

Reading Activities

Title of activity: Health Care

SAW materials: Keeping Healthy, Ss' page 12, Table e:
Health Care

Activity type: Reading table; interpreting statistics; presenting to the class

Level: intermediate language, Geography content (15-16 yrs)

Preparation: Map of Europe; sheets of paper; colour pencils

Time to do: 25 min

Instructions

Step 1 Hand out the table on Ss' page 12 and instruct Ss to divide the countries into two groups marking them in the table using blue for West European countries and red for East European countries. Give out maps if available.

Step 2 Instruct Ss to transfer the data to a graph and show how much money the government of each country spend on health care. Ask if they can find any surprising statistics. Feedback.

Step 3 Give following questions for analysing the graph and ask the class in groups of 4-5 to prepare a 5 minute presentation on their views to the class. Write language support phrases on the board to help.

1. What is the country with the highest percentage of people per physician? What is the country with the lowest percentage of people per physician?
2. If you were a patient in which country would you like to live? Give your reasons using the data from the graph, that you have designed.

Language support table:

For comparison e.g.

..... more.....than; the more the more...; so.....as.....;is/are as good as/not so good as.....;is less than.....

For listing reasons:

First,.....; Then..... Next.....; After that.....; Finally.....

Step 4 Each group feeds back results to the class.

Extra Use different colours to show on the map of Europe the commitment of the government of each European country in providing health care to its citizens. Report back to the class if the governments are very interested; not so interested; uninterested

NB you can find a map of Europe at www.vtourist.com/webmap/europe/html

Heart
Important organ
Full of blood
And dealing with emotions
Vital!

Nadya & Violeta

Title of activity: Pollutants vocabulary

SAW materials: Drinking Water, Ss' page 6

Activity type: reading activity, speaking and sorting activity

Level: intermediate language, Geography content (15-16 yrs)

Preparation: Copy and cut out Table 1 on cause and effects of impurities, Ss page 6

Time to do: 40 minutes

Instructions

Step 1 Have a discussion on water pollutants, brainstorm ideas and summarize them on the board in a wordweb: water pollutants, chemicals, nitrates, pesticides, fertilizers, sewage, disposal, detergents, waste disposal

Give some extra terms such as those which refer to the effects on humans and the diseases they cause [Teacher's Note: Teachers may use other ways of presenting the new vocabulary using quick translation into L1 or an explanation]. Before proceeding with the next activity Ss should know the following words: Disposal; Fertilizers; Detergents; Sewage; Nausea; Brain lesions; Algae

Step 2 Divide the class into 3 groups A, B, C
Give group A "cards" from the first column of Table 1 – Ss' page 6 "Impurities"
Group B is given cards from the second column– "Ways of getting into water"
Group C – "Bad effects"
There are 21 cards, you will need to copy extra rows according to the number of Ss

Step 3 Each S should have a separate card

Allow 30 sec for Ss to read their cards. Refer to L1 to check understanding (eg, Pb – lead) where necessary.

Step 4 Tell Ss that they have to find 2 partners from other groups, one from each group, and form sentences, giving the impurity, the way it gets into the water and the bad effect (A,B,C).
Feedback – Ss read out their sentences in turn.

Extra Practise the new vocabulary by giving Ss "funny" sentences:
T: Lead is good for you. It makes you strong, more intelligent and communicative.
Ss should say: No, It's not. It affects the brain's nervous system.

Freedom
Broken chains
To be alive
How to get it?
Equality

Drazen

Title of activity: Count the calories!

SAW materials: What did you eat? Ss' page 8, Table 1

Activity type: working with tables, role play

Level: intermediate language, Biology content (15-16 yrs)

Preparation: Copies of A cards and Table 1, Ss' page 8

Time to do: 15-20 minutes

Instructions

Step 1 Students work in pairs and each pair gets an A card and a copy of Table 1. They must not show each other what they have.

Step 2 On A cards there are clues what kind of diet student A needs. In Table 1 there are lists of foods and their nutritional value (see Ss' page 8, Table 1)

Students A (card A) tells students B (Table 1) what kind of diet they need.

Students B advise students A what food items they should prefer or avoid using info from the table. The following language support can be offered on the board, wall poster or on cards:

Step 3 Volunteers can present their dialogue again to the class

Language support

Student A

I	Need to	Reduce the		Proteins. Fats. Carbohydrates. Calories.
	Should	consume	more	
		Eat	less	
	Should (not)		So much	

Student B

I think you	Should	Prefer	----- Eating consuming	Orange juice Bananas ...
	Ought to	Avoid		
	Had better			

A 100 grams of it	contain	(Only) 12	grams of	Proteins	.
		more / less		than.....

For more advanced students to practice subjunctive: I would recommend that you (should) eat

A Cards:

A1: need a lot of protein; vegetarian

A2: less fat; like milk and milk products; like sweet

A3: less carbohydrates; like bread and sweets; not like meat

A4: fewer calories; like sweet and fast food

Title of activity: Rising Tide

SAW materials: Global Warming, Ss' page 16, Table 3

Activity type: speaking, writing, drawing time line, interpreting

Level: upper intermediate language, Geography content (15-16 yrs)

Preparation: After reading the topic each pair of students should have copy of page 16

Time to do: 10-15 minutes

Instructions

There are suggested substitution tables to help students talking/writing according to the level. The teacher chooses which to use. Make sure the students know words and expressions like altitude, above/below sea level etc. A suggested idea to use with more advanced science students is to calculate the year when each country will be flooded according to the best estimated time and draw a diagram to show that.

Step1 Work in pairs and use the information in table 3 on students' page 16 to arrange the countries in a time line according to, which will be the first to suffer from rising the sea level by the time of year 2050. Give reasons for the order.

a. beginners

The country	most least	affected by the rise of the sea level will be	...	Because it	is has have	high low	above bellow altitude.	the sea level.
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b. advanced

... will be the	first second next last	country to	be affected by suffer from see the effects of be flooded because of	the rise of the sea level.
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c. more advanced

...	first most least last second next	...	be affected by... suffer from ... be flooded ...
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Step2 Compare and contrast the rate cities on table 3 will be affected by estimated rise of sea level

... will be	as more less	affected	as than	... by the year 2050.
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Title of activity: What is food made of?

SAW materials: What did you eat? Part 1, Ss' page 1

Activity type: reading, writing, speaking

Level: intermediate language, Biology content (15-16 yrs)

Preparation: Ss' page 1 for each pair

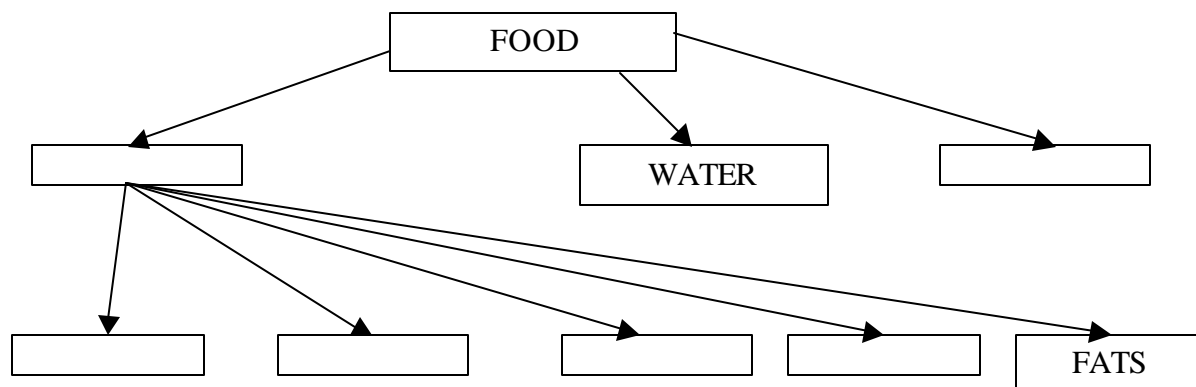
Time to do: 20 minutes

Instructions

The activities suggested are for reading activities for specific information. The class could be organised into pairs or groups according to the teacher's choice. The reading activities are followed by writing and speaking on the topic of food elements.

Step 1 Brainstorm ideas on Food

Step 2 Read the text. Fill in the chart with the notions found in the text



Step 3 Use the information in the text to build correct statements about food and its importance

Nutrients	is	good	for	energy
Fats	are	used	to	growth
Vitamins		essential		repair
Water		needed		help regulate
Dietary fibre				digestion

Reflection
Reflected beams
Make objects visible
A different colourful world
Emerges

Milena Marinova

Title of activity: Biodiversity reading

SAW materials: Biodiversity, Part 4, Ss' pages 9-10

Activity type: Reading

Level: intermediate language, Geography content (15-16 yrs)

Preparation: Copies of Ss' pages 9-10

Time to do: 20 minutes

The 2 activities refer to the 8 quotations from Part 4.

Step 1 Prepare copies of Ss' pages 9-10 and mark each quotation with numbers 1 to 8

Step 2 hand out copies of quotations to each student and draw the table below on the board.
Ss read for gist and mark the topic focus for each text in the right box of the following grid

Feature	1	2	3	4	5	6	7	8
Restoring								
Benefits								
Destruction								
Warning								

Feedback to the class

Step 3 Ss have to read quotes again for detail and write True or False after each of the following statements based on the quotes:

1. Africans are not so well aware of the need to preserve their biodiversity as white men are.
2. The more industrialised a country is the more pollution it produces.
3. The more populated a country, the more energy it uses up.
4. Nothing is done in the UK to preserve the biodiversity.

Feedback to the class

Species
Similar creatures
Having fertile offspring
One vanish every day
Essence

Lyubov

Vocabulary Activities

Title of activity: The damage done!

SAW materials: Acid Rain, Ss' page 1, Effects of acid rain

Activity type: vocabulary building, reading

Level: upper intermediate language, Geography content (15-16 yrs)

Preparation: Copy of text on Ss page 1; copy table onto board

Time to do: 25-30 minutes

Instructions

Step 1 Fill in the table

Noun	Verb	Adjective
	(passive)	extinct
corrosion		
	contaminate	
weathering		

Step 2 Match words from the table above with their synonyms:

a) die, b) polluted, c) erosion, d) rust

Step 3 Group the words below under the following headings

a) weathered, b) corroded, c) extinct, d) contaminated

list of words: pipes, food, fish, cars, brick, stone walls, butterflies, soil, rail lines, water, marble statues, metal gates, air, limestone rocks, trees, buildings, birds, rivers, insects

Step 4 Read text and check answers. What do the members of each group have in common?

Step 5 Give examples of damages caused by acid rains in your region. Write sentences using the words from the table above.

key

1. extinction/ be extinct/ extinct; corrosion/ corrode/ corroded; contamination/ contaminate/ contaminated; weathering/ weather/ weathered

2. a - be extinct, b - contaminated, c - weathering, d - corrosion

3. a) brick, stone walls, marble statues, buildings, limestone rocks; b) pipes, rail lines, metal gates, cars; c) fish, butterflies, trees, birds, insects; d) food, soil, water, air, rivers.

4. a) stones (non-living); b) metals (non-living); c) living things; d) non-living things to sustain life.

Learning vocabulary in SAW materials packages

The group also considered what it means to learn new words and their meanings, as well as how we do in fact remember new words. There are many extremely good ELT resource books for teachers on the market with an abundance of ideas for teaching new words. There is not enough space here to do justice to the whole area. A couple are given here as a taster.

Title of activity: Find + Correct!

SAW materials: Global warming
– What would global warming mean in practice? Ss' page 7

Activity type: Reading + vocabulary + writing (homework task)

Level: intermediate language, Geography content (15-16 yrs)

Preparation: copies of text with errors and copy of Ss' page 7

Time to do: 30 minutes

Instructions

Step 1 Teacher draws a rose diagram with a selected number of items from the text. Ss have to guess the content/story of the text they are going to read.

Step 2 Teacher gives Ss the text with errors which they have to correct. Before you print out the text, remove the underlining from the words to make it more difficult for your students.

What would global warming mean in practice?

On average, the atmosphere, the Earth's surface and the oceans would probably be a few centimetres warmer. Water expands as the temperature rises, so sea levels would decrease, too. Figure 6 shows how the average sea level has changed since 1880. The total reduction is about 10 centimeters.

The sea level could also be effected by the melting of glaciers in Antarctica and Greenland. However, most artists believe that this melting would be relatively small. The best estimate is that the sea level will rise by about 18 cm by the year 2030. This may not seem much, but a small rise can make a big difference to mountainous countries.

Scientists are able to model the present global climate and seasonal changes on supercomputers. They can abuse this model to predict what will happen to the temperature, rainfall and sea level if carbon dioxide continues to increase.

Step 3 Ss are given the original and read to check and correct their own corrections in the text.

Extra Vocabulary Activity 'Word Rose'

Step 1 Choose a text and pick out 5-8 words for placing in a word rose on the board. Avoid words which are very close to the main ideas in the text but also avoid general and neutral words – tell students they are going to read the text which contains these words and ask them to speculate on the content – students read the text and compare/discuss.

From the SAW package 'Drinking water', Ss' page 6 *How is water purified?* you could select the following words:

remove, safe, kill, turn into, objects, harmless

Step 2 Instruct Ss to work in pairs and write a 'plot' for the story/text these words come from.

Step 3 Feedback some of the ideas to the class and then give out the original text for the Ss to read.

Title of activity: Ecosystem word game

SAW materials: Biodiversity around us, Ss' page 5

Activity type: group information gap speaking activity

Level: upper intermediate language, Geography content (15-16 yrs)

Preparation: Copies of word sheets, one per group

Time to do: 15 minutes

Instructions

Students have studied the Biodiversity material and you would like to get them to make some poetry, prose or simple description to accompany the habitat map in the exchange material for your partner schools. In order to help them you want to provide the adjectives on students' page 5. The following activity will help.

Step 1 Copy the word sheet given here. Make one copy for each of the groups in the class. 4 or 5 students is a good number. Cut up the words and place them in an envelop/join together with a paper clip.

Step 2 Give out the piles of words and tell students to spread them out faced down.

Step 3 Students can play this game for 15 minutes or so in order to become familiar with adjectives for describing the qualities of the habitat they have been observing. The first student picks up a card and must make a statement to the group which will force them to say the word which is on the card. 'How I would describe my mornings getting ready for school' might give 'chaotic', and so on. If the statement does not elicit the given word, the card is replaced and the next student in turn picks up a card. If the guess is correct then the student giving the correct answer takes a turn and the word guessed is removed. This goes on until all of the words have been guessed (note, if a word comes up that is unknown students can describe the sound of the word or suggest what it rhymes with rather than give an explanation).

Follow-up, students can then use the words, checking the ones they don't know, in the piece of writing they produce to accompany their habitat plan to be sent to partner schools.

Stomach
Food container
Breaks everything down
Rumbles when it's empty
Energy

Marion, Nevena

well balanced	harmonious	discordant	chaotic	dead
calm	lively	busy	frenetic	wild
unmanaged	remote	undisturbed	monochrome	subtle
muted	colourful	garish	intrusive	noisy
quiet	relaxing	surprising	boring	monotonous
bland	interesting	invigorating	comfortable	safe
intimate	unsettling	threatening	ugly	uninspiring
pretty	attractive	majestic	picturesque	beautiful

Extra Vocabulary Activity 'Criminal Records'

Write a skeleton 'criminal record card' on the board with name, place of residence, known associates, criminal record, with an example – explain that words can have a criminal record.

For example

Name	fat
Place of residence	body
Known associates	carbohydrates/cholesterol
Criminal record	heart disease/ugliness

Write up a number of words from your text on the board and ask students to create a criminal record for one of them – students share – students read text

Drinking water, Ss' page 5 has the following:

lead, copper, aluminium, mercury, nitrate, phosphate, pesticide, coliform bacteria

For example,

Name	phosphate
Place of residence	fertilizer, detergents
Known associates	PO_4^{3-} , Nitrate
Criminal record	promotes growth of algae

Drinking water

Ideas for extra creative activities

- Find words for water in different languages and compare them (Latin languages and Slavic)
- Find legends or stories or description about water
- Think about drought and possible water wars?
- Prize of the water
- Write a poem using this structure:

Drinking water is

It looks like

It smells like

It tastes like

It feels like

Survey Activities

Title of activity: Unhealthy Lifestyle

SAW materials: Keeping Healthy, page 5

Activity type: speaking, survey

Level: intermediate language, Biology content (15-16 yrs)

Preparation: Copies of Ss page 5, *Bad Habits*

Time to do: 40 minutes

Instructions

Step 1 Warm-up: T asks the SS to study picture on Ss' page 5 and to brainstorm for examples of habits which reflect unhealthy lifestyles and produce a spidergram. T collects groups' ideas on blackboard

Step 2 T explains that Ss will collect their opinions to send to a class in another school studying the same topic. Using the four places where young people are told to avoid bad habits, Ss place the habits from the spidergram under the headings: at home; at school; in the community; nationally. Ss must decide in which place the habit is looked upon the worst, eg, smoking at school, and so on. Then each group reports back to the class and T makes notes on the board.

Step 3 When each group has presented the T asks Ss for comments on the notes on the board in the four areas. Is there a better way of presenting your opinions than note form to send to the exchange class?

Step 4 The material is prepared and sent.

Title of activity: Food survey

SAW materials: What did you eat? Ss' pages 2-3

Activity type: carrying out a class survey for SAE exchange

Level: intermediate language, Biology content (15-16 yrs)

Preparation: Copies of exchange form page 2

Time to do: 40 minute lesson

Instructions

Step 1 Give out survey diary and Ss fill it in individually (h/wk or class work with time limit)

Step 2 Collect surveys in and stick them on the walls of the classroom grouped in 4 areas around the classroom (e.g. 7 x 4)

Step 3 Divide class into groups of 4 and give out one of the following sentences to each group:

our favourite sweets are our favourite snacks are the person who mainly buys/prepares our food is
for breakfast we mainly eat we eat our meals with/alone we eat at home/out

Step 4 Students have 10 minutes to gather information from the surveys for the sentence they have. Then they sit down and make general conclusions from their findings and using the sentences.

Step 5 Students present their findings for their sentence to the class and the teacher writes the findings on the board under the sentence headings.

Step 6 Present the findings in the exchange forms and send of to SAE partner schools

Title of activity: Health Survey

SAW materials: Acid Rain over Europe, Ss' page 4, Part 2

Activity type: information gathering, speaking

Level: upper intermediate language, Geography content (15-16 yrs)

Preparation: Blank sheets for Qs and As; Map of Europe

Time to do: 40 minutes

Instructions

- Step 1 Students are divided into 4 groups
- Step 2 Each group is given a "topic" question from Student page 4 – Part 2
- Step 3 If you have a strong class you can ask them to write 2 or 3 more questions, connected to the "topic" question. If your class is not that strong you can give each group 2-3 additional questions.
- Step 4 Each group prepares an "answer sheet", where they put their questions and leave enough space for the answers and there should be enough answer sheets for each group in the class.
- Step 5 Students start answering the questions of the other groups, thus while group B is answering group A's questions, group C is answering group B's, group D – group C's and group A – group D's. Give a time limit to question answering, say, 5 minutes per sheet. Then they proceed in the same manner until each group has answered all the questions of the other groups.
- Step 6 Students collect the answer sheets of their groups and in their groups try to summarise the information and the data they have received.
- Step 7 A spokesperson from each group reports to the class and all the students take notes.
- Step 8 While the report is being done, the teacher can take notes and fill in the exchange form.
- Step 9 For Hwk students are asked to write a composition on Acid Rain, using notes they have made

GROUP A:

Is acid rain a serious environmental problem in your country?

Which areas in your country are seriously affected by acid rain?

What other environmental problems can you think of?

GROUP B:

What are the effects of acid rain that people are worried about?

Have you observed any changes caused by acid rain, e.g. the colour of roofs, outdoor statues, trees, etc?

Do you think these are long-term or short-term effects?

Bearing in mind that acid rain corrodes metal, do you think it has any effect on metal bridges? Give examples.

GROUP C:

Who is most to blame for the production of the acid rain which affects your country?

If there is a connection between acid rain and the smog what can be done to prevent them?

Do you consider acid rain as a natural disaster like earthquakes, hurricanes, etc.?

GROUP D:

What is being done in your country to solve the acid rain problems?

Who should be in charge of developing a strategy to reduce the acid rain phenomenon?

Has anything been done to prevent or reduce acid rain?

Presentation Activities

Title: How acid rain is formed

SAW materials: Acid Rain Ss' page 2

Type: Pairs preparing talk and speaking from a diagram to class

Level: intermediate language, Geography content (15-16 yrs)

Preparation: None

Time: 15 minutes

Instructions

Step 1 You have studied the material in the Acid Rain pack about how acid rain is formed and you want to revise the process and get students to talk about it. Draw a simple sketch of the diagram (students' page 2) of how acid rain is formed on the board and write the main verbs in their infinitive form in the places they would be appear during the process.

Step 2 Divide the class into pairs and ask them to reconstruct the process using the verbs in the process to guide them.

Step 3 Volunteers present to the class and class comment.

Title of activity: Ice Cream Presentation

SAW materials: What did you eat?, Ss' page 1

Activity type: Pairs speaking to class from notes

Level: lower intermediate-intermediate language, Biology content (15-16 yrs)

Preparation: Copies of the SAE sheet students' page 1

Time to do: 40 minute lesson

Instructions

Step 1 T asks which country in Europe class thinks is the largest consumer of ice cream, Ss feedback

Step 2 T hands out the students' page one from What did you eat? and refers Ss to the table in Figure 1 *How much ice cream do we eat?*

Step 3 T asks if there are any surprises? Then, divide class into pairs and write out the substitution table on the board. Pairs have 10 minutes to prepare statements (at least 5) from the chart and the table (where it is needed) and conclusions about ice cream consumption in Europe.

Statements

(Sweden) The country which	eats consumes	the most/least x litres of	ice cream in Europe	is	(Sweden)
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Conclusions

(Italy) Hot/cold countries	eat(s) consume(s) don't (doesn't) eat don't (doesn't) consume	a lot/much/ very much ice cream	and I/we think this might (not) be because of	food preferences climate available income leisure-time preferences
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Step 4 T chooses 3/4 pairs to present their findings to the class

Title of activity: Keeping Healthy in Europe

SAW materials: Keeping Healthy Ss' pages 8-12

Activity type: Group work and presentation to class

Level: lower intermediate language, Biology content (15-16 yrs)

Preparation: information sheets Ss' pages 8-12 (one per group)

Time to do: 40 minute lesson

Instructions

- step 1 divide class into 5 groups
- step 2 each of the groups is given an information page from Keeping Healthy
- step 3 they produce a 5 minute presentation on the information they have been given
- step 4 teacher walks around and supports ensuring that the information is understandable
- step 5 students present to the class

notes: students need to ensure that all of the members of the group are given a role in the presentation
students need to produce visual aids, e.g. students turn information from the table into a bar chart and refer to it in their talk
students need to prepare bullet points to guide their speaking and to guide the listening of the class

example, students' p.10 – Deaths in young people in Europe

- What it's about – injury deaths
- Best and worst
- East and West
- Conclusions

'Our information sheet gives statistics for injury deaths per 100, 000 in young people in Europe...

'We can see that the lowest/highest/worst/best rate is in...

'The death rate among boys is higher in all of the countries...boys are more accident prone than girls...

'The chart shows that Western European countries have a high rate death caused by motor vehicles...

'Countries of the former Soviet Union and of Eastern and Central Europe, on the other hand, have a low % of deaths on the road...

'The countries of the former Soviet Union and Eastern Europe have higher death rates in general but...

'Our conclusions are that perhaps there are fewer cars on the roads in the countries of the former Soviet Union and Eastern Europe and also that health facilities and provision may be at a higher level in western Europe and this would explain the lower death rate...

Discussion Activities

Title of activity: Fertilizers and Pesticides Should be Banned

SAW materials: Chemistry in our Lives, Ss' page 2

Activity type: discussion - debate

Level: intermediate language, Geography content (15-16 yrs)

Preparation: None

Time to do: 30 minutes

Instructions

Step 1 Teacher elicits answers to the question: What are the good points and the bad points of fertilizers and pesticides?

Step 2 Teacher draws a chart on the board

good points	bad points
fertilizers help plants grow pesticides kill pests agricultural products will be cheaper because crops are in larger quantities	fertilizers make weeds and other plants grow better pesticides kill harmless insects like bees soil and underground water will get contaminated rivers will become polluted F and P are a major health risk for humans too because they cause cancer

Step 3 Teacher gives out roles and asks Ss to work in pairs: one of them is a farmer and the other one an environmentalist and they have to discuss (debate) the idea:

Fertilizers and pesticides should be banned.

Step 4 Teacher writes on the board phrases typical for arguing:

Firstly/ First of all .../Secondly.../Thirdly .../

In my opinion.../I think/don't think .../As for me.../

On the one hand ...on the other...

Extra again in pairs Ss could follow this up with preparation of notes of their debate to prepare a written composition on the same theme

Title of activity: Acid Rain Choices

SAW materials: Acid rain over Europe, Ss' page 7

Activity type: discussion - debate

Level: upper intermediate language, Geography content (15-16 yrs)

Preparation: None

Time to do: 40 minutes

Instructions

Many ELT teachers are familiar with the desert island scenario where Ss have to make choices and prioritise about what they would take with them if they were to be lost on a desert island. Priorities and decisions can be made good use of for speaking purposes in the SAW packages such as the example below:

4 A number of things can be done to control acidification of the environment. Will the following proposals be:

a effective?

b acceptable in a democratic society, bearing in mind that they may increase the cost of energy supplies?

1 Abandon coal as an energy source.

2 Use only electricity as an energy source.

3 Make car driving much more expensive.

4 Enforce a maximum speed of 100 km/h for cars.

5 Use much more nuclear energy to produce electricity.

6 Import low sulphur coal into countries where the local coal is high in sulphur.

7 Neutralise the exhaust fumes of electric power plants (and other big industries). This might make electricity more expensive.

8 Enforce catalytic converters on all motor cars, making car driving more expensive.

Step 1 Write up the choices on the board

Step 2 Instruct Ss to consider the options individually and try to order the choices in terms of effectiveness and acceptability

Step 3 Group Ss in fours and ask them to share their lists and discuss reasons why they made the choices they did

Step 4 Feedback from each group to the class

Developing listening skills through SAW materials packages

The group looked at developing listening skills in the content classroom. One of the conclusions of discussion on this issue was that content material offer a wealth of frames and diagrams which could naturally be used for structuring a listening activity.

Listening 1 What did you eat? Ss' page 6, *Diet and disease*

Step 1 Draw a table on the board like this one which represents the information on Ss' page 6, *Diet and disease* and fill in one piece of information per row:

Disease	Cause	Consequence
obesity		
		porous tooth enamel
		high level of cholesterol
	salt, processed foods	
cancer		

You may leave the table completely blank if you think your students are able to do the activity without any signposts to follow.

Then using the notes on Ss' page 6 as a guide retell the information (it's better not to read the text word for word). If you use the completed table for notes, you will provide a much better listening experience than if you read out the text.

Step 2 Give the Ss the original text to read and compare their information with that in the text. Feedback to the class and fill in the answers in the table on the board.

Listening 2 Drinking water, Ss' pages 2-3, How impurities get into drinking water

Step 1 Make copies of the diagram on Ss' page 2 for each student

Step 2 Tell them that they are going to hear about how impurities get into drinking water and that they should make notes on the diagram about the process. If you have an OHP you can use the diagram as a visual to guide your talk and help students make notes as you speak.

Step 3 The diagram filled in with notes, once checked can be used for speaking as Ss retell the process in their own words.

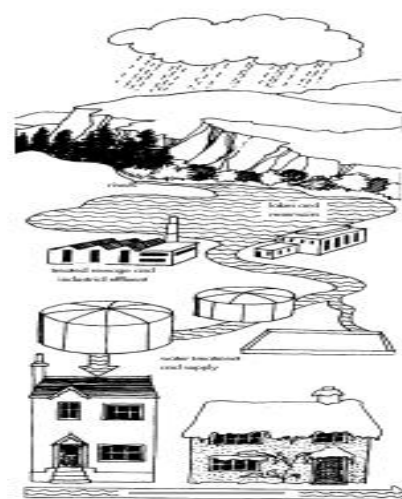


Figure 2: Where drinking water comes from and its treatment before reaching the house

Listening 3 Drinking water, Ss' page 6, *How is water purified?*

In a similar way you can use the diagram which describes the purification process to create a listening activity.

Step 1 This diagram is easier to copy to the board. When Ss have copied the diagram, use the notes to explain the process of purification to them and instruct them to try and fill in the information in the correct places.

Step 2 Allow Ss to confer with each other and then give them the original diagram.

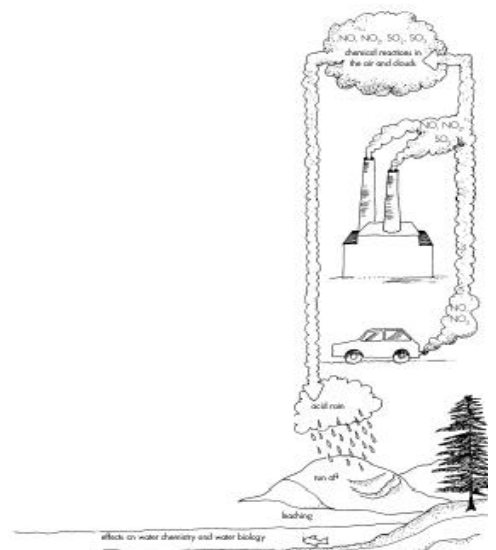
Step 3 Ask for volunteers to attempt to retell the process using the information in the diagram on Ss' page 6. Because the information is given in noun form, Ss will need to use their own words and select verbs to describe the process.

Listening 4 Acid Rain, Ss' page 2, *How acid rain is formed*

Step 1 On the board draw a rough diagram of the process of how acid rain is formed using the diagram on Ss' page 2. Instruct Ss to copy it into their notebooks.

Step 2 Give a talk on the process of how acid rain is formed using your board diagram as a visual prompt. Instruct Ss to fill in significant words in the correct places in the process on their diagram.

Step 3 Get Ss to feedback their diagram notes to the class by retelling the process and asking for comments if/when there is a question, or a problem with the information.



Listening 5 Biodiversity, Ss' page 6, *Factors affecting biodiversity*

Many of the diagrams can be used for introducing or revising vocabulary. The picture on Ss' page 6 of Biodiversity, for example, shows a collection of different factors affecting biodiversity. This complicated picture lends itself well to Ss listening to the teacher talking about the different factors and labelling them on the diagram.

Step 1 Make a copy of the diagram on Ss' page 6 for each student and tell them they have to listen for the terms used for the different factors and label the corresponding picture on the diagram.

Step 2 Begin a talk which describes the human activities threatening biodiversity, encourage Ss to stop you and ask for repetition. The best way to prepare for this is to make notes yourself on the diagram and speak from these notes.

Step 3 Put up an OHT of the picture, or use the paper copy and ask Ss to explain the factors affecting biodiversity.

