

IGCSE English as a Second Language 0510

Unit 7 Let's celebrate

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 and can be used on teenagers in secondary schools. 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 elicit what students already know about a theme or topic and check vocabulary and comprehension before and after any activity, correct errors as appropriate, monitor and support the acquisition of skills. Teachers should carry out any other preparatory and consolidation exercises as they deem appropriate. The websites listed under resources usually have additional help and guidance to develop topics and skills. The teacher is free to extend the unit with further ideas and materials of their own or from the resources guides listed 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. Pacing and timing the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The aim of the unit is that students will have extended their vocabularies and developed the skills to read, write and discuss the themes of special days, festivals and celebrations. Some of the resources are European or American in focus and so it would be nice to encourage students to explore festivals in their own countries and to make comparisons and draw contrasts.

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. 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. 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 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>Speaking and listening strategies:</p> <p>The Holidays and Actions game. Students are able to use speculative language 'it looks like...' 'It could be.....'</p> <p>Students are able to recognise and/or use expressions for confirmation, 'You're right...' 'You're close but not close enough.'</p>	<p>High Days and Special Days.</p> <p>Students use the enjoyable Holidays and Actions game from the Cookbook to explore the theme of national holidays and festivals such as Independence Day. Brainstorming national festivals and the language for speculating or giving confirmation will need to be practised beforehand.</p>	<p>Travel and adventure.</p> <p>Holidays and Actions Game: Dave's ESL Café Ideas Cookbook.</p> <p>http://www.eslcafe.com/idea/index.cgi?display:1168138441-30877.txt</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: Mother's Day.</p> <p>Identifying factual information Students are able to identify factual information and supporting detail. e.g. 'Mother's Day is a holiday to give thanks and honour our mothers' In France, a flower-shaped cake is part of the meal.' Students are able to recognise and apply sequencing markers e.g. 'then' 'so' 'after'.</p> <p>Dictation: Mother's Day Students are able to recognise individual sounds and know that they can change when spoken, due to assimilation and elision.</p>	<p>Listening: Mother's Day.</p> <p>The package includes an interesting, detailed listening text about Mother's Day, detailed listening comprehension and dictation. Before listening, students will need to explore the concept of 'Mother's Day' which is a special day once per year in the UK, America and various other countries, to honour mothers. The text outlines the history of Mother's Day in the USA. There is a good range of vocabulary to check and explore e.g. 'increasingly', 'originated', 'commercialised', 'influence'. Clarify the fact that 'holiday' in American English is used loosely to cover the concept of a festival day rather than necessarily being a day off work for everyone.</p>	<p>Listening activity Mother's Day Heads Up English http://www.headsupenglish.com/index.php?option=com_content&task=view&id=112&Itemid=50</p>

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<p>Writing:</p> <p>W1 Communicate clearly, accurately and appropriately.</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 activities: An encyclopaedia entry.</p> <p>Students are able to give information of the appropriate type, length, complexity and register for inclusion in an encyclopaedia or similar reference book. They are able to judge target audience, how much to write and what level of complexity to use.</p> <p>Layout: They are able to choose a format for the type of task e.g. use of headings and numbered points or bullets.</p>	<p>Writing activities: An encyclopaedia entry.</p> <p>The listening text provides a good basis for a writing activity where students write a factual account of a special day in their cultures. They can provide a definition of the day and trace the history, and explain how it is celebrated. They could write this as an entry for an encyclopaedia for younger people about special days of cultural significance. Students will need to study examples and make notes from similar entries in reference books or online reference material.</p> <p>Lower attaining students will need more guidance and a well-focused example. They may find it clearer to work base their writing on a simplified, pre-selected encyclopaedia entry.</p>	<p>Online reference material www.Wikipedia.com www.oxfordreference.com</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>Reading: St Patrick's Day.</p> <p>Students are able to identify and apply several linguistic features such as the use of the relative pronoun 'it' for backward and forward referencing, and recognise and follow complex sentence structure.</p> <p>Students are able to use context clues or a dictionary to check defining specialist words such as 'leprechaun'.</p>	<p>Reading and discussion St Patrick's Day.</p> <p>St Patrick is the patron saint of Ireland and the holiday is celebrated on 17 March. The interesting text contains information about Irish culture and legends which students should enjoy reading and discussing. There are a large number of detailed reading comprehension questions of the 'wh'-type. Vocabulary can be explored, using a dictionary, as the text includes high level vocabulary such as 'marauders', 'kidnapped', 'pagan', 'eloquence' as well as specialised words such as 'shamrock'.</p> <p>Students can use highlighter pens to highlight key linguistic features such as pronoun references and discuss how they help guide the reader through the text. Students can underline and discuss the structure of complex sentences. Simple sentences can be written on the board and students can suggest ways to make these complex through the addition of clauses. Students can answer the questions set on the texts.</p> <p>Optional Activity : April Fool's Day.</p> <p>This is celebrated on April 1st in England. On this day, people play tricks on each other. If you fall for the trick, you are called 'April Fool.'</p> <p>Worksheets from the British Council site provide a complete lesson package around the theme of April Fool's Day with a detailed reading/listening text.</p>	<p>British Lesson Plan British Council St Patrick's Day http://www.teachingenglish.org.uk/try/lesson-plans/saint-patricks-day</p> <p>BBC British Council :April Fool's Day http://www.teachingenglish.org.uk/language-assistant/essential-uk/april-fool%E2%80%99s-day</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>Reading: London Unveils Mandela Statue.</p> <p>Students are able to recognise and use full stops and capital letters for sentence boundaries and proper names.</p> <p>Passive structures: Students can recognise and use the passive form in different tenses.</p>	<p>Reading a newspaper report: London Unveils Mandela Statue.</p> <p>Students read a newspaper report about the unveiling of a statue to Nelson Mandela, the former South African president and campaigner against apartheid. Teachers can use their own comprehension questions for the text.</p> <p>There are some good examples of passive structures ('is being unveiled' etc) in different tenses, which students can discuss and explore including the passive structure in different tense forms</p> <p>There are clear examples of place names, titles and people's names e.g. The Mayor of London, Ken Livingstone. Students can highlight and discuss the use capital letters and full stops with a highlighter pen. Attention can be drawn to the way other expressions do not use capital letters and why e.g. anti-apartheid campaigners (they refer to a general group and not a specific title). Extension work can be carried out on punctuation issues. Lower attaining students can work on becoming clearly confident with full stops and capital letters. More able students can work on more challenging issues such as the apostrophe. Removing specific elements of punctuation from a text for students to replace is a good way to do this.</p> <p>The report provides a glossary of vocabulary and is a good lead-in to discussing people who, throughout history, have been famous for their bravery and humanitarian work.</p>	<p>http://www.bbc.co.uk/worldservice/learn/ingenglish/newsenglish/witn/2007/08/070829_mandela.shtml</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 Activities:</p> <p>Students are able to develop paragraphs starting from a topic sentence.</p> <p>Students are able to use linking expressions to link paragraphs so that text flows.</p> <p>Students can use a suitable register for a formal letter and can choose suitable vocabulary and phrases for writing in a formal context.</p>	<p>Writing activities:</p> <p>Students can be asked to imagine that their town plans to erect a monument to honour an important person. Lower attaining students, in particular, may have difficulty thinking up ideas, so it could be helpful for the group to agree on a specific person and to identify the information needed <i>step by step</i> such as who/why this person/what monument/where/why and build this up on the board.</p> <p>After discussion and preparation, students write a letter to the newspaper saying who they think this person should be and why and where in the town it should be placed and why.</p> <p>When planning and drafting writing, the use of the topic sentence at the start of a paragraph can be explored.</p> <p>Students can discuss how the topic sentence is developed by supporting detail, reasons and examples. Students take a topic sentences such as, 'There are many reasons why I would like a monument to X to be erected in our town.' They then discuss and give examples of how the topic sentence can be expanded. Lower attaining students may require a good deal of straightforward practice on this, possibly including reordering jumbled paragraphs. Higher attaining students can work on more complex examples.</p> <p>They can explore how linking words are used to join paragraphs together e.g. Although some people may want the monument to be erected in the park, I think...</p>	

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		<p>They can discuss a suitable register for the letter by comparing sentences which express the same idea: one in an formal register-one in an informal register e.g. 'Hi again, just had to drop a line to you about... ' compared with, 'I am writing in reference to...'</p> <p>For extension practice, lower attaining students may require a good deal of straightforward practice on paragraph development in general, possibly including reordering jumbled paragraphs or writing paragraphs from a given topic sentence. Higher attaining students can work on more complex examples of paragraph reordering or writing paragraphs from a given topic sentence.</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>L4 Infer information from texts (Extended only).</p>	<p>Listening:</p> <p>Students are able to listen for and identify the type of vocabulary and structures they might expect to hear in a complex radio interviews.</p> <p>They recognise attitudes, identify opinions and facts, and can infer meaning from text.</p>	<p>Listening:</p> <p>The Price of Greatness</p> <p>Students listen to a radio interview about the qualities which exceptional people often have; people who have gone down in history for their achievements.</p> <p>Before students listen, they can discuss and make notes about what they think a truly exceptional person would be like. They may find this easier if they think of a specific person, such as a scientist, artist or politician, in history. They can speculate on their home background, speculate on their education, what might have been easy or difficult for them in their friendships, work, etc.</p> <p>They can speculate on what might have got this person interested in the thing they devoted their life to.</p> <p>Before they listen, students could discuss difficult vocabulary they will hear, such as 'genetic', 'inner drive', 'excel', 'mediocre' etc to make sure they understand meanings.</p> <p>Students will need to listen several times, as the content of the interview is quite dense with some inferential material. It helps if, for each listening, students are given specific details to listen for and these are checked after listening at each stage.</p> <p>Difficult parts of the recording can be paused and re-played.</p> <p>After listening, students can express their views on the information on the recording, including the fact that famous people often have unhappy lives. According to the speaker, 95% of achievement is due to hard work.</p> <p>Students can discuss their opinions on this 'fact.'</p>	<p>Success International English Skills for IGCSE Georgian Press Unit 1 page 14-15 1-873630-44-1</p>