



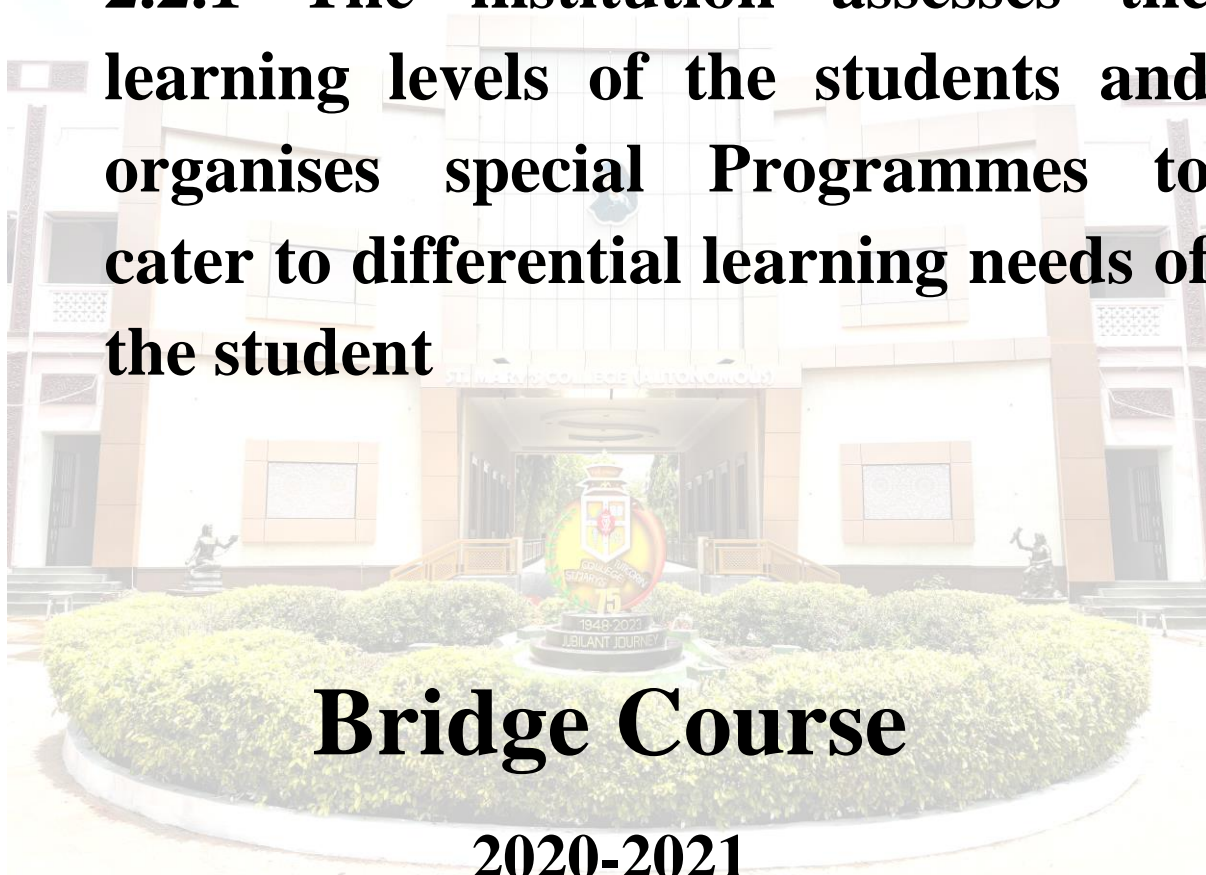
St. Mary's College (Autonomous)
Reaccredited with 'A+' Grade by NAAC (Cycle IV)
Thoothukudi



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



Bridge Course

2020-2021



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



English Bridge Course (2020-21)

26.08.2020 - 31.08.2020

English Bridge Course

What is Self-Introduction?

A self-introduction is a short statement or speech in which a person introduces himself to others. It is a way to provide essential information about themselves like their name, background, interests and goals. A self-introduction is commonly used in a variety of settings, including social gatherings, interviews, classrooms, and professional networking events.

The purpose of a self-introduction is to give others a brief description of who you are and to establish a connection or relationship. It allows others to get to know you better and acts as an icebreaker to start a conversation or interaction.

Self-identification or Introduction is important for several reasons:

Establishing relationships: A self-identity helps to create a connection and establish relationships with others. It allows people to get to know you, which can instill a sense of familiarity and comfort in social or professional settings.

Making a Positive First Impression: A well-crafted self-introduction enables you to make a positive first impression. It gives others a glimpse of your personality, background and interests, helping them form an initial impression of you.

Learn more about teacher Self Introduction to Students

Building Relationships: Self-awareness is helpful in building relationships. By sharing information about yourself, you provide others with common ground for conversation and possible shared interests. This can lead to the development of friendships, collaborations and professional networks.

Networking opportunities: In professional settings, self-identification is crucial for networking. Introducing yourself to peers, industry professionals or potential employers allows you to showcase your skills, experience and aspirations, which can lead to valuable connections and opportunities.

Academic and Classroom Settings: In educational settings, self-identification helps build a sense of community and facilitates interaction among students. This allows classmates and instructors to understand each other's backgrounds, interests, and learning objectives, which can create a more collaborative and supportive learning environment.

Confidence and self-expression: Providing a self-identity can boost your confidence and increase your ability to express your thoughts and experiences. It encourages self-reflection and self-awareness, allowing you to express yourself authentically and assertively.

Overall, self-awareness is important because it enables you to make connections, make a positive impact, and create opportunities for personal and professional growth. They serve as the basis for meaningful interactions and can contribute to your overall success in various social, academic and professional contexts.

How can I introduce myself in 10 lines?

Here's an example of how you can introduce yourself or self-introduction to students in 10 lines:

Hi, my name is [Your Name].

I'm [Your Age] years old and currently reside in [Your Location].

I have a passion for [Your Interests/Hobbies], which include [Specific Activities].

I graduated from [Your Educational Background] with a degree in [Your Field of Study].

Professionally, I have experience in [Your Work Experience/Industry].

In my free time, I enjoy [Your Other Hobbies/Activities], as they bring me joy and relaxation.

I am a firm believer in [Your Values/Beliefs], and I strive to live by them every day.

I love meeting new people and learning about different cultures, as it broadens my perspective.

One of my goals is to [Your Aspirations/Goals], as I find it fulfilling and meaningful.

I'm excited to be here and look forward to engaging in meaningful conversations and learning from others.

Shopping and shops

Topic

Different shops

Learning outcomes

- Use words for different shops in both speaking and writing
- Practise asking for common items in shops
- Write simple sentences about what can be bought at different shops

Age and level

Adults (A1)

Time

60-70 minutes

Materials

- Presentation
- (Optional) Student Worksheet

Introduction

This lesson reviews vocabulary relating to everyday shopping and introduces different shop names. Students practise speaking and listening using these items in a meaningful context. They then write short sentences about different shops.

There are versions available for both face-to-face and online contexts. A presentation accompanies this lesson. A Student Worksheet is also available if necessary.

Procedure

At the start of the lesson	<p>Questions for the teacher before beginning the lesson.</p> <ul style="list-style-type: none"> • Are all your students in the online classroom? If not, consider a short, warm-up activity until they have all arrived. Don't wait too long though! • Have you checked that all your students can see and hear you? How do you know? Ask them to type in the chat box, or raise their hand, or say 'yes' if they can hear you and see you. If they can't hear you, ask them to check their audio and video settings. • Can all the students speak if they need to? Have you muted all their microphones? It is a good idea at the start of the lesson to mute students' microphones to avoid unnecessary noise. • Do the students have their webcams switched on, if they have them?
1. Lead- in: Different shops (10 mins)	<ul style="list-style-type: none"> • Show slide 1 of the presentation with the title. Explain that this lesson is about shopping. Then show slide 2 of the presentation to create interest in the topic. <p>Option 1:</p> <ul style="list-style-type: none"> • Ask students where they go shopping: to a street market, a mall or individual clothes/shoe shops etc. You can nominate a few students to unmute their microphones and respond. Inform that others can write their preference in the chat box. This will help you assess where the majority of the students in your class go shopping. • As the next step, ask the students to type, using the chat box, the shops and buildings they already know. Give them some examples such as the bank, grocery store, pharmacy/chemist (suggest both are acceptable). Remind them to think of as many different types of shop as possible. Give students two minutes to write their answers (as students will have varying typing speeds). <p>Option 2:</p> <ul style="list-style-type: none"> • If all the students have their webcams enabled, ask them to write the word or phrase on a piece of paper (in large writing) and hold it up to their webcam, so you can see all of them. • Quickly look through the list of buildings/shops in the chat box or from the words you see on pieces of paper and select 5-6 most common shops presented by the students. You can write the 5-6 shops you selected on the whiteboard or the chat box so that students can see the list.

	<ul style="list-style-type: none"> • Show slide 3 to the students to check if any buildings or shops they listed are on the slide. • Ask the students to match the names of buildings/shops they see on slide 3 with the names they see at the bottom of the slide. Give them 2 to 3 minutes for the task. • Elicit answers by nominating a few students and give more details/clues if required by the students.
2. Speaking practice (15 mins)	<ul style="list-style-type: none"> • Show the students slide 4. Elicit the language they use for asking for things in a shop. You can nominate a couple of students to respond by unmuting their microphone while asking others to write in the chat box. • Show the language (how to ask for things in a shop) listed on slide 5. Ask a few students to practise the questions using some common items they buy for example: chocolates, notebooks etc. Check pronunciation. • Explain that the class is going to do a role play to practice asking for things in shops. Half of the students will be shopkeepers and the other half will be customers. Before they do the role-play, they will need to practise. • Show slide 6. Point towards each item and have students identify them. Correct pronunciation errors if any. The items are: medicine, newspaper, chocolate, sandwich, tea, bread and cake. • Demonstrate how the role play will work. Students who are customers will buy the items on the right. Give an example. Point to the cup of tea and say 'Can I have a cup of tea, please?' or 'Excuse me, have you got any tea?' The shopkeeper can say 'Yes, of course' or 'Sorry, we don't have it at the moment'. Model it for the students if needed with a volunteer student. • Make a copy of slide 6 so that students can see it when they are in the breakout rooms. Put students into pairs and ask them to decide who is the customer and who is the shopkeeper. They should also decide what type of shop they are in. Then ask them to practise the simple role play. You can monitor the different rooms and make a note of any vocabulary or pronunciation errors to feed back. • If you do not have the option for breakout rooms, you could nominate pairs of students (or ask for volunteers) to practise the role play in front of the group, taking it in turns.

	<ul style="list-style-type: none"> At the end of the activity, give feedback to the students (how well they did!) and correct any pronunciation errors.
3. Spelling focus (10 mins)	<ul style="list-style-type: none"> Tell students that they are now going to review words from the lesson. Suggest that they get a pen and paper ready so that they can write the words, it will help them with spellings and to guess the word with ease. Show slide 7 to the students. If necessary, explain that it is one word with 9 letters, and that each gap represents a missing letter. Nominate a student to guess the word. If they're not sure, get them to suggest possible letters until they get the word (newsagent). Write the full word in the chat. Repeat with slides 8-12. Students can either raise their hand (either on camera or using the raise hands function on your platform), write their answers in the chat privately, or shout out the answer (depending on your group you might prefer to nominate students to answer). Show slide 13 with the complete words.
4. Reading (10 mins)	<ul style="list-style-type: none"> Show students slide 14. Explain that they have to write the shopping items into the right columns (as in the example with 'fruit'). This could be done as a team game: make four teams with your group of students and assign a picture to each group. Each group has to select words from the bottom of the slide for their picture. You can use breakout rooms for this or assign students to teams and ask them just to identify items for their own picture. Set a time limit of 5-7 minutes for the task. The team that finishes first is the winner. Ensure that students know which team they are in and write words for the appropriate picture. Keep track of what's being written in the chat box and provide support as required. The students could also write the complete list on paper and show it on the webcam for you to check. If you are using breakout rooms, set a time limit and then ask each group to identify which items are from their shop. Do a whole class feedback at the end and correct any errors. If students finish quickly, ask them to suggest more items for each different shop. They could add words they already know or use a dictionary to look up new words to add. <p>Note: Answers will vary depending on where you are. For example, in some parts of the world it may only be possible to buy paracetamol at a pharmacy; in others it may be</p>

	possible to buy it at a newsagent. Accept any reasonable answers.
5. Task 4: Writing (15-20 mins)	<ul style="list-style-type: none"> • Show slide 15 to the students. Tell them that they need to complete the sentences by providing a name of a shop. Do an example: ask one of the students to read the sentence and ask for suggestions from other students to complete the blank/missing word. Note that more than one shop may be possible. • Go through all of the sentences by nominating one student to read the sentence and another student to fill in the gap. The oral work will help all the students to establish the correct word for each gap. You could also ask the whole class to repeat the sentences to work on pronunciation. • Ask students to write the sentences in their notebook and to pay attention to spellings. • Show slide 16 to the students. Tell them that they need to complete the sentences with an item they can buy and where they can buy it. Elicit a couple of examples by nominating students e.g. I can buy chocolate at the newsagent. Students may like to suggest different shops and items to the ones that they have focused on in this lesson. • Give them 5 minutes to fill in the blanks by writing the sentences in their notebooks, or you could ask them to write directly to you in the chat. Stress that they need to write the correct spellings. • Do a whole class feedback by nominating students to share their answers. They should say the complete sentence. • Direct the students to write three complete sentences on paper and show on the webcam for you to check or ask them to write them in the chat. Nominate students to read their sentences aloud. • Give feedback on any good language and correct any errors here.
6. Homework	Students can write more sentences about different items and shops, as in the final activity. Or they can complete the crossword in the Student Worksheet (Task 5).

Contributed by

Sarah Burn and adapted for online teaching by Kamini Taneja

Shopping and shops

Topic

Different shops

Learning outcomes

- Use words for different shops in both speaking and writing
- Practise asking for common items in shops
- Write simple sentences about what can be bought at different shops

Age and level

Adults (A1)

Time

60-70 minutes

Materials

- Presentation OR student worksheet

Introduction

This lesson reviews vocabulary relating to everyday shopping and introduces different shop names. Students practise speaking and listening using these items in a meaningful context. They then write short sentences about different shops.

There are versions available for both face-to-face and online contexts. A student worksheet accompanies this lesson. However, teachers can use a presentation for a no-printing option.

Procedure

1. Lead- in: Different shops (10 mins)	<ul style="list-style-type: none"> • Show slide 2 of the presentation or ask students: <ul style="list-style-type: none"> ○ Do you go shopping? If yes, where you go? ○ Do you go to street markets / the mall / individual shops? • Ask them to quickly name some shops and buildings that they already know. • Option 1 (with presentation): Show slide 3 to the students. Ask the students to match the names of buildings/shops they see on slide 3 with the names they see at the bottom of the slide. • Option 2 (no presentation): If they haven't mentioned the following shops, give clues until students name them (e.g. by saying what you can buy there): bakery, café, post office, newsagent, market, pharmacy/chemist. Write them on the board. Explain that 'chemist' and 'pharmacy' are both acceptable.
2. Task 1: Speaking practice (15-20 mins)	<ul style="list-style-type: none"> • Option 1 (with presentation): Show the students slide 4. Elicit the language they use for asking for things in a shop. • Show the language (how to ask for things in a shop) listed on slide 5. Ask a few students to practise the questions using some common items they buy for example: chocolates, notebooks etc. Check pronunciation. • Explain that the class is going to do a role play to practise asking for things in shops. Half of the students will be shopkeepers and the other half will be customers. Before they do the role-play, they will need to practise the language. • Show slide 6. Point towards each item and students have identify them. Correct pronunciation errors if any. The items are: medicine, newspaper, chocolate, sandwich, (cup of) tea, bread and cake. • Demonstrate how the role play will work. Students will work in pairs: one will be the shopkeeper, the other will be the customer. Students who are customers will buy the items on the right. Give an example. Point to the cup of tea and say: 'Can I have a cup of tea, please?' or 'Excuse me, have you got any tea?' The shopkeeper can say 'Yes, of course' or 'Sorry, we don't have it at the moment'. Model it for the students if needed with a volunteer student. • In pairs, students perform the role play using the items on slide 6. If they do this quickly, they can swap roles or ask for other things.

	<ul style="list-style-type: none"> • Option 2 (no presentation): Review some items that could be bought at a shop / café with the class, e.g.: medicine (e.g. cough mixture, paracetamol), antiseptic cream, cake, bread, chocolate, sandwich, newspaper, magazine, tea, coke. You could bring them into class, bring pictures, or draw them on the board. Write the names of the items and check pronunciation. • Review how to ask for things in shops. Ask for suggestions but focus on: 'Can I have please?' 'Excuse me, have you got a/any?' Write the questions on the board. Check pronunciation. • Review some of the responses that the shopkeeper could make: 'Yes, of course.' 'Sorry, we don't have it at the moment.' Write them on the board. Check pronunciation. • Ask a few students to practise the customer-shopkeeper dialogue using some of the items listed on the board. Correct any problems. • Ask students to write a shopping list with four of the items on the board. Alternatively, you could cut up and use the lists provided in Appendix 1 at the end of this lesson plan. • Nominate one student to run the bakery, one to run the café, one to run the newsagent and one to run the chemist. Seat each one at a separate table, with the café at the biggest table, and ask them to make a sign for their shop. • Demonstrate that each student should visit the different shops and ask for the items on their list. The shopkeeper may or may not have the item! • Tell all students to finish at the café. At the end of the activity, give feedback to the students (how well they did!) and correct any pronunciation errors.
3. Task 2: Spelling focus (10 mins)	<ul style="list-style-type: none"> • Choose one of the new vocabulary items from the lesson e.g. newsagent. Write a dash for each letter on the board like this: _ _ _ _ _ • Ask students to suggest some letters. If they suggest a letter that is in the word, write it above the dash. If they suggest a letter which is not in the word, write it at the bottom of the board. Continue until they have guessed the word. • Make sure each student has an opportunity to suggest letters. Go round the room or name students, otherwise one or two tend to dominate. • Repeat with more new words from the lesson. If you like, you could ask some students to have a turn at the board. At this level most students need a lot of

	<p>support at the board, for example: write the word clearly for them on a piece of paper for them to refer to and check they are filling in the guessed letters correctly etc.</p> <p>Alternative (with presentation): Show slides 7-12. Explain that the gaps represent a missing letter in each word. Ask students to guess the word. If they can't guess the word, ask them to suggest possible letters until they guess the words. Slide 13 has the complete words.</p>
4. Task 3: Reading (10 mins)	<ul style="list-style-type: none"> • Show slide 14 of the presentation or hand out / display the Student Worksheet and refer students to Task 3. • Explain that they should write the items into the boxes (as in the example with 'fruit'). • You could do this as a team game: divide students into teams and see who can finish the activity first. • If students finish quickly, ask them to suggest more items for each different shop. They could add words they already know or use a dictionary to look up new words to add. • Check answers with the whole class: Where can you buy...? <p>Note: Answers will vary depending on where you are. For example, in some parts of the world it may only be possible to buy paracetamol at a pharmacy; in others it may be possible to buy it at a newsagent. Accept any reasonable answers.</p>
5. Task 4: Writing (15-20 mins)	<ul style="list-style-type: none"> • Show slide 15 of the presentation or display / refer students to Task 4A of the Student Worksheet. • Tell them that they need to complete sentences 1-8 with the name of a shop. Do an example: ask one of the students to read the sentence and ask for suggestions from other students to complete the blank/missing word. Note that more than one shop may be possible. If necessary, repeat with sentence 2. • Individually or in pairs, students complete the remaining sentences. Remind them to pay attention to spellings. To check answers, nominate students to read their complete sentences aloud. You could also ask the whole class to repeat the sentences to work on pronunciation. • Show slide 16 of the presentation or display / refer students to Task 4B of the Student Worksheet.

	<ul style="list-style-type: none"> • Tell them that they need to complete the sentences with an item they can buy and where they can buy it. Elicit a couple of examples by nominating students e.g. I can buy chocolate at the newsagent. Students may like to suggest different shops and items to the ones that they have focused on in this lesson. • Give them 5 minutes to fill in the blanks. Stress that they need to write the correct spellings. • Do a whole class feedback by nominating students to share their answers. They should say the complete sentence. • Direct the students to write complete sentences. Nominate students to read their sentences aloud. • Give feedback on any good language and correct any errors here.
6. Task 5: Homework	Students can complete more sentences following the model in Task 4B about different items and shops. Alternatively, they can complete the crossword in Task 5 of the Student Worksheet.

Contributed by

Sarah Burn, Bolton Community College

Appendix 1

Cut up and give one list per student.

Paracetamol Cake Newspaper Cup of tea	Cough mixture White bread Magazine Cup of tea
Antiseptic cream Cake Chocolate Glass of coke	Magazine White bread Paracetamol Glass of coke
Chocolate Medicine Brown bread Sandwich	Newspaper Brown bread Antiseptic cream Sandwich

TeachingEnglish lesson

Shopping

May 2020

Shopping



Do you go shopping? If yes, where do you go?

- Street market
- Mall
- Individual shops



Name some buildings and shops you already know.



Shopping



Name the shops using the words below.

A:



B:



C:



D:



E:



F:



bakery

cafe

post office

newsagent

market

pharmacy/chemist

Shopping



How do you ask for things in a shop?



Shopping



Asking for things in a shop?

- 'Can I have please?'
- 'Excuse me, have you got any.....?'



Shopping



Shopkeepers

Yes, of course.
Sorry, we don't have it
at the moment.



Bakery



Café



Newsagent



Chemist

Can I have...please?
Excuse me, have you
got any....?

Customers



Shopping



Spellings

Guess the words.

N _ W _ A _ EN _

Shopping



Spellings

Guess the words.

M _ D _ C _ N _

Shopping



Spellings

Guess the words.

_ A K _

Shopping



Spellings

Guess the words.

N _ _ S P _ P _ R

Shopping



Spellings

Guess the words (ANSWERS).

B _ K _ R _

Shopping



Spellings

Guess the words (ANSWERS).

_ A _ E

Shopping



Spellings

Guess the words (ANSWERS).

- N E W S A G E N I
- M E D I C I N E
- C A K E
- N E W S P A P E R
- B A K E R Y
- C A F E

Shopping

Sort the words in the right boxes.

			
market fruit	newsagent	cafe	chemist

Fruit	Paracetamol	Vegetables	Tea
Sandwich	Coffee	Clothes	Magazine
Newspaper	Sweets	Cough mixture	Antiseptic cream

Shopping



Writing practice

Complete the sentences with a shop:

1. I can buy magazines at the
2. I can buy fruit at the
3. I can buy a bag at the
4. I can buy stamps at the
5. I can buy bread at the
6. I can buy a newspaper at the
7. I can buy cake at the
8. I can buy paracetamol at the

Shopping



Writing practice

Complete the sentences with different items.

1. I can buy
2. I can buy
3. I can buy
4. I can buy
5. I can buy
6. I can buy

Can you write some more?

1.
2.
3.

TeachingEnglish lessons

Shopping

Thanks for attending the lesson

Shopping and shops

Task 3: Where can you buy these things? Write then in the boxes.

fruit	paracetamol	tea	vegetables
clothes	magazine	coffee	newspaper
sandwich	sweets	cough mixture	antiseptic cream

market <i>fruit</i>	newsagent
café	chemist / pharmacy

Task 4A: Complete the sentences with a shop.

1. I can buy magazines at the
2. I can buy fruit at the
3. I can buy a bag at the
4. I can buy stamps at the
5. I can buy bread at the
6. I can buy a newspaper at the
7. I can buy cake at the
8. I can buy paracetamol at the

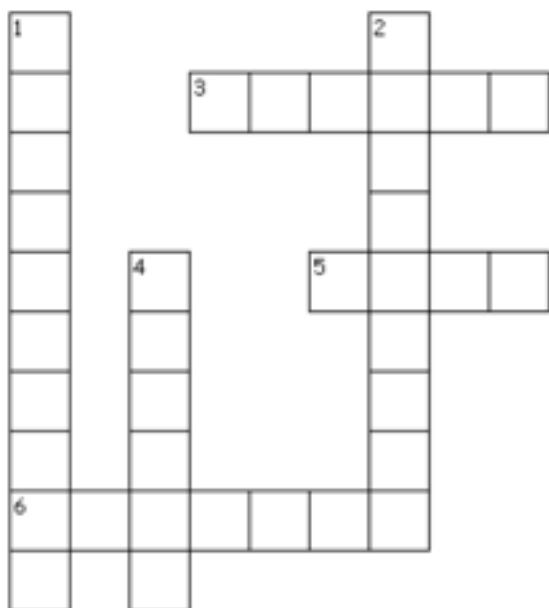
Task 4B: Complete the sentences with different items.

1. I can buy
2. I can buy
3. I can buy
4. I can buy
5. I can buy
6. I can buy

Can you write some more?

1.
2.
3.

Task 5: Crossword



Across →

- 3. A shop to buy bread
- 5. A place to have drink
- 6. A different name for a pharmacy

Down ↓

- 1. A shop to post letters
- 2. A shop to buy newspapers
- 4. Lots of small shops outside

Young people and television

Topic

TV programmes

Aims

- To practice listening skills
- To practice speaking skills
- To review vocabulary related to TV and programmes

Age group

Teens

Level

B1+

Time

60-90 minutes

Materials

- Young people and television student worksheet

Introduction

In this lesson the students will look at the television viewing habits of young people in the UK and compare them to the habits of young people in their own country. They will begin by making television posters, then they will do a jigsaw reading activity in pairs. The text is about television habits in the UK. They will complete a questionnaire about their own viewing habits and discuss how their habits are different from those of young people in the UK. There is an optional role play.

Procedure

1. Lead-in: Making a poster

- Tell students that they are going to make a TV poster in small groups.
- Demonstrate on the Board. Ask students to tell you what different types of programmes people watch. As students suggest programme types write a

few examples inside a drawing of a TV. Add some pictures to illustrate the programmes (e.g. a cookery programme could be illustrated with a cooking pan).

- When students have the idea, put them into small groups and give each group a large piece of paper and pens. Give them a time limit to produce a poster.
- Display the results. Ask other groups to guess the type of programme from the pictures on the posters.

2. Task 1: Split reading task

- Put students into pairs (A and B). Give them the corresponding worksheet (Worksheet 1A or 1B).
- Student A should start reading the text aloud allowing time for B to write the missing words. Then student A listens carefully while student B reads.
- When students have finished, ask them to compare texts - are they exactly the same?

3. Task 2 - TV questionnaire

- Ask students to read their completed texts again and to answer the following questions
 - How many hours a day do teenagers in the UK spend watching TV?
 - What time of day does most viewing take place?
 - Do boys and girls watch the same kind of programmes?
- Tell students that they are going to complete a questionnaire about their own TV viewing habits. Put students into pairs and give each student a copy of the Questionnaire (Worksheet 2).
- Students first read each question and answer YES or NO. When they have finished they take turns in asking their partner the questions and record their answers.
- Finally invite the students to compare and discuss their findings. Have they got similar TV viewing habits? In what ways are they different?

4. Task 3 - Role play

- Introduce the topic of favourite TV programmes by telling students what you watched on TV the previous day/night.
- Encourage students to talk about their favourite programmes and to compare tastes. Very often there is a programme that is in fashion and everyone will watch it regularly and be keen to talk about it.
- Get a copy of a TV programme guide for the UK. These can be found in most UK newspapers and can be easily found on the Internet.
- Put students into small groups of 3 or 4. Give each student in a group a

different role card from Worksheet 3.

- Students should read their cards and remember the information. They can choose whether to be male or female. Make sure they don't show their cards to the other students.
- Each group should then study the guide and act out their role. Monitor and help with any new vocabulary or pronunciation problems.
- The object of the activity is to discuss the programmes being shown and to come to an agreement about what to watch. Give a strict viewing time but allow enough time for them to watch a few programmes.

Contributed by

Katherine Bilsborough

Young people and Television

Worksheet 1 A

Student A

Start reading the text aloud, allowing time for your partner to write the missing words. Then listen carefully to your partner and write the words that are missing from your text.

(Text A)

Children's Television Viewing Habits in the UK

Parents and teachers throughout the country often express concern about

According to recent statistics, teenagers watch between 2.5 and 3.2 hours of television every day.

Peak viewing times for teenagers are between seven and nine o'clock.

_____, when the programmes are specifically aimed at children, the viewing figures are much lower.

_____ Boys watch more science fiction and sport.

_____. They are affected by the images they see and they find role models in their favourite programmes.

_____ which programmes are suitable or unsuitable.

Worksheet 1 B**Student B**

Start by listening carefully to your partner and writing the words that are missing. Then change roles and read the next part of the text allowing time for your partner to complete the missing words.

(Text B)**Children's Television Viewing Habits in the UK**

_____ the amount of
hours that children spend in front of the television.

_____ Many children watch television in the mornings over breakfast but most
viewing takes place after school in the evenings.

_____ They watch soap operas, music programmes and quiz shows. Between the hours of four and
six,

_____ Girls watch more drama series, documentaries and news programmes.

_____ Television plays an important part in the lives of children.

_____ What parents and their children have to consider is how much time should be spent watching
television and _____

Worksheet 2

Television viewing habits questionnaire

	You	Your partner
1. Do you watch television every day?		
2. Have you got a television in your bedroom?		
3. Do you ever watch television before going to school?		
4. Do you think you watch too much television?		
5. Does anybody restrict your television viewing?		
6. Do you have a favourite television channel?		
7. Do you watch more television at the weekend?		
8. Do you watch educational programmes?		
9. Would you find it easy to stop watching TV for a week?		
10. Do you think children in your country watch too much TV?		

Worksheet 3

Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you'd really like to watch!

Role card 1

You are a 15-year-old teenager. You like action films and sport programmes.

You don't mind factual programmes like the News or documentaries but you hate soap operas and romantic films. You like films that are violent. You think they are exciting.

Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you'd really like to watch!

Role card 2

You are a parent. You like anything that is funny. You don't like violence on TV.

You will all sport except football. You love music and documentaries. You prefer watching programmes that last less than an hour because you always have a lot of things to do.

Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you'd really like to watch!

Role card 3

You are a grandparent. You like to watch documentaries and soap operas. You always fall asleep in films. You don't like sport very much but you like football. You like to watch TV programmes that make you laugh.

Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you'd really like to watch!

Role card 4

You are a 14-year-old teenager. You love sport and all films. You hate documentaries and News programmes. You don't mind comedy programmes. You don't like soap operas unless they are about young people.

AI – the risks and benefits

Topic

Risks and benefits of AI both within education and language learning and in society more generally

Learning outcomes

- to review and develop vocabulary related to AI
- to make learners more aware of some of the potential risks and benefits of AI
- to encourage learners to think about how they can use AI to help with their English
- to practise speaking skills discussing issues around AI

Age/level

Age 13–17 and adults at CEFR level B2+

Time

70–80 minutes

Materials

- Lesson plan
- Student worksheet
- Presentation
- Audio files

Introduction

This lesson plan enables learners to explore some of the issues, risks and benefits of AI and how it can be used to help them develop their language skills. During the lesson students will:

- brainstorm vocabulary they associate with AI
- read about and discuss some of the potential risks and benefits of AI
- listen to people talking about how AI will impact education
- create a list of tips for using AI to help develop their English.

Procedure

- | | |
|--|---|
| 1. Lead-in
(20
minutes) | <ul style="list-style-type: none">• Show the learners the images on Slide 1 and ask them to work in groups to brainstorm words connected with the pictures. Set a time limit for this and a target number of words you want them to produce. Make this demanding as it will push them to be more productive and less critical. |
|--|---|

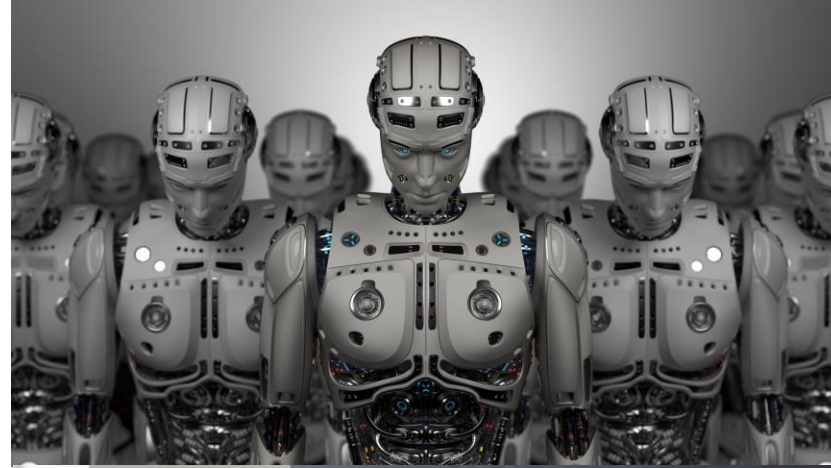
	<ul style="list-style-type: none"> Get the learners to share their words with other groups and clarify the meaning of any that are unclear. Ask students to justify the connection between their words and the images when they discuss them together. Ask learners which image they feel most accurately shows the future of AI. Ask them to justify their response.
2. Read and discuss (20 minutes)	<ul style="list-style-type: none"> Show the learners Slide 2/the worksheet and ask them to read the statements and decide which are risks and which are benefits. Get some feedback and clarify their answers. <i>Answers: 1. R, 2. R, 3. B, 4. B, 5. B, 6. B, 7. R, 8. R.</i> Ask learners if they agree with each of the statements or if they think an alternative scenario is more likely to happen. Give the learners some time to think about this, then put them into groups. Ask learners to discuss which they think are more likely to be true, the risks or the benefits.
3. Listening (15–20 minutes)	<ul style="list-style-type: none"> Tell the learners they are going to listen to four people talking about the impact of AI on education. Ask them to listen and decide which one is the most optimistic. Play the audios and give the learners some time to discuss them, then play them again and clarify their answers. <i>Answer: 4 is the most optimistic.</i> Ask learners if they think the audios sound natural to them. Explain that they are AI-generated. Are there any advantages or disadvantages to using AI for listening practice? Play the audio again and ask the learners to decide which they most agree with. Get the students to justify their opinions. You could also share your own opinion. <p>Script</p> <p><i>1. I think AI is going to have a terrible impact on education. Students are going to get it to do all their work for them. And then teachers will get it to mark the work. And in the end, nobody will be learning anything.</i></p> <p><i>2. Well, I think it's a real challenge. We need to prepare students for the kinds of jobs they will be doing when they graduate and that will probably involve using AI for part of that work, but we don't really know how AI will change people's jobs or how to prepare students for how they will use it.</i></p> <p><i>3. I think there's a simple solution and that is to ban AI from schools. Schools are places for learning and that involves putting in thought and doing hard work. What's the point of getting AI to do the work for you? Learning is a process, and we need to start valuing that process rather than the product. Certificates and qualifications are useless if you haven't done the work.</i></p> <p><i>4. I think AI is going to improve things in so many ways. It can provide much more interactive ways of learning. You can have a conversation with it while you're learning and ask it questions about almost anything. And think of all those places where teachers aren't available or don't want to go. Now with access to an AI bot, you can learn pretty much anything.</i></p>

4. Reading and discussion (15–20 minutes)	<ul style="list-style-type: none">• Ask learners to think about/discuss in groups how they could use AI to help with their English language learning.• Get feedback and put their suggestions on the board.• Ask learners to look at the suggestions on Slide 3/the worksheet.• Ask the student to read and decide which of the things they would be most likely to try.
5. Follow-up – homework	<ul style="list-style-type: none">• Tell learners to look at the AI prompts on the worksheet.• Ask them to try one or two of the suggestions and come back to the next lesson and share what they learned and how it helped them.• Make sure learners are aware of data privacy issues when using digital tools themselves outside of the class. Make sure you take a look at any tools that you recommend before showing them in class so that you can evaluate if they are suitable for your learners. This follow-up could be done in class using a class/school account.

Contributed by

Nik Peachey

AI – the risks and benefits



The potential of AI: risks and benefits

Read the sentences and decide whether they are benefits or risks.

1. AI and automation will lead to huge job losses in many industries, unemployment will go up and this will increase poverty around the world.
2. An increase in AI-based surveillance systems will lead to a loss of personal privacy and freedoms.
3. AI will improve healthcare by providing early diagnosis and personalised treatment plans at greatly reduced cost.
4. AI will be designed to follow ethical frameworks that reduce human biases and make decisions that are based on the greater good for more people.
5. Cheap open-source AI solutions will give more people access to powerful technology, leading to global development and reduced inequalities.
6. AI will become a powerful tool for artists and enhance their creativity and help them offer new forms of expression.
7. A few super-rich tech companies will own all AI products. These companies will become so powerful they will control countries and governments.
8. AI-generated photos or videos will be able to take a person's image and create false content that appears to show the person doing or saying something they have never actually done.

Using AI to improve your English

Here are some suggestions for using AI to develop your English language skills.

1. Download a voice plugin or use AI on a phone so that you can have a conversation with AI. Then you can ask it to help you improve your speaking.
2. Use AI as a role-play partner to practise speaking in different situations.
3. Ask AI to create exercises and tasks you can do for homework. Then ask it to correct the tasks for you.
4. Ask the AI to give examples of vocabulary or grammar points being used in conversations or text.
5. Ask AI to create a word list with definitions or translations that you can use when you want to read a text.
6. Get AI to create audio examples of words and sentences to help you remember pronunciation.
7. Ask AI to test you on grammar or topics you have been learning about.
8. Get AI to create comprehension questions to test your knowledge of a text you have read.
9. Ask AI to give you feedback on your written work and tell you how to improve it.
10. Tell AI what you want to achieve and ask it to create a study plan to help you achieve your goal.

AI – the risks and benefits worksheet

Task 2: Read and discuss: the risks and benefits of AI

Read the sentences and decide whether they are benefits or risks.

1. AI and automation will lead to huge job losses in many industries, unemployment will go up and this will increase poverty around the world.
2. An increase in AI-based surveillance systems will lead to a loss of personal privacy and freedoms.
3. AI will improve healthcare by providing early diagnosis and personalised treatment plans at greatly reduced cost.
4. AI will be designed to follow ethical frameworks that reduce human biases and make decisions that are based on the greater good for more people.
5. Cheap open-source AI solutions will give more people access to powerful technology, leading to global development and reduced inequalities.
6. AI will become a powerful tool for artists and enhance their creativity and help them offer new forms of expression.
7. A few super-rich tech companies will own all AI products. These companies will become so powerful they will control countries and governments.
8. AI-generated photos or videos will be able to take a person's image and create false content that appears to show the person doing or saying something they have never actually done.

Task 4: Using AI to improve your English

Here are some suggestions for using AI to develop your English language skills. Read them and decide with a partner which you would be most likely to try.

1. Download a voice plugin or use AI on a phone so that you can have a conversation with AI. Then you can ask it to help you improve your speaking.
2. Use AI as a role-play partner to practise speaking in different situations.
3. Ask AI to create exercises and tasks you can do for homework. Then ask it to correct the tasks for you.
4. Ask the AI to give examples of vocabulary or grammar points being used in conversations or text.
5. Ask AI to create a word list with definitions or translations that you can use when you want to read a text.
6. Get AI to create audio examples of words and sentences to help you remember pronunciation.
7. Ask AI to test you on grammar or topics you have been learning about.
8. Get AI to create comprehension questions to test your knowledge of a text you have read.
9. Ask AI to give you feedback on your written work and tell you how to improve it.
10. Tell AI what you want to achieve and ask it to create a study plan to help you achieve your goal.

AI prompts

Use these prompts and suggestions to help with your English language learning.

1. You can go to Google and search for 'voice plugins' for your favourite AI chatbot.
2. Use this prompt to get AI to become your role-play partner. You can edit the template to change the role play.

Prompt template:

'We will role play together. You will act as a {AI's role} in {place/context}. I will be {Student's role}.
Follow these rules:
{add any rules you want ChatGPT to follow}
Use English suitable for CEFR level {add CEFR level}
Wait for me to reply before continuing
If you understand, then introduce yourself as {name of AI} and {how AI should start the conversation}.'

Example prompt:

We will role play together. You will act as a waiter in a restaurant. I will be a customer.

Follow these rules:

Be polite

Be concise

Take turns to speak

Use English suitable for CEFR B1

Wait for me to reply before continuing

If you understand, then introduce yourself as Sam and ask how you can help.

3. Use this prompt to get AI to create some homework tasks for you.
'Act as my English language teacher. I will tell you what I want to study, and you will create activities to check and develop my knowledge. If you understand, reply with "I'm ready".'
4. Use this prompt to get AI to give examples of vocabulary or grammar points being used in conversations or text.
'Please create a short realistic dialogue. Include the following {vocabulary or grammar point}.'
5. Use this prompt to create a word list with definitions of the words.
'Analyse this text and create a glossary of the most difficult words. Format the glossary with three columns. Column 1 words. Column 2 definitions. Column 3 a translation into {my language}. This is the text I would like you to analyse {copy and paste the text here}.'
6. Go to Google and search for an AI tool that will create audio for free.
7. Use this prompt to get AI to test you on a grammar point or topic.
'Create a test for me to test my knowledge of {grammar point or topic}. Design the test at level {add the CEFR level that you are aiming towards}. Include ten questions. Ask me one question and wait for the answer before asking the next question. Give me feedback at the end of the test.'
8. Use this prompt to create comprehension questions about a text you have read.
'Please use the following text to create {add the number of questions} comprehension questions. Don't include the answers. I will upload the answers once I finish. Here is the text: {paste in the text}.'
9. Use this prompt to get feedback on your written work.

'Please evaluate my text. The text is {describe the type of text and who the text was written for}. Identify any errors and suggest up to {number} ways I can improve it. Here is my text: {paste in your text}.'

10. Use this prompt to get AI to create a study plan for you.

'Please create a study plan for me. My goal is {describe your goal}. I'd like to achieve my goal in {add a period of time}.'

Lesson plan

Topic

World Book Day

Aims

- To teach learners about World book Day
- To practise vocabulary related to books
- To practise the four skills (reading, writing, listening, speaking)

Age group

Young learners

Level

A1, A2

Time

50 - 60 minutes +

Materials

Student A worksheet
Student B worksheet
Lesson plan

Introduction

In this integrated skills lesson, learners will learn about World Book Day. First they will work in pairs, reading and writing to complete a text about World Book Day. Then they will read clues and complete a book-themed crossword (and find a mystery word). The learners will then use a simple model to write about their own favourite book and add an illustration, using some of the vocabulary they have practised. Finally they will read their texts in class or record themselves reading the texts. There will be an optional activity of making a display with the final texts.

Procedure

1. Warmer (5 minutes)

Use the board to present the topic. Draw (or find a picture of) the world, a book and a page showing a 'day' from a calendar. Ask learners to look at the picture and guess what today's topic is about (World Book day).

2. (10 - 15 minutes)	<p>Divide learners into pairs (A and B) and give each learner the appropriate worksheet (<i>Student A worksheet</i> or <i>Student B worksheet</i>). Explain that they have part of a text. They have to take turns to dictate and write the missing sections of text. Student A should start.</p> <p>*It is a good idea to model the activity first. Learners complete their texts about World Book Day. Monitor while they are dictating and writing and help where necessary.</p>
3. (10 - 15 minutes)	<p>Learners work individually to complete their crosswords. Explain that they have to read the clues and write the answers in the grid. When they finish, learners compare their answers with a partner before eliciting the answers orally around the class. Elicit the mystery word and write it on the board (illustration). Check that learners understand the meaning. Ask <i>What is an illustration?</i> (A picture of a book)</p>
4. (15 - 20 minutes)	<p>Ask learners to read the model text about a favourite book. Give them a few minutes to read and ask them if there are any words or phrases they don't understand.</p> <p>Learners use the model to write about their own favourite book. Before they start, give learners time to think about which book they are going to choose. Encourage them to choose a book that no one else has chosen.</p> <p>*If learners can't remember the author, let them do an Internet search to find out or ask the rest of the class if they know.</p> <p>Learners either read out their texts in class, one by one or they can record themselves* reading their texts for homework, using mobile phones or free online software such as: http://vocaroo.com/ which is simple to use and allows the user to send the recording by email.</p> <p>*The advantage of recording at home is that learners often practise several times before making the recording because they are keen to do a good job.</p>
Optional follow up task	<p>Make a classroom display of the texts and give learners time to read about their classmates' favourite books.</p>

Contributed by

Katherine Bilsborough

Answer key**World Book Day (complete text)**

Every year on April 23rd millions of people around the world celebrate books and reading on 'World Book Day'. The date is important because two great writers died on this day in 1616; William Shakespeare, the English playwright and poet and Miguel de Cervantes, the Spanish writer.

Each year UNESCO (United Nations Educational, Scientific and Cultural Organization) chooses one city to be the World Book Capital City. This year, the city is Incheon, in the Korean Republic.

So, what happens on this special day?

Schools, book shops and libraries hold all kinds of fun events. People wear costumes of their favourite book characters, authors sign copies of their books, story-tellers read to children and adults ... and much more.

Have a look at the website to see some of the events for this year.

<https://en.unesco.org/events/world-book-and-copyright-day-2015>

2. Crossword

1 library

2 plot

3 bookshelf

4 author

5 Shakespeare

6 title

7 read

8 pages

9 chapters

10 ending

11 cover

12 fiction

The mystery word is: illustration

Student A

Look at the text below. You have half the text and your partner has the other half

1. Take turns with your partner to read and write the missing words.

World Book Day

Every year on April 23rd millions of people around the world _____.

The date is important because two great writers died on this day in 1616;

_____ Miguel de Cervantes, the Spanish writer.

_____ (United Nations Educational, Scientific and Cultural Organization)

_____ city is Incheon, in the Korean Republic.

_____ special day?

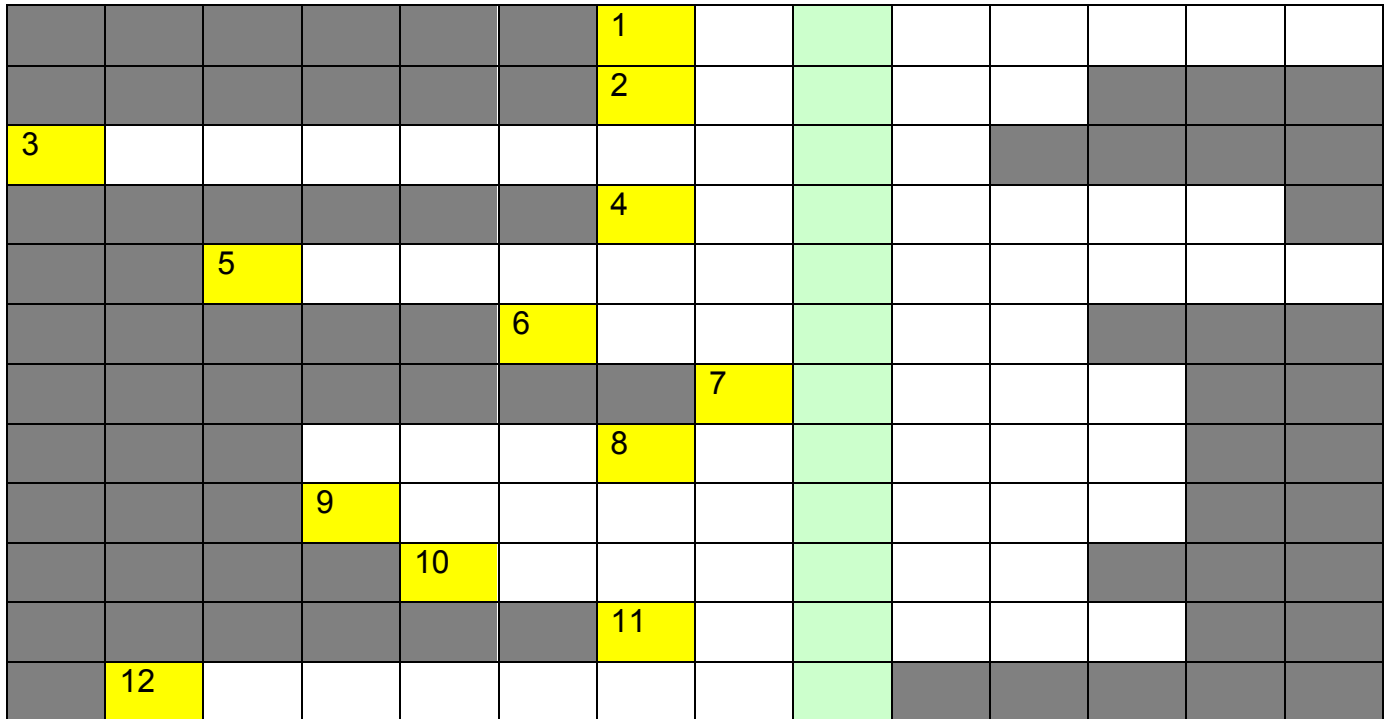
_____. People wear costumes of their favourite book characters,

_____, story-tellers read to children and adults ... and _____.

_____ some of the events for this year.

<https://en.unesco.org/events/world-book-and-copyright-day-2015>

2. Read and write. Find the mystery word.



1. You can borrow a book at this place.
2. This means the 'story' of a book.
3. You keep your books on this!
4. This person writes books.
5. This person is England's most famous writer.
6. This means the 'name' of a book.
7. This is what you do with a book!
8. You 'turn' these when you are reading a book.
9. These are the 'sections' of a book.
10. You 'finish' the book here.
11. This is the 'outside' of a book.
12. This means 'a story that isn't true'.

The mystery word is: _ _ _ _ _

3. Write about your favourite book. Use the model below.

My favourite book is Alice in Wonderland. **The author's name is** Lewis Carroll. **The plot is about** a young girl who has lots of adventures. **It's** exciting and funny. **It isn't** boring or sad.

I like this book because there are lots of unusual characters.

I think it's a good book for someone who likes imagining other worlds.

Star rating: ★★★★★

My favourite book is

The author's name is

The plot is about ...

It's ...

It isn't ...

I like this book because ...

I think it's a good book for someone who likes...

Star rating:

Student B

Look at the text below. You have half the text and your partner has the other half

1. Take turns with your partner to read and write the missing words.

World Book Day

_____ celebrate books and reading on 'World Book Day'. _____; William Shakespeare, the English playwright and poet and _____.

Each year UNESCO (_____) chooses one city to be the World Book Capital City. This year the _____.

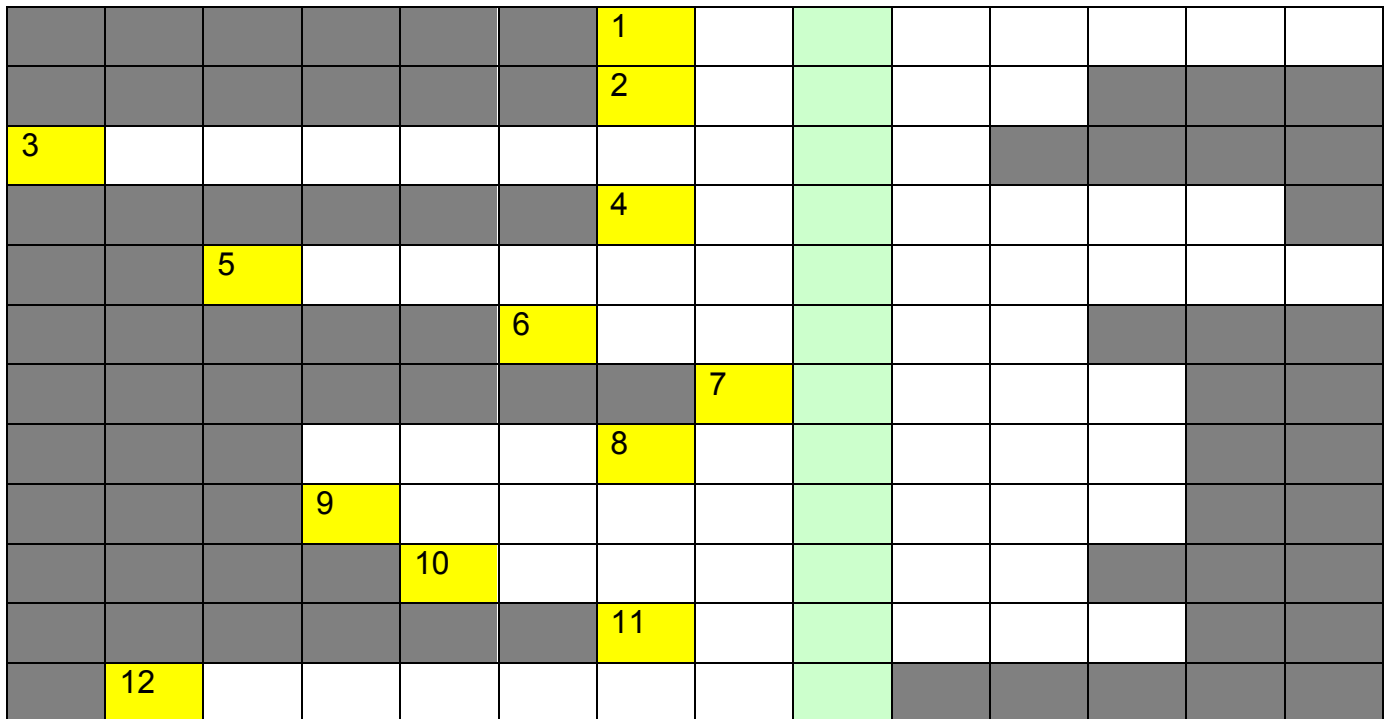
So, what happens on this _____?

Schools, book shops and libraries hold all kinds of fun events, _____, authors sign copies of their books, _____ much more.

Have a look at the website to see _____

<https://en.unesco.org/events/world-book-and-copyright-day-2015>

2. Read and write. Find the mystery word.



1. You can borrow a book at this place.
2. This means the 'story' of a book.
3. You keep your books on this!
4. This person writes books.
5. This person is England's most famous writer.
6. This means the 'name' of a book.
7. This is what you do with a book!
8. You 'turn' these when you are reading a book.
9. These are the 'sections' of a book.
10. You 'finish' the book here.
11. This is the 'outside' of a book.
12. This means 'a story that isn't true'.

The mystery word is: _ _ _ _ _

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My favourite book is

The author's name is

The plot is about ...

It's ...

It isn't ...

I like this book because ...

I think it's a good book for someone who likes...

Star rating: