentences in paragraphs and their ideas should develop logically and coherently.

Here are a number of activities to develop their awareness of writing.

Activity 2.3

This activity gives practice in first identifying, and then writing topic sentences.

- Prepare a worksheet containing topic sentences with controlling ideas.
- In pairs, students identify the main idea and the controlling idea(s) of each sentence.

Example:

A.

Read the following topic sentences of a paragraph. Circle the main idea and underline the controlling idea.

1.

Today's cars are both comfortable and fast.

2.

Diamonds, the hardest substance on earth, are used for cutting and grinding.

Now complete these topic sentences with suitable controlling ideas.

1.

Computer skills are important _____ .

2.

People from many different cultures _____.

Activity 2.4

Although this is a reading activity, it is useful for emphasising the need to write clear topic sentences.

- Find a paragraph of about five or six sentences on a particular topic. It should have a good topic sentence and clear supporting sentences.
- Remove the topic sentence from the text.
- Below the paragraph, write a number of plausible, but wrong topic sentences and add the correct topic sentence. Jumble these up.
- In pairs, students decide which is the correct topic sentence.

Activity 2.5

This reading activity is useful for emphasising the need to write clear, structured paragraphs.

- Find a paragraph of about five or six sentences on a particular topic. It should have a good topic sentence and supporting sentences. It should also develop logically and coherently.
- Jumble the order of the sentences up.
- In pairs, students put the sentences in the correct order.

Unity

It is important that a paragraph is a unified piece of writing.

Activity 2.6

This activity highlights the importance of not including irrelevant information in a paragraph.

- Find a well-written paragraph of about five or six sentences in length.
- Add one or more sentences which are on the same topic, but which are irrelevant. For example, if the topic is about the cutting and grinding of diamonds, it would not discuss other aspects of diamonds such as their price and the myths surrounding them.
- Jumble up the sentences.
- In pairs, students put the paragraph into the correct order and identify the sentences which are not related to the topic of the paragraph.

Coherence

A piece of writing needs to be easy to read and understand. The order of ideas is one aspect of achieving this as is the use of appropriate transition signals.

Activity 2.7

This is identical to Activity 2.6 above.

- Prepare a reading text which includes alternative discourse markers at a number of points in the text.
- In pairs, students select the correct discourse marker.

Variation:

1. Create a short text from which the transition signals have been removed. Students choose the correct transition signal from the list provided. They should make changes to the text where appropriate.
2. Create a short text from which the reference words have been removed. Students provide the correct reference words.

Punctuation

Students need to use appropriate punctuation in their writing.

Activity 2.8

This activity can also be used for punctuating sentences as well as paragraphs. The example below is a very straightforward example.

- Find a short text. Rewrite removing the punctuation.
- In pairs, students reinsert the punctuation.

Example:

This paragraph should contain eight sentences. Rewrite it, adding punctuation and capital letters.

My brother has got a new computer game and he spends nearly all his time on it every afternoon he gets home from school and quickly has a snack then he goes to his room and plays until it gets dark i never see him at weekends because he spends from friday night to sunday night in his room in the evenings after dinner he spends his time talking to his friends on his phone about his new game its his birthday next week do you know what im going to give him im going to give him another computer game

Spelling

Spelling is a notoriously difficult aspect of English. There are many activities on the internet which aim to improve students' spelling. Here is one example.

Activity 2.9

This activity can be used to test vocabulary and spelling that has come up in a previous class. It is also a useful end-of-the-week activity.

- Find 20 vocabulary items that need reviewing.
- Use a worksheet similar to the one below and write ten words on sheet A and ten on sheet B.
- Put students into pairs. Give one student sheet A and the other student sheet B. Student A defines the word and Student B writes his/her answer correctly on his/her sheet. This process is repeated until all the words have been elicited and written.
- Students check each other's work and also elicit the spelling of each word.

Example:

Sheet A

Explain these words to your partner:
describing.

2. (climate)

3. (jungle)

Now listen to your partner and write

1. _____

2. _____

3. _____

Sheet B

Listen to your partner and write

1. _____

2. _____

3. _____

Now explain these words to your

1. (pollution)

2. (banned)

3. (extinction)

1. (environment)

and write the word s/he is describing.

the word s/he is

partner:

Grammar and vocabulary

A good English language course book will provide practice in improving students' range and control over vocabulary and grammatical structures. These language exercises are those aspects of the language which require particular attention.

Transformation

Activity 2.10

Transformation exercises such as this one give practice in expressing the same idea in a different way. This skill is tested particularly in the summary task.

- Prepare a worksheet with sentences covering a range of grammatical structures. Add a prompt or the stem for each sentence.
- In pairs, students rewrite each sentence so that it is similar in meaning using the word(s) given.

Example:

Rewrite the sentence so that it is similar in meaning, using the word or prompt given.

1.

I didn't know that cars were so expensive in this country.

(IDEA) _____

2.

The last time I saw him was in 2014.

I haven't _____

Collocation

English has many examples of words which combine together in chunks to convey a particular meaning. It is also important to know that many of these combinations are not necessarily interchangeable e.g. *last week* but not *last hour*. Students at upper intermediate level need to be aware of and have control over some collocations.

There are many collocation activities available online. Here is one example.

Activity 2.11

- Prepare a list of words which collocate with the same core word.
- Teacher reads out the list of words.
- In pairs, students guess the core word.

An element of competition can be introduced into this activity.

Example:

Which words collocate with all the words on the list?

1.

fresh / GM / processed / organic / junk

2.

light / gourmet / slap-up / square / wholesome

3.

convicted / hardened / violent / professional / habitual

Variation:

Create a list of words which collocate with the same core word. Include one which does not collocate with it. Students identify the odd word out.

Register

Students need to write in a style that is appropriate for a particular kind of writing. The most important aspect of this is being aware of the difference between formal/semi-formal and informal English. These differences can be seen in several aspects of the language:

	Formal/Semi formal	Informal
Vocabulary	e.g. retain	keep
Phrasal verbs and	e.g. tolerate	put up with
Abstract nouns	Used more	Used less
	happy	e.g. is happiness possible
		can you be
Grammar		

Impersonal constructions	Avoidance of I/you	Use of I/you
Connecting words	e.g. furthermore	and
Contractions	Not used	Used
	e.g. do not	don't

This is not to say that 'keep' or 'I', for example, should never be used in formal/semi-formal writing. Furthermore, this is not an exhaustive list of the differences in registers. However, students need to consider this aspect of the language when writing. Another important aspect of good writing is style. This is ensuring that their writing is free from jargon and that they are economical with words i.e. not using eight words when three are sufficient. The ability to write clearly and to use the right words for the context are considered to be elements of good style in English.

Activity 2.12

This is a discrimination activity in which students decide whether a text is written in formal or informal language.

- Prepare a number of short texts both formal/semi-formal and informal.
- In pairs, students decide where they are from and who might have written them.
- Follow this up with an exercise where students identify which features of the texts helped them to decide how formal/semi-formal or informal they were.

Example:

Read these short texts quickly and decide where they are from and who might have written them.

Thanks for the pictures. Got them yesterday. They're fab – specially that one of Mum and Dad when they're getting on the plane! I might stick that one on my Facebook page.

I have worked for eData for eight years. For most of that time I have been responsible for resources management. This has involved resolving staff problems, managing accounts and ordering stationery and equipment. I understand that this is the kind of experience you are looking for.

Which features of the text helped you decide how formal or informal they were?

Which kind of writing is more likely to

1. have shorter sentences?
2. have a more impersonal tone?
3. include polite phrases?
4. use passive verbs?
5. use colloquial words ?
6. use phrasal verbs rather than single-word verbs ?
7. use contractions?
8. leave out pronouns?

Activity 2.13

This is another discrimination activity. This time, students choose the phrase which is appropriate to the context.

- Write an informal letter e.g. a reply to a party invitation such as the one in the example. Gap the text, provide optional answers.
- In pairs, students decide the correct word to use in the gap.

Example:

Read this informal reply to a party invitation and complete the text selecting one of the phrases below.

(1) _____ for the invitation to your party on Saturday. (2) _____ , but (3) _____. My teacher has just (4) _____ that I've got to (5) _____ a Prize Day rehearsal in the evening. As you can imagine, (6) _____ about it.

1. Thanks / I am grateful
2. I apologise / Sorry
3. I can't make it / I will not be able to be there
4. informed me / let me know
5. attend / go to

6. I'm really fed up / I am most depressed

Variation:

A formal/semi-formal piece of writing can also be used in the same way.

Summary

A summary aims to reduce information to a suitable length. Here are the recommended steps for writing a summary:

1. Read the question carefully and identify the information required in the summary.
2. Read the text.
3. Underline the main points required for the summary.
4. Re-read the question and consider what the summary is for, who will read it and how formal the language needs to be.
5. Write the summary in note form *do not copy chunks of text*.
6. Put the original text to one side.
7. Write an introductory sentence for the summary.
8. Use the notes to write the summary. Make sure the writing is well organised and in clear paragraphs and that the sentences are logically linked.
9. Check the word count.

Activity 2.14

This is a noticing activity. Students identify the best summary of a text.

- Use a summary task from a previous examination. Write a least three or four summaries of the same text. Make sure that at least one of the texts copies a lot from the original and another that does not fulfil the task requirements i.e. omits one or more points, or writes about irrelevant points. A third summary could be written in the wrong register.
- In pairs, students identify the best summary. Follow this up with a class discussion about the reasons for their choice.

Activity 2.15

This is a speaking activity but it highlights several important features of a summary: the inclusion of key information and the use of the speaker's own words.

- Put the students into pairs and ask Student A to tell Student B about a good film they have seen recently. The speaker should include details about the plot and about why s/he would recommend it.
- Student B tells the class about the film.

Variation:

1. Student B tells Student C about the film and Student C then tells the class about it.
2. Repeat the activity using other topics e.g. a holiday, a book, a documentary, the news that day or a newspaper article.

Paraphrasing

Paraphrasing is closely linked to summarising but while summarising requires the writer to identify key information in the text and to reduce it to a suitable length, paraphrasing requires him/her to restate the information: to use his or her own words as far as possible. Paraphrasing is therefore an essential sub-skill of summarising. The ability to restate the contents of a text indicates that the writer has understood the relevant or key elements of that text.

Transformation exercises as described in Activity 2.10 provide good practice in paraphrasing: expressing the same idea in a different way.

Activity 2.16

This activity practises a number of techniques that can be used in paraphrasing. However, care should be taken with this exercise as making one simple change to a sentence may not be enough to describe it as being in the writer's own words. Also, in extended texts, simple substitution of one word for another will not give a satisfactory summary.

- Prepare a worksheet, as in the example, which lists a number of methods to use when paraphrasing.
- In pairs, students rewrite sentences using the techniques outlined.

Example:

Techniques for paraphrasing

Use the techniques described to paraphrase the example sentence.

1. Use synonyms.

She was an *intelligent* woman.

2. Use different link words.

She was poor *but* honest.

3. Change word forms i.e. verbs → nouns / nouns → verbs / nouns → adjectives.

She provided us with *plenty of information*.

4. Change word order.

I like *curries, pizzas and hamburgers*.

5. Use the opposite meaning.

He *failed* his driving test.

6. Change from active to passive voice (or passive to active).

I *cash*ed the cheque today.

7. Combine two sentences or expressions.

Marienbad is located in western Czechia. It is a popular spa town.

8. Divide one long sentence into two.

Hungary joined the European Union in 2004 following a referendum in 2003 and it was one of a group of ten countries to join the EU at the same time, which is commonly referred to as the A10.

Activity 2.17

This is another noticing activity. It is similar to Activity 2.14 but this time students identify the best paraphrase of a text.

- Write a paragraph on a particular topic. Write at least three or four paraphrases of the text. Make sure that at least one of the texts copies a lot from the original and another that changes only a few words in each sentence. A third could have inappropriate link words between sentences.
- In pairs, students identify the best paraphrase. Follow this up with a class discussion about the reasons for their choice.

LISTENING

Understanding spoken language involves two different kinds of processes: bottom-up and top-down processing. Bottom-up processing refers to decoding a message at the level of sounds, words, clauses, sentences and larger chunks of language. This process goes from language to meaning. Top-down processing uses background knowledge to arrive at meaning. This process goes from meaning to language. Effective listeners use both processes at the same time to arrive at meaning.

Predicting content

Activity 3.1

This activity encourages students to use their background knowledge to predict the information they would expect to hear. It is recommended that all listening practice has questions before the first listening which activate prior knowledge of the topic.

- Before a listening, for example on robots, students discuss in pairs or groups what they know about the topic.
- Put this information on the board.
- The recording is played.
- Students compare the information on the board with the content of the recording.

Activity 3.2

This is a variation on the previous activity.

- Before a listening, students prepare questions that they expect to hear about in the recording.
- Put this information on the board.
- The recording is played.
- Students discuss which questions were answered.
- Students confirm which words they heard in the recording.

Activity 3.3

This is another activity to practise prediction.

- Students listen to part of a story.
- In pairs, they predict how the story will end.
- The final part of the recording is played.
- Students compare endings.

Variation:

1. Students are given the news headlines. They predict the content of the news. They then listen to a recording of the news.
2. Students listen to one half of a conversation. They predict the content of the other half. They then listen to the other half of the conversation and compare.

Listening for essential and finer points of detail

There are many classroom activities which practise listening for specific information. These should be used after the students have heard the recording for the first time.

Activity 3.4

This activity provides practice in identifying key words in a text.

- Students are provided with a list of words to listen for. They number the ones they hear in the order they occur.

Example:

Listen to the recording. Which words do you hear? Number them in the correct order.

house shops school summer town countryside fields forest
 hills

(Recording)

My grandfather's house is a lovely place to visit. It is in the countryside, close of a forest. There are lots of interesting walks you can do. The house itself is surrounded by fields which are full of sheep in the summer.

Variation:

Students can listen for time words / reference pronouns / sequence markers / formal language / informal language.

Activity 3.5

Particular types of texts provide lots of opportunities for listening for detail. These include listening to the weather forecast, to directions and to instructions.

- Find a recording of, for example, the weather forecast.
- Prepare questions that ask for specific information relating to the topic e.g. What was the weather like in Paris?

Activity 3.6

Cloze listening exercises are another way to practise listening for detail.

- Prepare a transcript of the recording. Delete a number of key words or chunks of detail from the text.
- In pairs, students listen and complete the cloze.

Variation:

Prepare a short dictation of part of the listening text.

Listening to a conversation where meaning is being negotiated and exchanged.

Activity 3.7

- Prepare a dialogue between two people, for example, an interview.
- Students listen to the responses of the interviewee.
- In pairs, they decide what the questions of the interviewer were.
- Students listen to the entire conversation.
- Students compare their questions with those of the interviewer.

Activity 3.8

- Prepare a dialogue in which students listen to a conversation about a topic or item. Write a list of comments about the content of the conversation.
- In pairs, students identify whether the comments made are positive or negative.

Variation:

Other aspects of the dialogue can be examined e.g. what does the person want / why did the person change his mind / how does she describe her personality.

Listening for attitude and opinion stated and implied

Activity 3.9

There are several examples of this activity online.

- Prepare a series of monologues in which people talk about a topic without mentioning it directly e.g. their job.
- In pairs, students decide what the topic is.

Activity 3.10

- Find examples of people talking in several different situations.
- In pairs, students decide who they are, what their relationship is and what is happening.

A general comment on listening activities

It is recommended that all extended listening tasks involve a series of stages:

- Pre-listening tasks in which the topic is contextualised and unfamiliar vocabulary is taught.

- While listening tasks. The first listening tasks should be straightforward and focus on understanding the overall message of a text. Subsequent listening tasks can focus on specific information or detail.
- Post-listening tasks can focus on e.g. listening for specific grammatical forms, or other aspects of the text.
- Post-listening tasks should also include a reaction to the content of the text e.g. do students agree or disagree with what they have heard?

SPEAKING

Students need to have a good range of grammar and vocabulary to perform well in this examination and these aspects of the language can be developed, extended and practised with the support of a general English course book. The activities described below will give practice in three aspects of speaking: talk as interaction, or the social aspects of speaking; talk as transaction where the focus is on the message; and talk as performance, such as giving a speech.

Talk as interaction

Students need to know how to respond appropriately to the person they are speaking to. This can be affected by, amongst others, the roles, ages, and status of the participants. Other aspects of talk as interaction include knowing how to start and finish conversations, showing politeness, reacting to others, and turn taking.

Activity 4.1

This activity provides practice in conducting a general conversation.

- Prepare a set of conversation starters. These can be on such topics as talking about the weather and school i.e. things which are common or immediately relevant to the students.
- Give each student one topic.
- Students mill, asking and responding to the topic.
- Provide feedback on the types of responses you heard e.g. really, me too, yes they are, well I'm not sure.

Activity 4.2

This is called a conversation train. In this activity students have more control over the topic of conversation.

- Place a set of chairs in two rows, facing each other.
- Students sit down and chat to the person opposite them.
- After three minutes ask the students to move one seat to the left.

- Students then chat to the new person opposite them.
- Provide feedback on any language issues noted during the conversations.

Activity 4.3

This is another way to generate a general conversation.

- Ask one student to sit in front of the class and make a comment about what is going on in their lives e.g. I saw a good film last week / I'm going to Italy for my holiday /
- The rest of the class ask the student at the front at least 2 or 3 relevant questions e.g. What was it? Where did you see it? Who was in it? The student at the front responds.
- A new student then sits at the front.
- Provide feedback on language issues noted during the conversations.

Activity 4.4

This is a more controlled activity which can be used to introduce a new topic of a lesson or at the end of a topic to consolidate what has been learned.

- Prepare a list of ten questions related to the same topic e.g. food.
What your favourite meal of the day? What do you have for breakfast? What sort of dishes can you cook? Who do you usually eat with? When was the last time you went to a restaurant? How often do you eat fish?
- Students mill, asking and responding to the questions on the list. Students must ask at least two or three questions related to the one they have asked.
- Provide feedback on language issues noted during the exchanges.

Variation:

This activity can also be adapted into writing questionnaires and conducting surveys. Each group is given a different topic to investigate. They write the questions and conduct a class survey. Students give their results orally and then in writing.

Talk as transaction

Classroom discussions, problem-solving activities and role plays are all the types of activities which require students to focus mainly on the message being conveyed. They provide them with opportunities to agree, disagree, describe, suggest, compare etc. There are many of these types of speaking activities; here are a few of them.

Activity 4.5

Conversation cards are often an effective method to generate discussion. There are many examples to be found online.

- Create a set of conversation cards. The questions on the card can be related to one area e.g. the environment, or they can be wide-ranging.
- Put the students in groups, with the conversation cards in the middle of the table. The first card is selected and students discuss the topic on the card. This continues until the conversation starts to flag.
- A new card is selected from the pile.
- Provide feedback on language issues noted during the exchanges.

Example questions:

What do you like about your community?

Would you rather live in a flat or a house?

What is your best memory of primary school?

What is the least stressful job you can think of?

Activity 4.6

This is a very controlled activity providing practice in the language of discussion.

- Create a set of at least 25 cards on each one write an expression used in discussions e.g. I agree, because ... I disagree, because, I'm not sure, but....., Maybe, but I don't think ..., I think that, Yes, but ..., To go back to
- Create a set of topic cards or propositions.
- Put the students in small groups, distribute the language cards evenly.
- Students turn over the first topic card. As they discuss the topic they use the expressions they have on the card. Once they have used it, they can discard the card.
- The discussion continues until one student in the group has discarded all his /her cards.

Activity 4.7

This is one example of a problem solving activity. There are many similar critical thinking exercises online.

- Tell students that they are going to move to a desert island but they can only take six of the items on a list.
- In groups, students decide which six items in their order of importance they are going to take and why.
- Class discusses the choices made.

Example list:

a blanket	a towel	a camera	a radio	a box of matches
a magnifying glass	a watch	a bottle of water	a saucepan	an axe
a tent	15 metres of rope	a knife	a torch	a
medical kit	a pair of scissors	warm clothes	a mobile phone	

Talk as performance

Giving a short talk has many of the elements involved in writing. It is more planned and structured than impromptu speech.

Activity 4.8

This activity aims to provide students with an example of a prepared speech and this is analysed for organisation and special language features used.

- Find an audio or video recording of a short speech.
- In groups, students identify features of the speech e.g. what were the main ideas and supporting ideas, how did the speech begin or end, how did the speaker move from one idea to the next? Other aspect of the speech can also be identified e.g. audience and purpose.
- In groups, students prepare a talk on a given topic.
- Each group gives its talk.
- Provide feedback.

Activity 4.9

This activity gives practice in talking at length on a topic.

- Put a list of very general topics on the board e.g. last weekend, my favourite food, cats, oranges, the weather, chocolate, fast food, pets.
- Tell students they must select a topic and talk about it for one minute.
- Model the activity first – ask students to select your topic and you speak for one minute.
- Remove the topic from the list.
- Ask for one student to choose a topic and speak for one minute.
- This topic is then removed from the list.
- The activity continues until all students have spoken or there are no more topics on the board.

Variation:

All the topics can be similar e.g. how to topics or ones which require persuasive language.

Activity 4.10

This activity gives practice in preparing short presentations.

- Give students a topic or area to research.
- In another lesson, students give three-minute talks on the topic.
- Give feedback on organisation and language.

This activity can also be the culmination of several lessons which explore the features of a presentation such as planning, register, language etc.

Variations:

Students can give group presentations which should be about five or six minutes in length.

Students can be given a similar topic e.g. technology. Alternatively, all the presentations should be how to ..., or persuasive presentations such as a sales pitch.

Useful websites

- <http://www.esflow.com/>

Lesson plans and ideas for teachers

- <https://www.eslpod.com/website/>

English as a Second Language Podcasts

- <http://www.esl-lab.com/>

ESL Cyber Listening Lab

- <http://www.elcivics.com/worksheets/esl-worksheets.html>

Learn English with ESL Worksheets. Free and Printable

- <http://www.eslbase.com/teaching/>
- <https://www.englishclub.com/esl-worksheets/>

practical, printer-friendly ESL worksheets (most with teachersheets and KEYs) to use in any English language class

- <http://a4esl.org/>

-

Twitterfeeds:

- [ESL Podcast @eslpod](#)

English as a Second Language (ESL) Podcast's Twitter feed.

Learn English, improve your vocabulary at <http://ESLPod.com>.

- [Teachit ELT @TeachitELT](#)

a large and constantly growing bank of ELT resources made and edited by teachers. Tweets are by the site editor teachitelt.com

- [TeachingEnglish @TeachingEnglish](#)

Global community of English language teachers. ELT lesson ideas and professional development resources. TeachingEnglish.org.uk

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