

E2L Unit: Staying In

This unit can be used at any stage of the course; it does not assume knowledge of previous units.

In the course of practising some key IGCSE English skills (and some more general ones) students will complete activities based on hobbies, pursuits and pastimes which can be followed at home. Some of the activities are project-based, and as such, may be initiated by in-class discussion and planning, but will require research to be done outside the classroom. While encouraging creative, project-based assignments, the unit does maintain testing of key ESL skills: summary writing, note-making, descriptive writing, writing for purpose, listening for gist understanding and implicit attitudes, conducting appropriate conversations, and using subjects and verbs correctly.

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Watching television</u>					
Understanding both sides of an argument and reading articles for gist understanding (reading)	<p>Reading</p> <ol style="list-style-type: none"> understand and convey information understand, order and present facts, ideas and opinions evaluate information and select what is relevant to specific purposes articulate experience and express what is felt communicate effectively and appropriately <p>Usage</p> <ol style="list-style-type: none"> exercise control of 	<p>This activity presents students with both sides of an argument - that TV has its pros and cons - and tests their gist understanding of two articles in considering the issue.</p> <p>There is some group work in the middle part of the activity - students are invited to present a counter-argument to a very strong anti-TV argument.</p> <p>The second article generates practice in writing to describe and explain using own words as much as</p>		<p>The activity has raised the issue of the extent to which television has affected us and explores some of the negative and positive aspects of watching TV. You could ask students to prepare a review of a TV programme that they either strongly like or strongly dislike. However, the purpose of the review is not to describe the programme content, but to comment on the effect it has had on them. This could be conveyed in various formats. Examples</p>	<p><link to Staying in lesson 1></p> <p><link to Staying in answer key 1></p> <p>The British Film Institute (BFI) website contains information and articles on film and television. It has a useful education section which offers downloadable teaching resources - http://www.bfi.org.uk/education/index.html - including a 'moving images in the classroom' guide for secondary level.</p>

	<p>appropriate grammatical structures</p> <ol style="list-style-type: none">1. understand and employ a range of vocabulary2. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling	<p>possible.</p>		<p>might include: a 'letter to the producer', a short speech, or an academic-type research report.</p>	
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<u>Debating the influence of television</u>					
Chairing or participating in a debate (speaking)	<p>Teacher evaluates the performance of all participants using, as appropriate, the criteria of the assessment grid. Particular reference is made to:</p> <ul style="list-style-type: none"> • quality of language (structures) used by speakers • ability to construct and maintain an argument • appropriateness of vocabulary • logical progression of argument (absence of repetition/circularity) • evidence or absence of careful listening. 			<p>Further debates could be held on related topics, e.g.:</p> <ol style="list-style-type: none"> 1. influence of Internet 2. effect of Hollywood films (cultural imperialism?!) 3. the role communication technology can play in education 	<p><link to Staying in lesson 2></p> <p><link to the Assessment Criteria grid used for oral tests></p> <p><link to Staying in practice card 2></p>

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<u>Talking about a hobby or pastime</u>					
Conducting a conversation based on hobbies and pastimes (speaking)	<p>1. Whole group discussion of the success (or otherwise) of the activity. Areas that need more practice.</p> <p>2. Assessment/comment by teacher on performances which he/she heard or which have been recorded.</p> <p>3. Reminders by teacher of the criteria of assessment and how these criteria can be met in the assessed conversations of the exam.</p>			<p>1. The CIE English as A Second Language Oral Test Standardisation Tape could be used at this point to demonstrate strong and weak performances by students.</p> <p>2. Extracts of the tape can be used to show how some candidates deprived themselves of high marks by missing opportunities to demonstrate high level skills.</p>	<p><link to Staying in lesson 3></p> <p><link to the Assessment Criteria grid used for oral tests></p>

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Listening to a radio programme about graffiti</u>					
Listening to recognise implicit attitudes and discern point of view (listening)	<p>Listening</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 4. recognise implicit attitudes 	Students listen to two radio interviews - one with a graffiti artist and the other with somebody claiming that graffiti is merely vandalism. The aim of the lesson is to test students' understanding of the graffiti issue and to familiarise them with the interview scenario which often appears on the listening examination paper.		You may like to extend this listening lesson by asking students to work on a piece of continuous writing in which they consider opposing points of view relating to the issue of graffiti, and present their own view in the light of others' views. Ask students to create a number of comments that people might make about graffiti - splitting the class into two distinct groups to do this, supporters of graffiti art and critics of it. Have a group discussion and then decide on four good quotes which can be used as a stimulus for the writing task.	<p><link to Staying in lesson 4></p> <p><link to Staying in answer key 4></p> <p>The web site http://www.graffiti.org/ is a responsible starting point for exploring graffiti as art. It does not promote illegal graffiti writing, and it contains many articles on graffiti, including academic research and a number of interviews with supporters and critics.</p>

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Surfing for grammar sites</u>					
Subject and verb agreement / forming plural nouns (writing)	<p>Usage</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. understand and employ a range of vocabulary 	<p>This lesson uses two Internet links to generate a simple Intranet which allows students to access pages from two websites.(Note: the sites employ American spelling conventions). These sites have been adapted for the purpose of this activity, but are of course available on the Internet. Students inexperienced in using the Internet may find this a useful way of taking the first steps towards regular Internet usage. The activity also works as a stand-alone grammar lesson - all pages can be printed and handed to students for work in the classroom. The focus of the lesson is the agreement of subject and verb, and exercises are offered to give</p>		<p>The subject/verb oral challenge! Divide your class into two groups and tell them that they are going to take it in turns beginning and completing sentences. In other words, they will be creating clauses - subject and predicate clauses. The challenge is to make it as difficult as possible for the other team to complete the sentence accurately. You may like to raise the stakes by telling the teams that you will add an extra point for particularly good predicate clauses. Students should be encouraged to use the rules and content of this activity to help them construct their clauses. If you like, you could restrict students to the nouns listed on The formation of noun</p>	<p><link to Staying in lesson 5> <link to Staying in answer key 5></p> <p>There are many sites which focus on helping ESL students practice and improve their general grammar, punctuation and spelling skills. The two sites featured in this lesson are:</p> <p>The formation of noun plurals web page http://www.fortunecity.com/bally/durrus/153/gramtoc.html and</p> <p>Subject and verb agreement at http://www.geocities.com/Athens/Aegean/6354/grammar.html#SV</p> <p>Both of these sites can be accessed via the British Council page at :</p>

		students practice at avoiding common subject/verb errors.		plurals web page. For example, one group may decide to offer the subject clause: "The branches of the oak tree and the willow tree..." The challenge is whether to complete the sentence using a singular or a plural verb...	http://www.learnenglish.org.uk/teen_frame.html , which itself features pages on common grammatical errors made by those learning English as a second language. The formation of noun plurals web page is at http://www.fortunecity.com/bally/durru/153/gramch13.html
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Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Compiling a quiz</u>					
Information-gathering and collaborative work (reading)	<p>Reading</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes <p>Speaking</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 4. communicate effectively and appropriately 	<p>This activity might work best as a project, as it invites students to collaborate in small groups to design and compile a quiz. Some of the research required can be done in a library, but students may also like to make use of the Internet. There will certainly be a need to do some of the work at home. Once completed, you should have three or four quizzes, which can then be held at appropriate times, perhaps in a normal ESL lesson for a change of activity or perhaps on one of the school's events days.</p>		<p>The project involves reading (research for questions), writing (preparing questions for use in the quiz format), speaking (posing and answering questions) and listening (understanding the questions being asked). It therefore offers a good balance of receptive and productive skills, and as such, does not really need extending.</p>	<p><link to Staying in lesson 6> <link to Staying in answer key 6></p> <p>Students should be encouraged to use websites for research purposes. Each round of the quiz can be resourced using the Internet. There are some very useful 'famous people' websites, e.g. http://community-2.webtv.net/johncoker/PEOPLE/, and sites which contain lots of information which can be adapted for the purpose of a quiz.</p>

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Creating a radio programme</u>					
Listening to a radio documentary, and making a documentary about your town (listening)	<p>Listening</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 4. articulate experience and express what is felt 5. communicate effectively and appropriately 6. recognise implicit attitudes 	<p>Students listen to a description of various places of interest in the town of Cordoba in Spain. The documentary includes a short interview with a local teenager. The lesson plan invites students to listen for specific information in part 1, in which they will complete a form. In part 2, they listen to the interview, but the skills focus here is on listening for gist understanding and to recognise implications.</p>		<p>The 'Follow-up' task is a considerable extension of work - students creating their own similar radio documentary. This could be extended further by asking students to construct typical examination questions/tasks - in this case, completing an information chart about a town or city perhaps.</p>	<p><link to Staying in lesson 7></p> <p><link to Staying in answer key 7></p>

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Collectors</u>					
Summary writing + note-making (writing)	<p>Reading</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 4. articulate experience and express what is felt 5. communicate effectively and appropriately <p>Usage</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. understand and employ a range of vocabulary 3. demonstrate an awareness of the 	<p>This activity uses three quite different articles about collecting "Furbies" (a Furby is a type of soft toy), rocks, and buttons to practice how to respond to three areas of the Reading and Writing examination paper: writing a summary, note-making, and writing a descriptive article. Guidance notes are given after each article, explaining a few key points to students about the skills that are being tested and examined.</p>		<p>The activity may generate an interesting class discussion about why people collect things. You should encourage students to talk about their own collections - perhaps by asking them to give short speeches. If you have students who appear not to collect things, you could ask them to say what they feel about people who do! You could also set a writing exercise developing the descriptive style further and changing the form/audience - "Write an article for a magazine in which you describe your collecting hobby, explaining why you chose to collect what you do."</p>	<p><link to Staying in lesson 8> <link to Staying in answer key 8></p> <p>There are many personal sites on-line on which collectors present lots of information, articles, pictures, trivia, etc. about their chosen collectable items. You may like to avoid sites for which the sole purpose is to trade - there are plenty of sites constructed by very keen collectors for whom buying and selling is distasteful, and these are the sites which contain the most useful and interesting information and articles. A good starting point is http://kidscollecting.about.com/kids/kidscollecting/library/weekly/aa110898.htm, a site which contains links to a wide</p>

	conventions of paragraphing, sentence structure, punctuation and spelling				range of collector sites.
	4. show an awareness of register in both formal and informal situations				

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Forming an action group</u>					
Writing for specific purpose (writing)	<p>Reading</p> <ol style="list-style-type: none"> 1. evaluate information and select what is relevant to specific purposes 2. articulate experience and express what is felt 3. communicate effectively and appropriately <p>Usage</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. understand and employ a range of vocabulary 3. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling 	Using the example of a website devoted to protecting rainforests, this activity encourages students to create their own action-based factsheet. The skills focus is on writing for a specific purpose and audience. Students are invited to form small action groups to promote issues that they feel sufficiently strongly about.		<p>You could use this classroom-based activity as preparation for the more formal piece of writing which is often required in Part 3 of the Reading and Writing paper: writing for purpose. For example:</p> <ul style="list-style-type: none"> • A national magazine has decided to run a competition. The magazine editor has promised to print the winning 200 word article with the headline "Why you should join our action group". Your challenge is to write the best article. Remember to write in an appropriate formal and persuasive style. 	<p><link to Staying in lesson 9></p> <p><link to Staying in answer key 9></p> <p>Rainforest Information Centre's web page</p> <p>http://www.ran.org/info/center/</p>

	4. show an awareness of register in both formal and informal situations				
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