Урок Get learning

Objectives

* To practise talking about photos.
* To read and understand articles about learning new things.
* To practise using reading strategies for identifying facts and opinions.
* To practise using expressions with get, have, make, take.

- To ask and answer questions from a questionnaire about learning.

Troubleshooting

As with all references to web addresses, it is advisable to check that the addresses given in this lesson are still operating and are suitable for your students.

Routes through the material

Short of time: give some of the exercises for homework, e.g. Exercises 6, 7 and 8.

- Plenty of time: do the Options.

- 2 classes for this lesson: break after Exercise 4.

**Before you start**

Exercise 1

* Read through the questions with the class. Give students time to look at the photos and think about their answers to the questions. Tell students to use the English they already know rather than asking for new words at this stage.
* In pairs or small groups, students discuss their answers to the questions about the photos.
* The groups then feed back to the class. If necessary, teach any new vocabulary.
* Students can see if they agree about which activity they would find the most difficult to learn.
* Encourage students who have done some of the activities in the photos to tell the class about their experiences.

Exercise 2

* Read through the list of things with the class. Ask students whether they have used each thing to help them learn English and, if not, whether they would like to try any of them.
* Encourage students to discuss any advantages or disadvantages of the things in the list and to add more things to the list if they can, e.g. listening to songs, writing to and having an exchange visit with a penfriend, reading magazines.

Reading

Exercise 3

* Read aloud the instructions and questions and check that students understand what to do. Students work in groups of three, each student reading a different text and answering the questions (if there is a group of four students, ask two weaker students to read the same text). Reassure students that they do not need to understand every word in their text at this stage to answer the three questions.

Exercise 4

* Read aloud the instructions. Point out that students should ask questions about each article after the speaker has finished telling the group about it. Monitor but do not interrupt students' fluency. Make a note of any general language problems as well as any particularly good questions students ask and go over these with the whole class afterwards.
* Each group tells the class what they thought were the most interesting pieces of information.

Answers

Text A

1. It's about three schools in Richmond where students use mobile phones to help them learn. 2 People can get access to learning materials and learn foreign languages. 3 mobile phones, the Internet

Text B

1 It's about online classes. 2 building sandcastles, dancing, flying, making paper aeroplanes, making a kayak, becoming a balloon scientist 3 the Internet

Text C

1 It's about method-acting (actors live the part they are going to play). 2 a musical instrument, martial arts, sword fighting, boxing, training horses, moving in zero gravity 3 classes

Exercise 5

* Read through the Strategies with the class. Check that students appreciate the difference between 'fact' and 'opinion' by asking them to translate the 'opinion' verbs and expressions into their own language.

Exercise 6

* Give students time to read the texts and to find one fact and one opinion in each text.
* Students can work in small groups, comparing their answers and referring back to the texts to find the facts and opinions.

Option

* Go through one (or if time, go through all) of the texts with the class, asking students to read aloud first the facts and then the opinions.
* While students are working closely with the texts, check that they understand the meaning of any new words and that they can say the web addresses correctly, using words and phases such as dot (.), all one word (bestpaperairplanes), forward slash ( / ).

Exercise 7

* Read through the questions with the class. Students work individually or in pairs, referring to the texts to answer questions 1 and 3 and making notes for their answer to question 2.
* When checking students' answers to questions 1 and 3, encourage them to quote from the texts.
* When checking answers to question 2, you may wish to note students' pros and cons in two columns on the board and demonstrate how to set out the main points in this sort of argument. Encourage students to think of as many pros and cons as they can and then say which ways they would prefer to learn.

Answers

1. a) they could be a major classroom aid, students have been very motivated b) a great place to learn new skills but there are some strange choices c) performances are more convincing
2. Students' own answers
3. Students may choose some of the following: (text B)

'brilliant' sandcastles or 'fantastic' paper aeroplanes, the claim to learn how to fly a plane for $49.99; (text C) the description of the party at the end of the text.

Vocabulary: get, have, make, take

Exercise 8

* Read through the list of meanings with the students. Do the first one or two underlined expressions with the class.
* Students complete the exercise working in pairs.
* *After* checking students' answers, encourage them to make sentences using some of the expressions with get, have, make and take, e.g. Do you like taking part in quizzes? Mrs Smith made her son apologise to their neighbour for breaking his window.

Answers

Text A: getting young people to put their mobiles away - make someone do something; are taking part in - participate in; have links to - connect to; take - carry; to get access to - reach; make calls - telephone

Text B: make - build; can get you dancing - help you to do something; get (excited) - become; take lessons - learn; take action - do something

Text C: are taking up - start to do; made the effort - try hard; having (a party) – organizing

Option

* Write this factual sentence, based on the text, on the board:

About 80% of UK homes own one or more mobile phones.

Students conduct their own mobile phone survey of their class. Elicit suitable questions for the survey and write them on the board, e.g.

1 How many mobile phones are there in your home? none? 1? 2? 3? 4? 5? etc.

2 How many mobiles in your home are linked to the Internet and picture texting?

* Students ask the questions and write the results on the board.
* The class then makes similar sentences to the one in the text, using the sentence patterns:

About X% of students' homes in our class own one/two/three mobile phones.

About X% of these mobile phones are linked to the Internet and text messaging.

Speaking

Exercise 9

* Read through the instructions and the list of questions with the class. Point out that students can choose more than one answer to a question and can give an alternative answer if they wish, e.g. the answer to question 1 could be a and c or something different, e.g. ride a horse.
* Students work in pairs, taking turns to ask and answer the questions. Remind students to make a note of their own answers and their partner's answers. Monitor and make a note of any general language problems to go over with the class afterwards.

Exercise 10

* In turn, each student uses the information from Exercise 9 to tell the class two things about their partner.
* The pairs can then tell the class what alternative answers they gave to some of the questions.

Online

* You are going to play a game called 'What sport is it?' Work in pairs. You will get the name of an extreme sport from the following: abseiling, zorbing, potholing, knee boarding, kite skiing.
* Find out as much as you can about your extreme sport and complete the table below.

EITHER

* Use one of these websites:

<http://dir.yahoo.com/recreation/sports/extreme_sports>

<http://www.infoplease.com/sports.html>

<http://www.wildthings.com/index.html>

<http://www.extremists.com.au>

<http://www.sportspedia.com>

<http://expn.go.com>

OR

* Make a Web search using one of these search engines:

<http://www.yahooligans.com>

<http://www.ajkids.com>

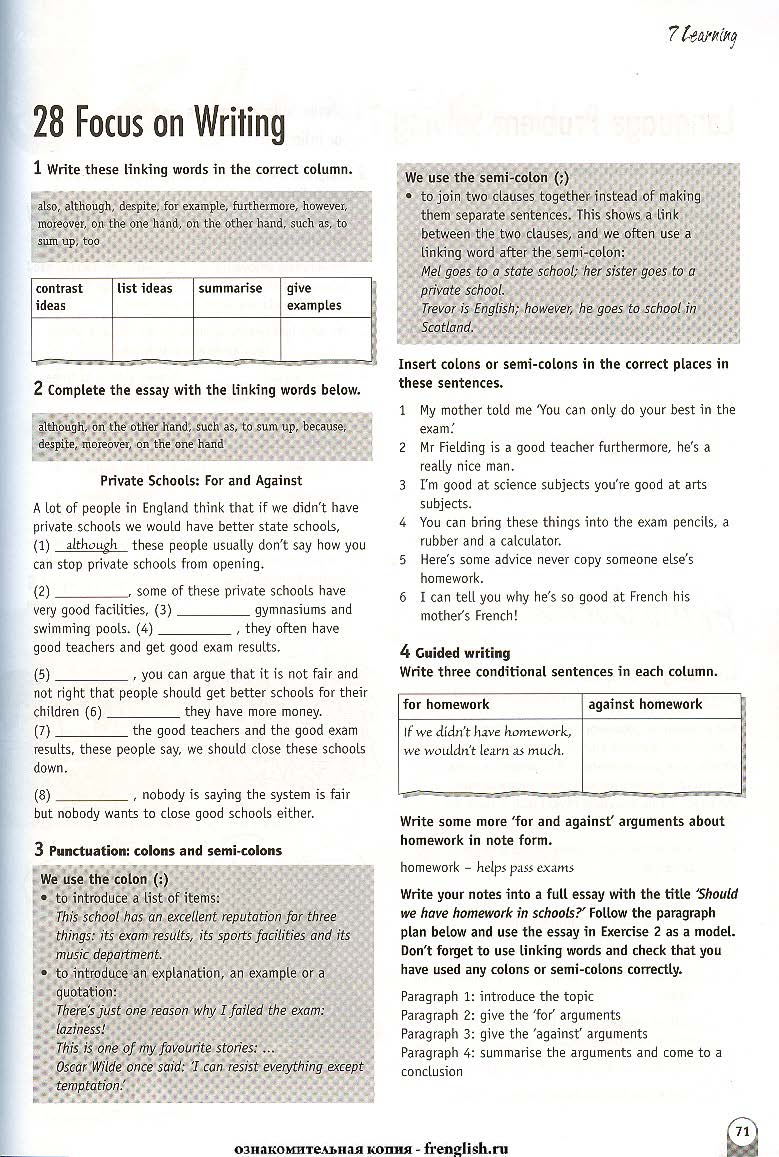
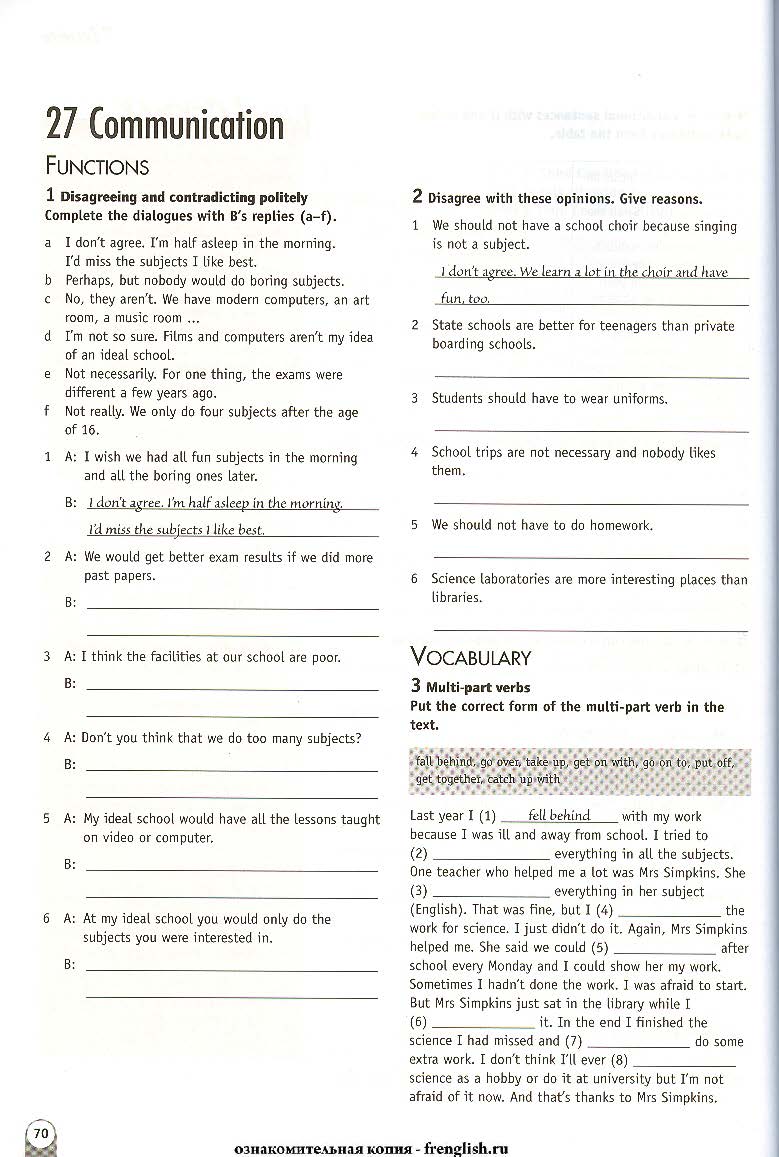
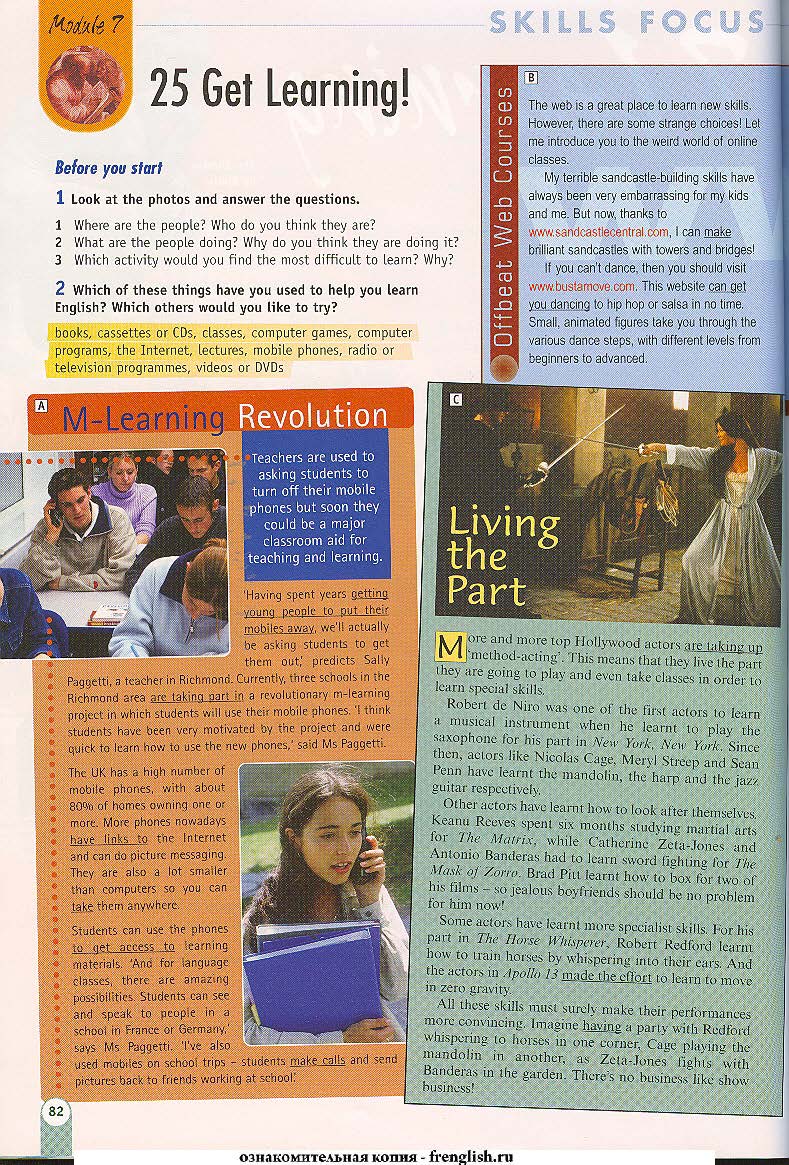
<http://www.google.com>

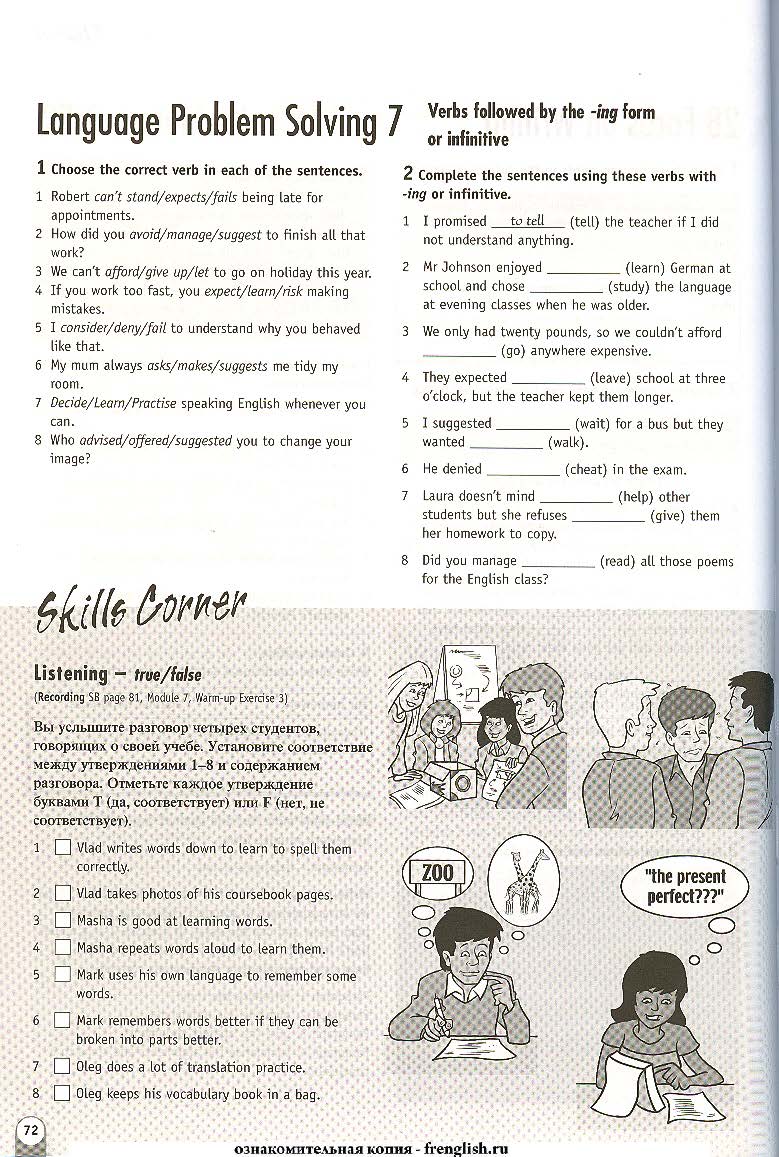
<http://www.aItavista.com>

<http://www.hotbot.com>

<http://www.webcrawler.com>

<http://www.metacrawler.com>





<http://klassikaknigi.info/popolnenie/en/new-opportunities/intermediate/uc-audio.zip>