



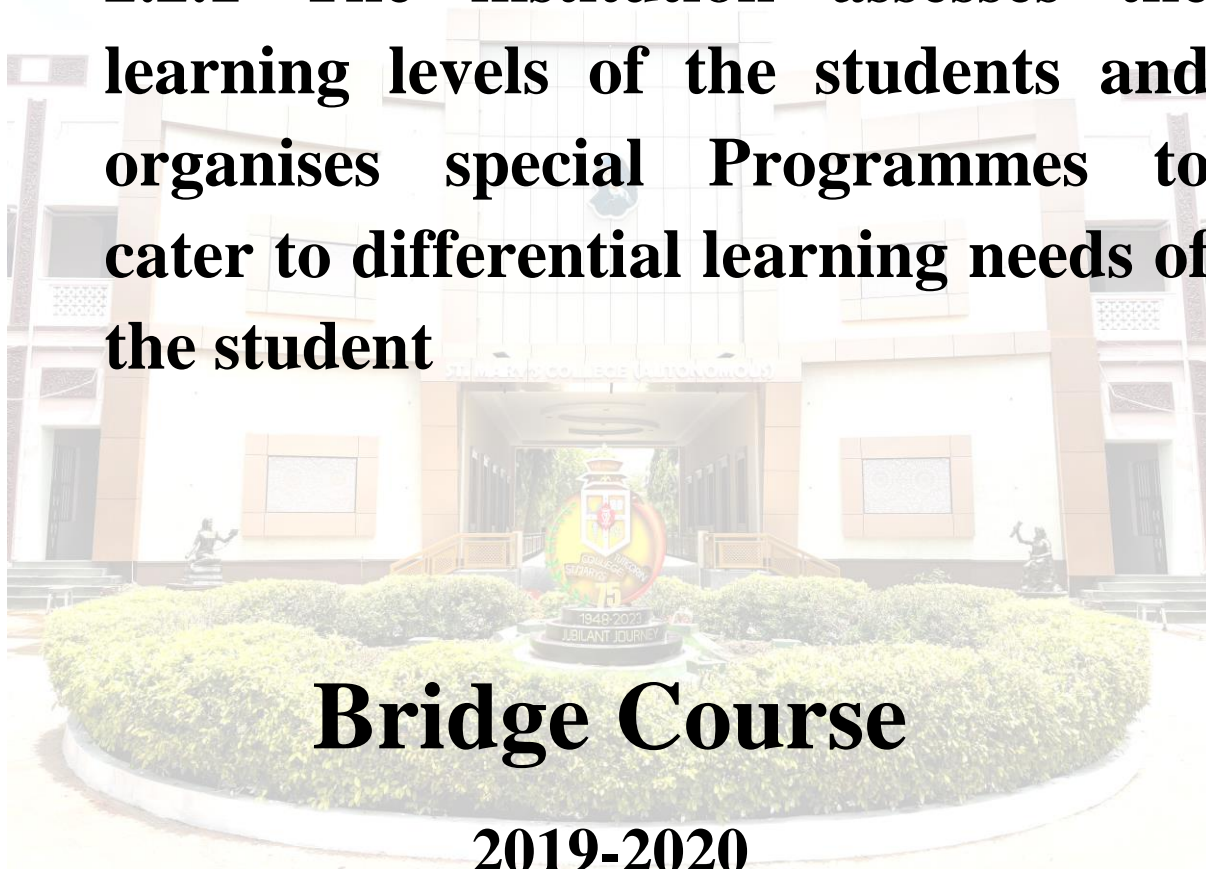
St. Mary's College (Autonomous)
Reaccredited with 'A+' Grade by NAAC (Cycle IV)
Thoothukudi



Criterion: II – Teaching- Learning and Evaluation
2.2: Catering to Student Diversity
Year: 2018-2023



2.2.1 The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student





PG and Research Department of English
St. Mary's College (Autonomous)
Reaccredited with 'A+' Grade by NAAC (4th Cycle)
Thoothukudi



English Bridge Course (2019-20)

18.06.2019 - 20.06.2019

TeachingEnglish lesson

Tiny Cinderella Somewhere

April 2020

Tiny Cinderella Somewhere



Lead-in: Look at the photo. Write as many different words as you can related to it.

Include nouns, verbs and adjectives.



Tiny Cinderella Somewhere



Task 1: You are going to listen to the photographer talking about this photo.

Draw a 3x3 grid. Write a word you think you will hear in each square.

Now listen and cross off the words you hear.



Tiny Cinderella Somewhere



Task 2: Before you listen again, see what you can remember. Circle the correct answer for each statement T (true), F (false) or DK (don't know).

1. He took the photo at the weekend. T / F / DK
2. He always goes to work by bus. T / F / DK
3. When he saw the shoe, he went home to get his mobile phone. T / F / DK
4. The little girl was going to school when she lost her shoe. T / F / DK
5. He asked the little girl a lot of questions. T / F / DK
6. He thinks it was a good idea to leave the shoe at the traffic lights. T / F / DK

Now listen and check your answers.

Tiny Cinderella Somewhere



Task 3: Read the questions the photographer asks. Invent the story.

- Whose is the shoe and how did it get there?
- Where was the little girl going to?
- Does she live near here?
- How did she lose the shoe?
- Who found it?
- Did she get her shoe back?
- Did her parents go out again and look for it?

Tiny Cinderella Somewhere



Transcript

I took this photo in June 2012, in London. Um, it was quite early in the morning, and I was on the way to the college. I'm a teacher, I teach adults, ah, English, so obviously it was a weekday, but I don't remember if it was a Monday or a Thursday or... you know. And, um, I took it not far from where I live, in the south of London, um, at the traffic lights, near my usual bus stop, where I get the bus to work every day. I'm not exactly certain why I took the photo, it was a spontaneous thing, I didn't think about it really. I mean, I just saw the little shoe sitting there, pink and plastic, and it caught my attention. I had my mobile phone in my pocket, so... modern art.

It's something that I see every day with something that I don't see every day; it's something that's normal and something that's not very normal, that's more unusual – a child's shoe on the button for pedestrians at the zebra crossing, well, the traffic lights. And that's why I took it, why I took the photo. And I started to think about, you know, the story, the story behind it. Whose is the shoe and how did it get there? Where was the little girl going to? I imagine it was a little girl. Does she live near here? How did she lose the shoe? Who found it? And and then, did she get her shoe back? Did her parents go out again and look for it? I mean, it was easy to see it at the traffic lights. That was a good idea, it was a good place to leave it.

Anyway, I thought it'd be an interesting photo to talk about with my students. We sometimes use photographs to, um, start some story-telling activities, or to talk about what we did or saw at the weekend, that sort of thing. Do you ever do that?

TeachingEnglish lessons

Tiny Cinderella Somewhere

Thanks for attending the lesson

Tiny Cinderella Somewhere (lower level)

Topic

Everyday sights, unexplained sights

Learning outcomes

- Use vocabulary related to a photograph
- Identify specific information in a spoken text
- Invent and tell a story based on a photograph

Age and level

13-17, Adults (A2 / B1)

Time

Approximately 45-55 minutes + 15-minute optional task

Materials


- Presentation OR Student worksheet
- Audio file: Tiny Cinderella Somewhere
- Image: <https://www.flickr.com/photos/eltpics/7318988146/in/set-72157626599491389>

Introduction

This lesson is designed to encourage students to develop their higher-level critical-thinking skills to speak about images. A number of activities support students in understanding a monologue in which a photographer talks about a photo he has taken. Students then work together to invent a story related to the photograph.

As long as teachers can show the photo used in the lesson, it is possible to deliver this lesson with no other resources. However, teachers can also use a presentation and / or a student worksheet.

Procedure

Lead-in (10 mins)	<ul style="list-style-type: none">• Show slide 2 of the presentation or display the photograph: https://www.flickr.com/photos/eltpics/7318988146/in/set-72157626599491389• Ask students to look at the photograph and write down as many words as they can related to it. They should write nouns, verbs and adjectives. They can do this individually or in pairs.• After a few minutes, ask students to suggest vocabulary and write words on the board. If students don't say any words which are in the transcript, feed some in (these are in bold below). Check meanings and pronunciation of any new words. Examples: <i>Nouns: shoe / sandal, child / girl, zebra crossing, street / road, car, pavement, photo, traffic lights, button, pedestrian</i> <i>Verbs: wait, press, cross, see / notice, lose</i> <i>Adjectives: pink, plastic, lonely / alone, mysterious, unusual</i> 									
Task 1: Listening 1 (10 mins)	<ul style="list-style-type: none">• Refer students to Task 1 in the student worksheet. Alternatively, show slide 3 of the presentation or draw a 3x3 grid on the board. Ask students to copy the grid.• Explain that students will listen to the photographer talking about the photo. They should choose nine words that they think they will hear from the list on the board, then they should write them in the grid, for example:<table border="1" data-bbox="461 1373 1244 1579"><tr><td>shoe</td><td>child</td><td>street</td></tr><tr><td>traffic lights</td><td>wait</td><td>button</td></tr><tr><td>pink</td><td>see</td><td>mysterious</td></tr></table>• Explain that students will play a variation of bingo. If they hear the photographer say one of the words in their grid, they should draw a cross over it. If they draw three crosses in a line (vertically, horizontally or diagonally), they should raise their hand – and can even shout ‘bingo!’• Begin playing the audio file: Tiny Cinderella Somewhere. When a student raises their hand, pause the recording. Ask the student to say which words they heard and award a point. Continue playing. How many students will shout ‘bingo’?	shoe	child	street	traffic lights	wait	button	pink	see	mysterious
shoe	child	street								
traffic lights	wait	button								
pink	see	mysterious								

	<ul style="list-style-type: none"> If no one shouts bingo, play the recording until the end. The winner is the person who has crossed out the most words by the end.
Task 2: Listening 2 (10-15 mins)	<ul style="list-style-type: none"> Show slide 4 of the presentation or refer students to Task 2 in the student worksheet. In pairs, students read the sentences and decide if they are true, false or don't know (i.e. we don't find out that information in the recording). Don't give the answers at this stage. Play the recording again. Students listen and check their ideas. Allow students to compare in pairs and play the recording a third time if necessary. Check answers with the class. If statements are false, ask students to make them true. Students could also check answers with the transcript available in the Appendix at the end of this lesson plan or on slide 6 of the presentation. Answers: 1. False (he took the photo on a weekday, but he doesn't remember which day); 2. True; 3. False (he had his mobile phone in his pocket); 4. We don't know; 5. False (he asked himself a lot of questions); True Alternative if using neither the presentation nor worksheet: Ask students to say what they understood after listening to the recording. Write some of their ideas on the board as sentences e.g. The man took the photo in London. Write about 6 sentences. At this stage, don't say if the statements are correct or not. Then play the recording again for students to check their ideas.
Optional comprehension task (15 mins)	<ul style="list-style-type: none"> Put students into pairs. Ask them to write three more true statements about what they heard in the recording e.g. He took the photo in London. When they're ready, pairs join up to make groups of four or six. They read their sentences out to each other. The other members of the group say if they understood the same thing. At the end of the activity, clear up any misunderstandings. Alternatively, show / hand out the transcript for students to check. The transcript is available in the Appendix at the end of this lesson plan or on slide 6 of the presentation.
Task 3: Speaking (15-20 mins)	<ul style="list-style-type: none"> Ask students if they can remember any of the questions that the photographer asked in the recording. Show slide 5 of the presentation or refer students to Task 3 in the student worksheet. Alternatively, write the following questions on the board.

	<ul style="list-style-type: none"> ○ Whose is the shoe and how did it get there? ○ Where was the little girl going to? ○ Does she live near here? ○ How did she lose the shoe? ○ Who found it? ○ Did she get her shoe back? ○ Did her parents go out again and look for it? • In pairs, students use the questions to invent the story of how the girl lost her shoe and what happened to it. They should do this orally, though they can write notes. • When they are ready, pairs join to make groups of four or six and share their stories. Invite some pairs to share their stories with the class.
Homework	<ul style="list-style-type: none"> • Students write the story that they invented in Task 3.

Contributors

Activity by: Fiona Mauchline

Photograph by: Mike Harrison

Appendix

Transcript: Tiny Cinderella Somewhere

I took this photo in June 2012, in London. Um, it was quite early in the morning, and I was on the way to the college. I'm a teacher, I teach adults, ah, English, so obviously it was a weekday, but I don't remember if it was a Monday or a Thursday or... you know. And, um, I took it not far from where I live, in the south of London, um, at the traffic lights, near my usual bus stop, where I get the bus to work every day. I'm not exactly certain why I took the photo, it was a spontaneous thing, I didn't think about it really. I mean, I just saw the little shoe sitting there, pink and plastic, and it caught my attention. I had my mobile phone in my pocket, so... modern art.

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Anyway, I thought it'd be an interesting photo to talk about with my students. We sometimes use photographs to, um, start some story-telling activities, or to talk about what we did or saw at the weekend, that sort of thing. Do you ever do that?

Tiny Cinderella Somewhere

Task 1: You are going to listen to the photographer talking about a photo.



Write a word you think you will hear in each square of this grid. Then listen and cross off the words you hear.

Task 2: Before you listen again, see what you can remember. Circle the correct answer for each statement T (true), F (false) or DK (don't know).

1. He took the photo at the weekend. T / F / DK
2. He always goes to work by bus. T / F / DK
3. When he saw the shoe, he went home to get his mobile phone. T / F / DK
4. The little girl was going to school when she lost her shoe. T / F / DK
5. He asked the little girl a lot of questions. T / F / DK
6. He thinks it was a good idea to leave the shoe at the traffic lights. T / F / DK

Now listen and check your answers.

Task 3: Read the questions the photographer asks. Invent the story.

- Whose is the shoe and how did it get there?
- Where was the little girl going to?
- Does she live near here?
- How did she lose the shoe?
- Who found it?
- Did she get her shoe back?
- Did her parents go out again and look for it?

Unsung Heroes

Topic

Women who have achieved something remarkable

Learning outcomes

- Learn about some relatively unknown remarkable women, for International Women's Day
- Develop reading and speaking skills through a running dictation
- Build vocabulary related to social issues
- Revise relative clauses

Age / level

Aged 13-17 and adults, B1+

Time

75 minutes. This can be done over two shorter lessons.

Materials

Running dictation: one copy cut up

Worksheets 1 and 2: one per student or one per two students

Presentation: For a low print lesson without worksheets

Introduction

This lesson, devised for International Women's Day, will help to raise awareness of some not very famous, but nonetheless important, women. The lesson begins by asking students to think of well-known people that they consider to be heroes. It is likely that many of these will be men, so the students then go on to learn about five remarkable women in a jigsaw reading activity.

The students discuss these women's achievements and learn some useful vocabulary for talking about social issues. There is then a focus on relative clauses, before the final task of writing about another female hero, using the vocabulary and relative clauses where appropriate. For a 50–60 minute class the writing stage could be done at home.

Procedure

Before lesson	Put the five running dictation texts on the wall so they can be easily accessed by learners in groups (learners will be divided into five groups in stage 3).
1. Lead in (10 minutes)	<ul style="list-style-type: none"> Write the word Heroes on the board or share slide 2. (Do not mention International Women's Day at this point) Ask students to write down the names of at least five people they would regard as heroes. Set a time limit of 3 minutes and set a timer. Then ask students to compare their list with a partner and explain why they chose the people they did. Elicit some names and explanations from the class. Then ask how many people on their list were women. If not at least 50% of the names, ask them why not. Discuss as a class. For example, women were/are expected to give up work when they got/get married.
2. Introduction (3 minutes)	<ul style="list-style-type: none"> Write the names of the five women on the worksheet up on the board [Mary Seacole, Mary Anning, Dr Megan Coffee, Irena Sendler, Hilary Lister]. You can also use slide 3 Ask students if they have heard of them. If someone knows quite a lot about one or more of them, ask them not to tell the class just yet. Explain that all these women are 'unsung heroes' (or heroines), which means heroes that not many people know about, or make a fuss about. Tell the class that they are going to find out about these women.
3. Running dictation (15 minutes)	<ul style="list-style-type: none"> Divide the class into five groups. Make sure they all have easy access to one of the texts. Explain that one group member is a reader and the others are all writers. The learners can use their notebooks. They must <u>all</u> write. The reader reads the first sentence of the text, memorizes it and tells their group the sentence. The reader may need to go back to read the text a few times, only memorizing a few words at a time. The writers and the reader all copy the sentences into their notebooks.

	<ul style="list-style-type: none"> When all group members have written the whole sentence, they give a signal. Eg: putting their hands up or clapping. You can award points for the first group to complete. Ask group members to change roles so there is a new writer for sentence two. Repeat this process until each group has written the whole paragraph. <p>Note: All texts have seven sentences and are of a similar length</p> <p>Tip 1: Make sure that the groups are set up so there is a mixture of abilities to ensure they all complete the task in time.</p> <p>Tip 2: Learners who struggle with memorization or reading activities can remain writers, as they can get support with their texts from the other group members.</p> <p>Tip 3: With younger groups give additional points for fast walking by the reader to avoid learners running around the classroom. You can also award points for quiet working.</p> <p>When groups have completed their paragraph give them the text from the wall to check their grammar and punctuation. Get feedback from each group on how they did.</p> <p>Briefly feedback as a class. Why are these women considered heroes?</p>
4. Cross groups (12 minutes)	<p>Make new groups, ensuring that each group has at least one member from each of the original five groups.</p> <p>Students take turns to tell the others in their group about the woman from their text. Encourage learners to use their own words if possible.</p> <p>Briefly feedback as a class. Why are these women considered heroes? Which woman are they most impressed by?</p> <p>This could be the end of lesson 1.</p>
3. Further comprehension work (10minutes)	<p>Tell learners that they are going to check how much they remember about the heroic women. Individually ask learners to complete the gaps with the correct name (worksheet 1, exercise 1). You can also display slide 4.</p> <p>They should try to do it from what they heard at the previous stage first, but can go back and read the other texts to check their ideas within their group.</p> <p>Answers: 1. Hilary Lister; 2. Mary Anning; 3. Dr Megan Coffee; 4. Mary Seacole; 5. Mary Anning; 6. Irena Sendler 7. Hilary Lister; 8. Irena Sendler</p> <p>You can show the answers on slide 5.</p>
4. Vocabulary (10 minutes)	<p>Tell students they are going to learn some vocabulary to talk about social issues. Point out the words in bold on exercise 1 or slide 5. Tell learners they should read the sentences and note any that are new to them.</p>

	<p>Individually they match the words in bold with the definitions using either worksheet 1, exercise 2 or slide 6.</p> <p>Answers: A9; B3; C10; D5; E2; F7; G4; H8; I6; J1</p>
5. Speaking – Think, Pair, Share (10 minutes)	<p>Show slide 4 again or ask learners to look at their notes. They individually decide for 1-2 minutes which heroic woman they most admire and why. Put students in pairs to share their ideas and try to agree together which woman they think is the biggest hero for 2 minutes.</p> <p>Then open this out to a class discussion. Encourage students to use the vocabulary from the previous stage where appropriate.</p>
6. Grammar focus – relative clauses (15 minutes)	<p>Ask learners to look at worksheet 2 or show slide 7. Elicit from the group the best relative pronoun to use with the first five sentences, giving tips as needed.</p> <p>Learners complete all sentences individually. You can display slide 8. Check together as a whole group or ask learners to refer to their texts for the answers.</p> <p>Answers: 1. Which; 2. Where; 3. Where; 4. Which; 5. Who; 6. Which; 7. Which; 8. Which; 9. Which; 10. Which; 11. Who; 12. Who</p> <p>Ask students to read the rules about defining and non-defining clauses, and check understanding. At this level, this should be revision. Display slide 9 or ask learners to look at worksheet 2, part 3.</p> <p>Ask learners to look at the first five sentences again on worksheet 2 or show slide 10. Students identify which sentences contain defining or non-defining relative clauses.</p> <p>Answers: 1. non-defining; 2. defining; 3. defining; 4. Non-defining; 5. defining</p>
7. Written (Homework) (20–30m) OPTIONAL	<p>Ask students to either choose a female hero of their own or choose from a list that the teacher provides them with. They should find out about their chosen person and write a short text about her. Remind them to include some of the vocabulary, and to use relative clauses correctly.</p> <p>Ideas for other female heroes: Ada Lovelace; Hedy Lamarr; Mala Zimetbaum; Aphra Behn; Fatima bint Muhammad Al-Fihriya Al-Qurashiya; Grainne Ni Mhaille; Rita Levi-Montalcini; Elizabeth Fry; Marie Curie; Varisa Pongrakhananon; Witri Wahyu Lestari</p>

Contributed by

Rachael Roberts, Edited by Suzanne Mordue

Unsung heroes

Worksheet 1

1. In each sentence, complete the gap with the correct woman's name (from worksheet 1). You can use some names more than once.

1 _____ became paraplegic due to **disease**.

2 _____ lived in such **poverty** that she needed to collect fossils to sell.

3 _____ knew that the earthquake would lead to the **spread** of disease.

4 **Racism** prevented _____ from helping the soldiers at first.

5 In the 19th century, few people believed that a woman could be a scientist. This **sexism** meant that _____ was not properly recognised for her scientific **achievements** until many years after her death.

6 _____ showed enormous **bravery** in standing up the Nazis.

7 There is a lot of **discrimination** against people with disabilities, but _____ has shown that she can do more than most **able-bodied** people.

8 Although _____ was not Jewish herself, she hated **prejudice** against anyone, and was willing to risk her life to save others.

2 Now match the words in bold with the definitions below.

1 Doing things that are dangerous without fear

2 The unfair treatment of people, especially women, because of their sex

3 The state of being poor

4 Treating one person or group worse than others

5 The belief that some races of people are better than others

6 A strong, unreasonable feeling of not liking someone or something, especially when based on race, religion or sex

7 Something you have done successfully, usually through skill and/or hard work

8 Having full use of your body

9 An illness of the body

10 An increase in the amount of something

Unsung heroes

Worksheet 2

1. In each sentence, complete the gap with who, which or where.

- 1 In 2010 Haiti was struck by a massive earthquake, _____ destroyed more than 250,000 homes.
- 2 Diseases like tuberculosis (TB) would spread quickly in a place _____ people were having to live without clean water or adequate shelter.
- 3 Coffee didn't have a hospital, so she set up a tent _____ people could come for treatment and advice.
- 4 She gave up her job, _____ was at a top university back in the United States.
- 5 Mary Seacole was a Jamaican nurse _____ risked her life to treat wounded soldiers during the Crimean War
- 6 She decided to set up her own hospital, _____ she called a hotel, in Kadikoi, Crimea.
- 7 She treated hundreds of soldiers there, and on the battlefield, for their wounds and also for diseases such as cholera, _____ took enormous bravery as she could easily have been killed or caught a fatal disease herself.
- 8 Many people had done this before, but none were quadriplegic, _____ means not being able to use any part of your body from the neck down.
- 9 A fossil is an animal or plant _____ turned to rock thousands of years ago.
- 10 In 1812 Mary found the skeleton of a huge dinosaur, an ichthyosaur, _____ changed what people believed about the beginning of the world.
- 11 Irena Sendler, _____ was a social worker in Warsaw, Poland, during the Second World War, is thought to have saved at least 2,500 Jewish children.
- 12 In 1943 she was caught by the Nazi soldiers, but would not tell the Nazis the names of the children she had saved or the people _____ had helped them

3. Read the following explanation about defining and non-defining relative clauses. Then decide whether the sentences in exercise 1 are defining or non-defining.

Defining relative clauses give essential information about which person, thing or place is being discussed. There is no comma before the relative pronoun.

Nursing is a profession which can sometimes be dangerous.

Non-defining relative clauses give extra non-essential information about the person, thing or place. We use commas to separate this clause from the rest of the sentence.

The hospital, which was in Kadikoi, cost £800 to build.

Chocolate: from the land to the hand

Topic

Chocolate trade

Learning outcomes

- Identify key information from three short texts about chocolate production and trade
- Develop oral fluency by participating in a discussion about the ethics of the chocolate trade
- Develop research skills by researching and identifying facts about an issue related to cocoa farming

Age and level

13-17, Adults (B1, B2)

Time

45 minutes + 45-minute project

Materials

- Student worksheet OR presentation
- Tokens (e.g. dried beans) or fake money
- Video: <https://www.youtube.com/watch?v=PGaLWuLzHBU&feature=youtu.be> (optional)
- Photos of the chocolate journey e.g. cocoa pods, cocoa farmers (optional)


Introduction

The aim of this lesson is to learn who makes our chocolate and, importantly, who receives our money each time we buy a bar of chocolate. Learners will become aware of the injustices.

In the lesson learners read about different stages of the journey of chocolate, and they learn where most/least of their money goes. They discuss the ethics of chocolate production and the chocolate trade, then research and create a poster or infographic about one of the issues related to cocoa farming.

Teachers can use a presentation of this lesson for a no-printing option. Alternatively, they can copy one or two pages of a student worksheet.

Procedure

Before the lesson	<ul style="list-style-type: none"> • Get the presentation ready or download and make a copy of the student worksheet. It is possible to copy just page 1 of the worksheet. Alternatives are provided for page 2. • Find / make some tokens (e.g. dried beans) or fake money • (optional) Get the video ready: https://www.youtube.com/watch?v=PGaLWuLzHBU&feature=youtu.be • (optional) Find photos of the chocolate journey and have them ready to show. 
Lead-in (5 minutes)	<ul style="list-style-type: none"> • Ask learners to raise their hand if they like chocolate. • (optional) Take a class vote to discover which brand of chocolate is most popular. • Explain: Today we're going to learn about the journey of chocolate: how it's made and where your money goes.
Reading (15 minutes)	<ul style="list-style-type: none"> • Check learners' background knowledge by asking: Who makes your chocolate? • Divide the class into groups of three learners. Assign each group a role: (A) cocoa farmers, (B) chocolate companies, (C) retailers. (Several groups may have the same role). • Ask learners to discuss the following questions in their groups: What jobs do you have to do? How long does it take? Give groups 2-3 minutes to discuss, then invite some to share their ideas with the class. • Option 1 (using the presentation): Show slide 2 of the presentation. Tell learners to read the text. They should make notes of (a) the jobs and (b) the total time the jobs take. Give learners time to read and make notes. Repeat with the

texts on **slide 3** and **slide 4**. If necessary, review unfamiliar vocabulary e.g. 'pod'.

- **Option 2 (using the worksheet):** Hand out the student worksheet and refer learners to **Task 1**. Ask them to read each text and to underline (a) the jobs and (b) the total time the jobs take in each one. If necessary, review unfamiliar vocabulary e.g. 'pod'.
- Show **slide 5** of the presentation or refer learners to **Task 2** in the student worksheet. Alternatively, draw the following table on the board and ask learners to copy it into their notebooks.

	(A) Cocoa farmers	(B) Chocolate companies	(C) Retailers
Jobs done			
Total time taken to do jobs			

- Individually or in pairs, learners complete the table.
- Check **answers** with the class:

A. Cocoa farmers: plant cocoa trees, look after them, pick the pods, open them, take out the cocoa beans, prepare the cocoa beans and dry them. Total time: 6 months.

B. Chocolate companies: buy the cocoa beans, transport them by ship, clean and process the beans, add ingredients, pour the liquid into shapes, wrap the bars and add labels. Total time: 24 days.

C. Retailers: order the chocolate, check they have received the right quantity, put the new price label on the bars and put them on the shelves. Total time: 2 days.

**Whole class
discussion
(10 minutes)**

- **Optional:** Show a video of the story of our chocolate journey: <https://www.youtube.com/watch?v=PGaLWuLzHBU>. As learners watch, they can note any extra information about the jobs that need doing / time taken e.g. cocoa pods are picked twice a year;



	<p>farmers must ferment the beans and turn them over while drying; companies classify the bean; takes approximately 215 days from the land to the hand.</p> <ul style="list-style-type: none"> • If you like, you could also show some photos to bring the journey alive e.g. of a cocoa pod, a cocoa farmer etc. • Hold up some tokens or fake money. Tell learners that you are going to pay them for their work. • Hand out a different number of tokens / money to each group: (A) Chocolate companies: <u>8 tokens</u> (B) Retailers: <u>8 tokens</u> (C) Cocoa farmers: <u>1 token</u> • Wait for a reaction. • Encourage a brief class discussion on equality/fairness. Ask questions: Why do you think each group gets different amounts of your money? How fair does it seem?
Group discussion (10-15 minutes)	<ul style="list-style-type: none"> • Put learners into small groups. Show slide 6 of the presentation or refer learners to Task 3 of the student worksheet. Alternatively, write these questions on the board: <ol style="list-style-type: none"> 1. What do you feel about children working on cocoa farms, and workers being forced to work on the farms? Why? 2. Why do you think many cocoa farmers no longer want to grow cocoa? How could it affect you? 3. How fair does it seem to you that retailers charge much more than cocoa farmers earn? Why? 4. How do you think ethical chocolate producers help cocoa farmers? How can you find out about buying ethical chocolate locally? 5. Would you pay more for your chocolate if it helped the cocoa farmers? How much? • Move around the room as learners discuss. If you like, you can use this as an opportunity for evaluation. You can make notes of good use of language / language problems. You could review these with the learners at the end of the discussion. • As groups near the end of the discussion, end the activity. Invite some groups to share their thoughts and ideas with the class. If learners are interested, they could research answers for questions 2 / 4. Examples:

	<p>Q2: Low cocoa prices & poverty; climate change / disease affecting crops</p> <p>Q4: Fairer cocoa prices; reducing child / forced labour</p>
Project: Raising awareness (45 minutes)	<ul style="list-style-type: none"> • Elicit or have learners research some of the issues around cocoa farming and write them on the board e.g. poverty; inadequate living and working conditions; child and forced labour; dangerous work; deforestation and loss of biodiversity; threat of climate change. • Explain that learners should choose one of the issues and create a poster / infographic which raises awareness about the issue. It should include information about the issue and – as much as possible – potential solutions. • In groups, learners research the issue. Encourage learners to think about the sources they are using for research and to cross-check information to ensure that facts are as accurate as they can be. This could be done as homework. • When they are ready, groups share information. They select key information and make a poster or infographic. They may like to make a draft version first. • Display final versions in the classroom. Alternatively, learners can share their posters / infographics online. • Learners read the information and share one important thing that they have learned.

Adapted from a lesson contributed by

Kate Cory-Wright

TeachingEnglish lesson

Chocolate: from the land to the hand

Chocolate: from the land to the hand

Read the text. Note (a) the jobs and (b) the total time that the jobs take.

Text A: Cocoa farmers

DID YOU KNOW? Chocolate comes from a cocoa tree!

Every year families plant cocoa trees on the land. Cocoa is sensitive, so the farmers must protect the trees from wind, sun and disease. Each tree produces 'pods' (like footballs with seeds inside). The cocoa farmers work under the hot sun to pick the pods, open them and take out the cocoa beans. Next they prepare the cocoa beans, dry them in the sun and put them in bags to sell. This is six months of hard work. Often the farmers' children work instead of going to school, and in some countries, people are forced to do the work for little or no money. Children are actually stolen to work on the land. When the weather is bad or there's disease on the trees, the farmers earn nothing.

Chocolate: from the land to the hand

Read the text. Note (a) the jobs and (b) the total time that the jobs take.

Text B: Chocolate companies

DID YOU KNOW? Machines wrap 65,000 bars of chocolate in one hour!

Cadbury, the famous chocolate company, buys its cocoa beans from Ghana. The beans are transported by ship for about 20 days from Ghana to Cadbury's factory in Wales. In the factory, the beans are cleaned and processed for two days. The beans become powder. Machines do most of the work, but people are paid to operate the machines.

Next the cocoa is sent to another Cadbury factory (in England). Here it's made into delicious chocolate in just two days! Machines add the ingredients and pour the liquid into the shape of chocolate bars. Finally, machines wrap the bars and add labels. Your chocolate bar is ready!

Chocolate: from the land to the hand

Read the text. Note (a) the jobs and (b) the total time that the jobs take.

Text C: Retailers

DID YOU KNOW? Europeans eat the most chocolate in the world!

You probably bought your chocolate from a retailer, e.g. a supermarket or shop. Retailers order a quantity of chocolate from the factory. They check they have received the right quantity and then put the new price label on the bars. Finally, they put the bars on the shelves and the shop assistant sells them. For two days' work, retailers charge you double what they paid the factory!

Some retailers sell chocolate made by ethical companies. This means it's more likely that the farmers are paid a fair price, that the environment is protected, and that workers are paid. You can help farmers by buying it. Look for logos on wrappers or find out about ethical companies on the internet.



Chocolate: from the land to the hand

Task 2: Complete the table with information about the cocoa farmers, the chocolate companies and the retailers.

	(A) Cocoa famers	(B) Chocolate companies	(C) Retailers
Jobs done			
Total time taken to do jobs			

Chocolate: from the land to the hand

Task 3: Discuss the questions in your group.

1. What do you feel about children working on cocoa farms, and workers being forced to work on the farms? Why?
2. Why do you think many cocoa farmers no longer want to grow cocoa? How could it affect you?
3. How fair does it seem to you that retailers charge much more than cocoa farmers earn? Why?
4. How do you think ethical chocolate producers help cocoa farmers? How can you find out about buying ethical chocolate locally?
5. Would you pay more for your chocolate if it helped the cocoa farmers? How much?

TeachingEnglish lessons

Chocolate: from the land to the hand

Thanks for attending the lesson

Chocolate: from the land to the hand

Task 1: Read the texts about chocolate. For each one, underline (a) the jobs and (b) the total time the jobs take.

Text A: Cocoa farmers

DID YOU KNOW? Chocolate comes from a cocoa tree!

Every year families plant cocoa trees on the land. Cocoa is sensitive, so the farmers must protect the trees from wind, sun and disease. Each tree produces 'pods' (like footballs with seeds inside). The cocoa farmers work under the hot sun to pick the pods, open them and take out the cocoa beans. Next they prepare the cocoa beans, dry them in the sun and put them in bags to sell. This is six months of hard work. Often the farmers' children work instead of going to school, and in some countries, people are forced to do the work for little or no money. Children are actually stolen to work on the land. When the weather is bad or there's disease on the trees, the farmers earn nothing.

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Task 2: Complete the table with information about the cocoa farmers, the chocolate companies and the retailers.

	(A) Cocoa famers	(B) Chocolate companies	(C) Retailers
Jobs done			
Total time taken to do jobs			

Task 3: Discuss the questions in your group.

1. What do you feel about children working on cocoa farms, and workers being forced to work on the farms? Why?
2. Why do you think many cocoa farmers no longer want to grow cocoa? How could it affect you?
3. How fair does it seem to you that retailers charge much more than cocoa farmers earn? Why?
4. How do you think ethical chocolate producers help cocoa farmers? How can you find out about buying ethical chocolate locally?
5. Would you pay more for your chocolate if it helped the cocoa farmers? How much?

That's hilarious!

Topic

Jokes

Learning outcomes

- Read jokes and identify what makes them funny
- Use a range of verbs to describe ways of speaking
- Tell a joke in English

Age and level

13-17, Adults (B1+)

Time

Approximately 50-65 minutes

Materials

- Presentation OR Student worksheet

Introduction

The lesson begins by asking the students to read some jokes. These jokes were all selected as part of a research study into what makes us laugh (<http://www.ox.ac.uk/news/2015-11-24-what-makes-us-laugh-its-serious-research>). After discussing the jokes, the lesson moves on to look at a range of verbs that students could use instead of 'say'. Students then look at the typical structure of a joke before practising telling their own jokes in English.

A student worksheet is available for this lesson. Alternatively, teachers can use a presentation for a no-printing option.

Procedure

Task 1: Reading and lead-in (10-15 minutes)	<ul style="list-style-type: none"> Explain that students are going to read some jokes. According to research at Oxford University, they are some of the funniest jokes ever. Now either refer students to Task 1 in the student worksheet or show slides 2-6 of the presentation. Ask students to read each joke in pairs and to try to guess what is said in the gaps (the punchlines). If necessary, students can consult dictionaries, or you can help with unfamiliar vocabulary. Invite some pairs to share their ideas. Give the answers and explain the punchlines if necessary. <p><i>Joke A: 'What did you do that for?'</i></p> <p><i>Joke B: 'I'm feeling lonely now, I wish my friends were back here.'</i></p> <p><i>Joke C: 'They're all at the funeral.'</i></p> <p><i>Joke D: 'What happened?'</i></p> <p><i>Joke E: 'I don't need to run faster than the bear'... 'I just need to run faster than you.'</i></p>
Task 2: Speaking (10 minutes)	<ul style="list-style-type: none"> Show slide 7 of the presentation or refer students to Task 2 in the student worksheet. In pairs or small groups, students discuss the questions, then discuss them as a class.
Task 3: Vocabulary (10-15 minutes)	<ul style="list-style-type: none"> Show slide 8 of the presentation or refer students to Task 3A in the student worksheet. Explain that the verbs describe different ways of speaking. Ask students to try and match the verbs to the definitions. Let them check in pairs, then check as a class. <p>Answers: 1. <i>whisper</i>, 2. <i>mutter</i>, 3. <i>reply</i>, 4. <i>yell</i>, 5. <i>shriek</i>, 6. <i>blurt out</i>, 7. <i>sigh</i>, 8. <i>whine</i>, 9. <i>snap</i></p> <ul style="list-style-type: none"> Show slide 9 of the presentation or refer students to Task 3B in the student worksheet. Ask them to complete the sentences using the verbs from Task 3A. It is possible to use more than one verb. They can use past or present tenses. Check answers with the class. Alternative answers are possible depending on context. If students want to use other verbs, get them to explain why.

	<p>Suggested answers: 1. <i>snapped / whispered</i>; 2. <i>shrieked, shouted, yelled</i>; 3. <i>blustered out</i>; 4. <i>muttered, sighed / whined</i>; 5. <i>sighed</i></p>
<p>Task 4: Focus on genre (10 minutes)</p>	<ul style="list-style-type: none"> Refer students to Task 4A in the student worksheet, alternatively show slides 2-6 again. Ask students to (1) find verbs from Task 3 in the jokes, and (2) to say which tenses are used. Check answers. 1. <i>whine / sigh / reply</i> 2. <i>present tenses are usually used - this makes the story more immediate</i> Show slide 10 of the presentation or refer students to Task 4B in the student worksheet. Ask students to quickly put the structure in the correct order (c, a, b). Explain what 'punchline' means if necessary (the last part of a joke that makes it funny). Then ask them to analyse a joke from Task 1 and explain how it has the typical structure. If you are using the presentation, show slide 2. Ask some students to explain the structure of a joke, for example: <ol style="list-style-type: none"> Set the scene: This man is at home when he hears a knock at the door. Explain what happens: he opens the door, he looks down etc. Give the punchline: 'What did you do that for?' It's a surprise that the snail talks and has been trying to get back to him for two years.
<p>Task 5: Extended speaking (10-15 minutes)</p>	<ul style="list-style-type: none"> Put students into pairs. Ask them to choose one or two jokes together and to prepare to tell the joke in English. They should use the structure they learned about in Task 4. They should also use present tenses and try to use different verbs for 'say'. Walk around and help students as they prepare. Encourage them to rehearse the joke so they can deliver it well. Pairs join to make groups of four and tell each other their jokes. Ask some pairs to tell their jokes to the class. They could vote for the best joke.

Adapted from a lesson contributed by

Rachael Roberts

TeachingEnglish lesson

That's hilarious!

That's hilarious!

Task 1: According to research at Oxford University, this is one of the funniest jokes ever. Try to guess what is said.

Joke A

This man is at home when he hears a knock at the door. He opens the door, but there's no one there. Looking down he sees a snail. Disgusting! He picks up the snail and throws it away as far as he can. Two years later there's another knock on the door. The man opens the door, and there's the snail. The snail whines, '_____?'

That's hilarious!

Task 1: According to research at Oxford University, this is one of the funniest jokes ever. Try to guess what is said.

Joke B

There are three men stranded on a desert island. Buried in the sand they find a magic lamp. The first man rubs the lamp to get the sand off it, and, would you believe it, a genie appears! He offers the men one wish each. The first man wishes to be safely home and, poof, he disappears. The second man wishes the same thing. Poof! The third man sighs,

‘ _____ ’.

That's hilarious!

Task 1: According to research at Oxford University, this is one of the funniest jokes ever. Try to guess what is said.

Joke C

It's the football World Cup final. A man sits down and notices that there's an empty seat between him and the next man. He points this out to his neighbour who explains that it was his wife's seat. 'We always used to come and watch football together, but sadly, she died.' 'That's terrible,' says the first man, 'Couldn't you get another relative or a friend to come with you?' 'No,' says the man, '_____.'

That's hilarious!

Task 1: According to research at Oxford University, this is one of the funniest jokes ever. Try to guess what is said.

Joke D

A woman is late for work. 'You should have been here at 8.45!' yells her boss. 'Why?' answers the woman, '_____?'

That's hilarious!

Task 1: According to research at Oxford University, this is one of the funniest jokes ever. Try to guess what is said.

Joke E

Two campers are walking through the woods when they suddenly see a huge, angry bear - right in front of them. Mary starts putting on her running shoes. 'What are you doing?', says Steve, 'You won't be able to run faster than that bear.' '_____', she replies, '_____.'

That's hilarious!

Task 2: Discuss the following questions.

- Which of the jokes do you find funny (if any)?
- What makes a joke funny?
- Do you think that different nationalities have different senses of humour? Why / why not?

That's hilarious!

Task 3A: Match the verbs describing different ways of speaking with the definitions.

blurt out mutter reply shriek sigh snap whine whisper yell

1. speak quietly using the breath and not the voice.
2. say something quietly that is difficult to hear.
3. answer
4. shout
5. cry out with a loud, high voice in surprise or shock
6. say something suddenly and without thinking.
7. breathe out noisily because you are tired, or sad.
8. complain in an annoying way.
9. suddenly get angry about something.

That's hilarious!

Task 3B: Complete sentences 1-5 with the verbs below. You can use more than one.

blurt out mutter reply shriek sigh snap whine whisper yell

1. 'Shhh! Be quiet in the library,' he _____.
2. 'Ah! A spider!' he _____.
3. 'You look much older than I expected,' she _____.
4. 'It's not fair, you always do this,' he _____.
5. 'I'm exhausted,' she _____.

That's hilarious!

Task 4B: Put the structure of a typical joke in the correct order.

- a. Explain what happened and what people said.
- b. Give the punchline: usually something surprising happens
- c. Set the scene: where, when, who.

Explain how one of the jokes in Task 1 has this structure.

TeachingEnglish lessons

That's hilarious!

Thanks for attending the lesson

That's hilarious!

Task 1: According to research at Oxford University, these are some of the funniest jokes ever. Try to guess what is said.

Joke A

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Joke B

There are three men stranded on a desert island. Buried in the sand they find a magic lamp. The first man rubs the lamp to get the sand off it, and, would you believe it, a genie appears! He offers the men one wish each. The first man wishes to be safely home and, poof, he disappears. The second man wishes the same thing. Poof! The third man sighs, '_____.'

Joke C

It's the football World Cup final. A man sits down and notices that there's an empty seat between him and the next man. He points this out to his neighbour who explains that it was his wife's seat. 'We always used to come and watch football together, but sadly, she died.' 'That's terrible,' says the first man, 'Couldn't you get another relative or a friend to come with you?' 'No,' says the man, '_____.'

Joke D

A woman is late for work. 'You should have been here at 8.45!' yells her boss. 'Why?' answers the woman, '_____?'

Joke E

Two campers are walking through the woods when they suddenly see a huge, angry bear - right in front of them. Mary starts putting on her running shoes. 'What are you doing?', says Steve, 'You won't be able to run faster than that bear.' '_____', she replies, '_____.'

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9. suddenly get angry about something.

Task 3B: Complete sentences 1-5 with the verbs above. You can use more than one.

1. 'Shhh! Be quiet in the library,' he _____.
2. 'Ah! A spider!' he _____.
3. 'You look much older than I expected,' she _____.
4. 'It's not fair, you always do this,' he _____.
5. 'I'm exhausted,' she _____.

Task 4A: Look at jokes A-E again and answer the questions in pairs.

1. Which of the verbs in Task 3 can you find in the jokes?
2. What do you notice about the tenses used in telling a joke?

Task 4B: Put the structure of a typical joke in the correct order.

- a. Explain what happened and what people said.
- b. Give the punchline: usually something surprising happens
- c. Set the scene: where, when, who.

Explain how one of the jokes in Task 1 has this structure.

Mindfulness**Topic**

Mindfulness

Learning outcomes

- Talk about mindfulness e.g. say what mindfulness is, give reasons for why it's popular, describe some possible benefits
- Read an article about mindfulness and understand details
- Use a variety of structures to make comparisons

Age and level

13-17, Adults (B1/B2)

Time

Approximately 60-70 minutes

Materials

- Presentation OR
- Student worksheet

Introduction

The lesson begins by looking at a definition of mindfulness and finding out what students already know. They then read an article about mindfulness, before focusing on vocabulary and grammar (comparative structures) from the text. Finally, they carry out a mindfulness activity themselves and discuss the experience.

You can use a student worksheet for this lesson, or a presentation for a no-printing option.

Procedure

Lead-in (10 minutes)	<ul style="list-style-type: none"> • Show slide 2 of the presentation or refer students to Exercise 1 in the student worksheet. • Ask students to read the definition and check that they understand it. Then tell them to discuss the questions in pairs or small groups. Invite some pairs / groups to share their thoughts with the class. • Students will read a text to check their ideas, so there is no need to comment at this stage.
Reading (15-20 minutes)	<ul style="list-style-type: none"> • Show slide 3 of the presentation or refer students to Exercise 2 in the student worksheet. Explain that they should read the text and check the ideas they had for the Lead-in questions. • Give them a few minutes to read then ask them to discuss their ideas in pairs or small groups. If you are using the presentation, give students 2-3 minutes to read the first part of the article on slide 3, then the second part of the article on slide 4. • Ask them to say why mindfulness is popular (it reduces stress). Ask them to say what the benefits of mindfulness are (it reduces stress and depression; helps people to concentrate; improves memory; helps people to think more clearly; helps to manage pain; improves sleep). Check that everyone understands this vocabulary. • Show slide 5 and slide 6 of the presentation or refer students to Exercise 3 in the student worksheet. • Ask students to read the text again and to make notes under the headings. Let them compare their ideas in pairs and then discuss as a class. • Find out if any of them already practise mindfulness and, if so, ask them for their opinions or experience. <p>Answers</p> <p>A. <i>Examples of NOT being mindful: driving somewhere without remembering the journey, eating more biscuits than you intended, staying up late binge-watching TV.</i></p>

	<p><i>B. Examples of being mindful: noticing a beautiful sunset, really listening to someone, being more aware of our own feelings.</i></p> <p><i>C. Reasons life is busier now: technology, multi-tasking, working longer hours.</i></p> <p><i>D. Benefits of mindfulness: reduces stress and depression, better concentration, memory and focus, managing pain better, even losing weight.</i></p>
Vocabulary (5-10 minutes)	<ul style="list-style-type: none"> • Show slide 7 of the presentation or refer students to Exercise 4 in the student worksheet. • Ask students to try and match the activities to the definitions. Let them check in pairs, then check as a class. Answers: 1b, 2c, 3e, 4d, 5a • Ask which of these activities will make you feel more or less stressed (all of them except paying attention are likely to make you feel more stressed. Paying attention helps because you are focused on just one thing.)
Focus on comparative structures (20 minutes)	<ul style="list-style-type: none"> • Show slide 8 of the presentation or refer students to Exercise 5 in the student worksheet. • Ask students to complete the sentences using the words in the box. They can use each word more than once. These are examples of more complex comparative and superlative sentences, which are used frequently in English, but not always taught. • Let them check the answers in the article and then quickly check as a class. Answers: <ol style="list-style-type: none"> 1. <i>Have you ever eaten far/many more biscuits than you meant to?</i> (we can't use much here because biscuits are countable. Far, much and many are all ways of adding emphasis to a comparative structure.) 2. <i>Have you stayed up much/far later than you planned?</i> 3. <i>When we live this way we are not as awake as we could be.</i> 4. <i>For most people life is getting busier and busier.</i> (using two comparatives in this way adds emphasis).

	<p>5. <i>The more we do the more stressed we feel.</i> (This is a set structure- The + comparative... the + comparative to compare two things with each other).</p> <ul style="list-style-type: none"> • Show slide 9 of the presentation or refer students to Exercise 6 in the student worksheet. • Ask students to rewrite the sentences using the sentence starter below each one. You could do the first one together with the class as an example. • Let them check together then check the answers with the class. <p>Answers</p> <ol style="list-style-type: none"> 1. <i>The more people practise mindfulness, the better they deal with problems.</i> 2. <i>Mindfulness isn't as difficult as many people think.</i> 3. <i>I have felt far less stressed since I started practicing mindfulness.</i> 4. <i>He is getting more and more stressed every day.</i> 5. <i>The quieter it is the easier it is to concentrate.</i>
5 Mindfulness activity (10 minutes)	<ul style="list-style-type: none"> • Tell students that they are now going to try a mindfulness activity. • Ask them to close their eyes and just relax. You could ask them to take a few deep breaths. Then ask them to listen carefully and mentally note all the different sounds they hear. If any other thoughts come into their minds, they should just go back to focusing on counting the sounds. • After 2-3 minutes, they can open their eyes and discuss what they heard with their partner. • How did the exercise make them feel? Any calmer? Discuss as a class.

Contributed by

Rachael Roberts

TeachingEnglish lesson

Mindfulness

Mindfulness

1. Look at the definition of mindfulness and discuss the questions.

'Mindfulness means paying attention to your thoughts, feelings, or something outside yourself, in a relaxed but very focused way.'

- Have you heard of mindfulness before? What do you know about it, if anything?
- Why do you think it has become so popular?
- What do you think might be the benefits of mindfulness?

Mindfulness

2. Read the article about mindfulness and check your ideas.

Mindfulness

Have you ever driven somewhere and realised when you arrived that you couldn't really remember anything about the journey? Or have you ever eaten far more biscuits than you meant to, almost without thinking about it? Or have you stayed up much later than you planned, or even all night, binge-watching 'just one more' episode of a TV series? All of these are examples of mind/essness. When we live this way, we are not as awake as we could be, and not fully living our lives.

What exactly is mindfulness?

When we are mindful, we are more conscious of our thoughts, our actions and what is happening around us. We might notice a beautiful sunset or really listen carefully to what a friend is saying, rather than planning what we're going to say next. We are also more aware of our own feelings and our thoughts. Jon Kabat Zinn, who has done a lot to make mindfulness popular, says mindfulness is: 'Paying attention, on purpose, in the present moment, and without judging.'

So we are consciously deciding what to pay attention to, we are not worrying about the past or planning for the future and we are not trying to control or stop our thoughts or feelings – we're just noticing them.

Mindfulness

2. Read the article about mindfulness and check your ideas.

Mindfulness

Why is mindfulness so popular now?

For most people life is getting busier and busier. Technology means that we always have something to do and there isn't much opportunity to just 'be'. People are often multi-tasking: texting while watching TV, or even looking at their phone while walking along the pavement. People are working longer hours and bringing work home. The more we do the more stressed we feel. Mindfulness can be a way of reducing this stress.

What are the benefits of mindfulness?

Research shows that mindfulness reduces stress and depression. It can help you to concentrate, have a better memory and to think more clearly. It can also help people to manage pain better and to improve their sleep, and it can even help you lose weight because you won't eat that whole packet of biscuits without thinking!

Mindfulness

3. Read the article again.

Mindfulness

Have you ever driven somewhere and realised when you arrived that you couldn't really remember anything about the journey? Or have you ever eaten far more biscuits than you meant to, almost without thinking about it? Or have you stayed up much later than you planned, or even all night, binge-watching 'just one more' episode of a TV series? All of these are examples of mind/essness. When we live this way, we are not as awake as we could be, and not fully living our lives.

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When we are mindful, we are more conscious of our thoughts, our actions and what is happening around us. We might notice a beautiful sunset or really listen carefully to what a friend is saying, rather than planning what we're going to say next. We are also more aware of our own feelings and our thoughts. Jon Kabat Zinn, who has done a lot to make mindfulness popular, says mindfulness is: 'Paying attention, on purpose, in the present moment, and without judging.'

So we are consciously deciding what to pay attention to, we are not worrying about the past or planning for the future and we are not trying to control or stop our thoughts or feelings – we're just noticing them.

Find three examples of:

- **NOT being mindful**
- **being mindful**
- **reasons life is getting busier**
- **benefits of practising mindfulness**

Mindfulness

3. Read the article again.

Mindfulness

Why is mindfulness so popular now?

For most people life is getting busier and busier. Technology means that we always have something to do and there isn't much opportunity to just 'be'. People are often multi-tasking: texting while watching TV, or even looking at their phone while walking along the pavement. People are working longer hours and bringing work home. The more we do the more stressed we feel. Mindfulness can be a way of reducing this stress.

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Research shows that mindfulness reduces stress and depression. It can help you to concentrate, have a better memory and to think more clearly. It can also help people to manage pain better and to improve their sleep, and it can even help you lose weight because you won't eat that whole packet of biscuits without thinking!

Find three examples of:

- **NOT being mindful**
- **being mindful**
- **reasons life is getting busier**
- **benefits of practising mindfulness**

Mindfulness

4. Match the vocabulary from the article (1-5) with the definitions (A-E). Which of these actions are likely to make you feel more stressed? Why/why not?

1. judging	a. doing two or three things at the same time
2. paying attention	b. having a bad opinion of something or someone
3. worrying	c. watching, listening or thinking about something carefully
4. binge-watching	d. watching lots of TV episodes at once
5. multi-tasking	e. thinking about unpleasant things that might happen

Mindfulness

5. Complete the sentences using the words in the box. Check your answers by finding the sentences in the article.

as and more many much than

1. Have you ever eaten far _____ biscuits _____ you meant to?
2. Have you stayed up _____ later _____ you planned?
3. When we live this way, we are not _____ awake _____ we could be.
4. For most people life is getting busier _____ busier.
5. The _____ we do the _____ stressed we feel.

Mindfulness

6. Rewrite the sentences.

1. As people practise mindfulness more, they deal better with problems.

The more...

2. Mindfulness is easier than many people think.

Mindfulness isn't as.....

3. Since I started practising mindfulness, I haven't felt very stressed at all.

I have felt far...

4. Every day he gets more stressed.

He is getting more and.....

5. It's easier to concentrate when it's quiet.

The quieter...

TeachingEnglish lessons

Mindfulness

Thanks for attending the lesson

Mindfulness

1. Look at the definition of mindfulness and discuss the questions.

'Mindfulness means paying attention to your thoughts, feelings, or something outside yourself, in a relaxed but very focused way.'

- Have you heard of mindfulness before? What do you know about it, if anything?
- Why do you think it has become so popular?
- What do you think might be the benefits of mindfulness?

2. Read the article about mindfulness and check your ideas.

Mindfulness

Have you ever driven somewhere and realised when you arrived that you couldn't really remember anything about the journey? Or have you ever eaten far more biscuits than you meant to, almost without thinking about it? Or have you stayed up much later than you planned, or even all night, binge-watching 'just one more' episode of a TV series? All of these are examples of mind/essness. When we live this way, we are not as awake as we could be, and not fully living our lives.

What exactly is mindfulness?

When we are mindful, we are more conscious of our thoughts, our actions and what is happening around us. We might notice a beautiful sunset or really listen carefully to what a friend is saying, rather than planning what we're going to say next. We are also more aware of our own feelings and our thoughts. Jon Kabat Zinn, who has done a lot to make mindfulness popular, says mindfulness is: 'Paying attention, on purpose, in the present moment, and without judging.'

So we are consciously deciding what to pay attention to, we are not worrying about the past or planning for the future and we are not trying to control or stop our thoughts or feelings – we're just noticing them.

Why is mindfulness so popular now?

For most people life is getting busier and busier. Technology means that we always have something to do and there isn't much opportunity to just 'be'. People are often multi-tasking: texting while watching TV, or even looking at their phone while walking along the pavement. People are working longer hours and bringing work home. The more we do the more stressed we feel. Mindfulness can be a way of reducing this stress.

What are the benefits of mindfulness?

Research shows that mindfulness reduces stress and depression. It can help you to concentrate, have a better memory and to think more clearly. It can also help people to manage pain better and to improve their sleep, and it can even help you lose weight because you won't eat that whole packet of biscuits without thinking!

3. Read the article again and make notes under the following headings. Find at least three examples in the article of the following:

- a. examples of NOT being mindful.
- b. examples of being mindful.
- c. reasons life is getting busier.
- d. benefits of practising mindfulness.

4. Match the vocabulary from the article (1-5) with the definitions (A-E). Which of these actions are likely to make you feel more stressed? Why/why not?

1. judging	a. doing two or three things at the same time
2. paying attention	b. having a bad opinion of something or someone
3. worrying	c. watching, listening or thinking about something carefully
4. binge-watching	d. watching lots of TV episodes at once
5. multi-tasking	e. thinking about unpleasant things that might happen

5. Complete the sentences using the words in the box. Check your answers by finding the sentences in the article.

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The more...
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