

IGCSE English as a Second Language 0510

Unit 5 Family and Lifestyles

Recommended Prior Knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Students have achieved a lower intermediate level of English to handle the materials effectively.

Context

The unit is suitable for both core and extended tiers of students. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if students lack experience or skills for the activity. The teacher is free to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps.

Outline

The content aim of the unit is for students to develop a greater understanding of family and lifestyle issues such as the amount of freedom young people should be allowed, whether appearance matters, and more personal matters such as dealing with stress.

The language aim of the unit is for students to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills under the 'Learning Outcomes' column. The teaching activities suggest a variety of methods for achieving the learning outcomes. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that students can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the students achieve the learning outcomes will depend on their starting points, learning approaches and time available for examples and practice. It is hoped that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources are internet and textbook based. If teachers judge that students need more help to achieve the learning outcomes, they are advised to extend the unit at any stage with reinforcement activities of their own choosing.

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Speaking:</p> <p>S1 Communicate clearly, accurately and appropriately.</p> <p>S2 Convey information and express opinions effectively.</p> <p>S3 Employ and control a variety of grammatical structures.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>S5 Engage in and influence the direction of the conversation.</p> <p>S6 Employ suitable pronunciation and stress patterns.</p>	<p>Role play: Family Matters.</p> <p>In the role play, the students will be able to apply a wide range of communicative functions This will include: giving factual information e.g. The club is open at weekends from ...until.... using prepositional phrases.</p> <p>They will be able to explain arrangements, e.g. We are going to get the bus into town and then meet at the</p> <p>They will be able to ask for permission e.g. Would you mind if/ would it be all right if...</p> <p>They will be able to give permission/conditional permission e.g. We may let you go, if you.....</p> <p>They will be able to give reasons to support views e.g. The club has a bad reputation. In the newspaper we read that....</p> <p>They will be able to ask for clarification: Can you tell us exactly what kind of ...</p> <p>Give warnings: You should be very careful about.....</p> <p>Respond to warnings: I understand</p>	<p>Conversation Questions: Family Matters, Englishclub.com.</p> <p>The worksheet, Family Matters, will enable students to explore a wide ranging of thoughts and feelings about being part of a family. The questions range from simple, such as describing one's own family or favourite relatives, to thought-provoking, such as family pressures, difficulties parents face. The questions can be cut up and used flexibly for pair and small group work. It can be followed by a feedback session in which students provide information and their views and relevant vocabulary is explored and highlighted.</p> <p>Role play - Please let me go to the Club! This is a stimulating and demanding role play which practises many skills. It will require significant preparation if it is to be productive for students.</p> <p>In the role play, a student plays the part of a teenage son or daughter and the other student plays the part of a parent. Two students can be involved representing a mother and father, if preferred.</p> <p>The child has been invited to an evening out at a club. The parents are concerned and unwilling to give permission. The students are given role cards to study separately.</p> <p>On the role card for the student is written details s/he will need to flesh out her conversation e.g. name of club, where it is, why s/he has been invited, why s/he wants to go, type of music, type of clientele, atmosphere, how s/he will deal with smoking/alcohol, how many door supervisors, finishing time of club, how the student will get home.</p> <p>The parents will get the parental role card on which is written details they will need to develop their side of the conversation. This can include fears about the reputation of that particular club, the club is in</p>	<p>Conversation worksheet Family matters http://www.englishclub.com/esl-lesson-plans/worksheets_tp.htm</p> <p>Liz Regan 2006</p>

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	<p>why you are worried. I'll make sure...</p> <p>Persuade: Do let me go! I'll promise I'll be.... They will be able to use 'Tell us about...'</p> <p>Intonation and stress.</p> <p>Students will practise using intonation and stress to speak clearly and confidently.</p> <p>They will adapt tone and rhythm to tone and rhythm to convey attitudes and feelings e.g. sounding concerned, sounding persuasive, sounding disappointed, etc They are able to use an appropriate register for speaking to family members.</p>	<p>a rough part of town, there is no public transport, the student is too young to go out alone in the evening, it will create a precedent for more freedom for other siblings, the parents do not know the family of the person who has issued the invitation, fears for the reputation of their son or daughter.</p> <p>There is no right or wrong resolution to the role play. Parents ultimately decide to give permission or to withhold it.</p> <p>The parents and the sons/daughters should be separated into two groups. The teacher will need to check and discuss the information on the role card. Students will explore the language required for asking permission, persuading, explaining, expressing worries, etc Suitable phrases will need to be identified and practised. Open question forms are useful e.g. Tell me about/tell me more about.... You can explore issues such as 'What are you going to say if your parent asks about the club's rules?' Your parents are still unconvinced. What can you say to persuade them? How can you say it so you sound persuasive? How are you going to describe the atmosphere in the club? What vocabulary is useful?</p> <p>Recording or videoing a couple of good role plays when they are being carried out is most rewarding as afterwards these can be analysed for the strengths and weaknesses, error correction etc If a video is shown, body language can be explored. As students only see the card for their role and will not be able to know exactly how the other person will respond, students can show how they deal with the unexpected in a discussion - are they lost for words or are they able to use strategies to give them thinking time? For example Let me think about that for a minute.</p>	

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<p>Writing:</p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W3 Employ and control a variety of grammatical structures.</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling.</p> <p>W6 Employ appropriate register/style.</p>	<p>Writing strategies: A letter of invitation</p> <p>Students are able to use correct basic grammar, use punctuation, use correct spelling for common words and some problematic words, use modal verbs for giving instructions (you should/could etc).</p> <p>Students are able to use an informal tone and register for giving advice to a friend.</p>	<p>Writing activity: A letter of invitation</p> <p>Students write an informal letter of invitation to a friend inviting them to an evening at a club. They should include instructions and directions for getting to the club, information about the atmosphere and club rules, style of dress, music, arrangements for getting home etc The letter should sound warm and inviting.</p> <p>Students can brainstorm ideas, plan and draft paragraphs for the letter in small groups.</p> <p>Error correction:</p> <p>Punctuation and spelling errors or language and vocabulary issues can be extracted from drafts of their work. There may be issues around advice language – the letter should sound friendly whilst giving clear advice. Students can explore the type of error and why it may have been made and suggest a correction. Improved drafts can be circulated for analysis and comment.</p> <p>Lower achieving students can be given more help with tone and register, as this is often a difficult area. They could be given some examples of good and inappropriate tones within a given context and ask to grade the examples from most to least appropriate, and discuss why.</p>	

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<p>Reading:</p> <p>R1 respond to information presented in a variety of forms.</p> <p>R2 Select and organise material relevant to specific purposes.</p> <p>R3 recognise, understand and distinguish between facts, ideas and opinions.</p> <p>R4 Infer information from texts (Extended only).</p>	<p>Reading strategies: Instructional Texts. Tattoos - Worksheet B Students are able to recognise and predict the features of an instructional text.</p> <p>They are able to recognise and analyse layout features – numbered points or bullets, headings, subheadings. They are able to recognise and analyse grammatical features: use of the imperative e.g. keep the bandage on; use of the second person e.g. after you've had your tattoo; sequencing; advice language (you could, warnings (it might seem like a good idea at the time ...but), linking words (however, but). Pictorial features: Students will be able to predict the author's intention and to infer meaning.</p> <p>Spelling: hard and soft 'g' sounds Students are able to identify, pronounce and spell hard and soft g sounds. Examples in the worksheet include 'surgery',</p>	<p>Does appearance really matter? Image conscious. The lesson plans and work sheets <i>Image conscious</i> explore the importance of appearance to young people, issues around tattoos, and makeovers and the rights of young people to alter their appearance with out getting parental permission first. The worksheets include discussion about appearance - altering activities such as hair dying, facts about tattoos, two role plays, and a discussion about the right age for making decisions over one's personal life. The lesson raises interesting issues about rights and responsibilities as we grow up, whether appearance affect one's confidence and status due to social pressure to look a certain way and family disagreements about the rights of children to change their appearance. Worksheet B provides scope to explore reading strategies for examining an instructional text. Students can discuss the writer's intentions (to give information, to warn, to advice, to instruct). They can infer the writer's attitude to tattooing (cautious attitude, not especially positive). They can highlight or underline the layout features, underline and explain the use of the second person, and use a highlighter pen to pick out the advice language. Students could discuss whether they think an image/chart or diagram would be useful for the text and suggest an image of some sort for the text.</p> <p>Spelling patterns and spelling strategies Students can use highlighter pens to mark the letter 'g' in the text 'Tattoos' and identify patterns. The fact that soft 'g' is followed by 'i', 'e', or 'y' can be explored. The mnemonic 'ginger; can be discussed. However, students can explore that some hard 'g' words can also be</p>	<p>BBC British Council 2005 Image Conscious Lesson plans</p> <p>http://www.teachingenglish.org.uk/try/lesson-plans/image-conscious</p>

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	<p>'guarantee', 'regret', and bandage.</p> <p>Spelling strategies: students are able to identify and apply spelling strategies such as memorising the look of a word, tracing the word in the air, noticing the silent letters in the word, breaking the word into the component syllables e.g. un-com-for-ta-ble, recognising suffixes and prefixes etc.</p>	<p>followed by 'e' or 'i' such as 'get' or 'girl'.</p> <p>Students can place their fingers on their vocal chords to hear the sound vibrate as both hard and soft 'g' are voiced sounds.</p> <p>They can practise saying the words clearly and writing them in sentences of their own.</p> <p>Students can explore and share spelling strategies for learning to spell problematic words found in the text such as guarantee and multi-syllable words such as uncomfortable. A useful strategy for memorising spelling is: read the word, cover it, write it, check it, and write the word again. Students can be given a list of problematic words, some taken from the reading text, to memorise and spell.</p>	

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<p>Speaking:</p> <p>S1 Communicate clearly, accurately and appropriately.</p>	<p>Vocabulary usage.</p> <p>Students are able to use a range of vocabulary, including clauses, for describing clothes. Students are able to recognise and apply the order of adjectives and judge how many adjective are acceptable before a noun.</p>	<p>Social Interaction:</p> <p>Vocabulary for clothes.</p> <p>Dressed to Impress: Dave's ESL Café</p> <p>This game involves the class describing a friend, who can be dressed up in strange, fun clothes. It is a light-hearted activity which can be used to explore and develop knowledge of more complex vocabulary for clothes and to explore the order of adjectives, how many should be put before the noun and the use of clauses e.g. unusual blue patterned top, odd socks, an old leather belt with a large, silver buckle.</p>	<p>Dave's ESL Café Ideas Cookbook</p> <p>Dressed to Impress</p> <p>http://www.eslcafe.com/idea/index.cgi?Vocabulary:</p>

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<p>Writing:</p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling.</p>	<p>Summarising:</p> <p>Students are able to plan and draft writing and judge how much detail to include to answer the summary question. They are able to identify suitable links and connectors to make the paragraph flow smoothly. They are able to use paraphrasing or words of similar meaning rather than copying from the text. They are able to correct spelling errors and identify why they may have made that error e.g. silent letter, addition of suffix etc</p>	<p>Summarising :</p> <p>The Sound of Silence.</p> <p>This is an interesting text about how to reduce the stress in our lives and provides good note-making practice. Students can discuss the overall topic of stress prior to reading and share ideas about what makes them stressed and how they manage stress. Specific language point such as new vocabulary or expression can be highlighted, repeated and practised in sentences.</p> <p>Group work can involve reading and underling key details in the text, exploring main points and distinguishing them from supporting material, eliciting synonyms or phrases of similar meaning and exploring linking expressions.</p> <p>Students make brief notes, plan and draft their summaries which can be exchanged around the class. Improvements can be suggested, discussed and incorporated.</p> <p>When students complete the notes, any spelling issues can be explored and discussed and reasons for making errors elicited. Students can consider why they may have made that error e.g. silent letter, addition of suffix etc. Students can be given a list of problematic words to learn to spell or those which follow a spelling pattern, such as use of silent letter of suffix, and be checked on them.</p>	<p>CIE Teacher Support Site teachers.cie.org.uk</p> <p>IGCSE E2L Past Paper 2 November 2006</p>

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<p>Speaking</p> <p>S1 Communicate clearly, accurately and appropriately.</p> <p>S2 Convey information and express opinions effectively.</p> <p>S3 Employ and control a variety of grammatical structures.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>S5 Engage in and influence the direction of the conversation.</p> <p>S6 Employ suitable pronunciation and stress patterns.</p>	<p>Speaking and listening strategies. Students are able to use a range of questions and respond appropriately to questions. Students are able to use suitable vocabulary for expressing views and feelings. Some students will be able to influence the direction of the conversation.</p>	<p>Oral interview: Noise.</p> <p>The past paper for oral assessment, Noise, is a good follow-on from the topic of noise and stress, which students have been working on. One way to approach the task is for students to work in two separate groups. One group brainstorm all their feelings, images and associations with the word noise so they can orientate to the topic. Vocabulary issues can be identified and suitable expressions for expressing feelings and needs e.g. It makes me feel irritated. I want to get away from it.</p> <p>The other members of the class work on ways of asking questions and follow up questions based on the prompts on the oral assessment card. For example, tell me about/tell me more about/why do you say... Students from each group form pairs and carry out the interview. Interviews can be recorded and analysed for error correction, intonation and stress, vocabulary issues and so on.</p>	<p>CIE Teacher Support Site teachers.cie.org.uk</p> <p>IGCSE E2L Past Paper Paper 5 Oral Assessment Card A: Noise November 2006</p>

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<p>Listening:</p> <p>L1 Understand and respond to information presented in a variety of forms.</p> <p>L2 Recognise, understand and distinguish between facts, ideas and opinion.</p> <p>L3 select and organise material relevant to specific purposes.</p>	<p>Listening skills: Profile of Luigi Rigoletti</p> <p>Students are able to listen for and identify relevant information from explanations.</p> <p>Students are aware of the type of vocabulary and structures likely to occur in talks, interviews etc and are able to use their knowledge to access the text.</p>	<p>Listening skills Profile of Luigi Rigoletti</p> <p>Students can listen to interview about a former salesman who has changed his job from salesman to famous singer, with certain effects on his lifestyle, and then students fill in the details on a template.</p> <p>It is expected students will need to listen to the recording three times in order to get a good understanding. Before listening, students can discuss what they expect to hear, what the interviewer might ask about, what Luigi's feelings and experiences might be, and be given a few basic details to listen for. Difficult vocabulary can be explored prior to listening and explained e.g. sports fixtures.</p> <p>The recording can be played once to get the general idea of contents and the basic details checked. The recording can be played again so students complete the notes. To check answers the recording should be played a third time and stopped at specific points so students have a really clear exposure to the key words they have to note.</p>	<p>CIE Teacher Support Site teachers.cie.org.uk</p> <p>IGCSE E2L Past Paper Paper 4 November Exercise 2 Profile of Luigi Rigoletti</p>