

WORLD'S TOUGHEST SCHOOL page 7

TASK 1

Before reading activity

Ask your students to name and write on the board things which are tough at school, or which are making school tough.

For example:

- Homework
- Maths lesson
- Strict teacher....etc.

Discuss with your students why they think these are the reasons which make school tough.

TASK 2

While reading activity

Tell your students to mark new, unknown words with the permanent marker in the text. Discuss and explain these words after reading.

TASK 3

After reading activity

To find out if your students understand the text do not translate the whole text. Just give your students a few questions so you know if they understood or not.

For example:

- What did some parents do to help their children in India?
- What is the name of the special exam in China?
- Why was a girl punished in one of the British schools?
- Who is checking in China that students are not cheating?
- Why are students cheating in India?
- How long do they study in China?

DON'T FORGET!

To help your students to make sentences and express their opinion, you can write on the board the following expressions so they can use them to state their opinions:

In my opinion...

From my point of view,...

I think / believe...

I guess that...

It seems to me that...

I have the feeling that...

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| <p>TASK 4 After reading activities</p> <p>Mark the articles with capital letters Exam factory (China) A Cheating Students Cheating Parents (India) B Too Shiny Shoes C</p> <p>This task can be given as a written task or it can also be a spoken task. You read the sentence to the students and they decide if the given information is from the article A, B or C</p> <ol style="list-style-type: none"> 1. If the students fail the tests, they will never get a good job (B) 2. About 9 million students take the gaokao test each year. (A) 3. Some use micro earphones and micro cameras to send questions to professionals who answer them. (B) 4. The student's mustn't use smartphones, watch TV or use the Internet at school or at home (C) 5. The students who do well can then study at a university in America. (A) 6. Students must smile all the time (C) | <p>What about!</p> <p>You can also use these sentences in another task. You will cover some words, nouns, verbs or whatever you want to practise with your students. The task for your students will be to guess and fill the words in the sentences.</p> |
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SOUTH AFRICA page 16

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| <p>TASK 1 Pre-reading activities</p> <p>Before your students read the article, write on the board the following questions. Their task will be to listen to you while you are reading the article aloud and find out the answers to the questions.</p> <p>The part of the article you read:</p> <p>South Africa is a country on the southern tip of Africa. The people who live there are often called 'the Rainbow Nation' because there are so many cultures. There are 11 official languages, but English is mostly used. South Africa is the only country in the world which has three capitals - Cape Town, Pretoria, and</p> | <p>Notes</p> <p>The aim of this task to help your students to improve their listening skills and to learn to focus on certain information.</p> <p>Questions for your students:</p> <ol style="list-style-type: none"> 1. How many official languages are there in South Africa? 2. How many capital cities does it have? 3. Can you name one of them? 4. Why is Nelson Mandela an important person in South African history? 5. In what year was the FIFA World Cup held in South Africa? |
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Bloemfontein. An important man in South African history is Nelson Mandela. He fought for the rights of the black people and won the Nobel Peace Prize. The 2010 FIFA World Cup took place in South Africa.

TASK 2

Post – reading activities

Students can work in groups. The group which will guess the most information will win.

Show or read your students the following sentences and let them guess the missing information.

- The official name of South Africa is the _____(Republic of South Africa)
- South Africa has _____capital cities. (3, Cape Town, Bloemfontein and Pretoria).
- The largest city in South Africa is _____(Johannesburg).
- South Africa has _____ official languages, including Zulu, Afrikaans, Xhosa and English. (11)
- The first human heart transplant was performed in a Cape Town hospital in _____. (1967)
- Cave paintings have been found in South Africa that date to around _____years ago. (75 000)
- Drivers use the _____side of the road in South Africa. (left-hand)
- The most popular sport in South Africa is _____ (soccer).
- In _____South Africa hosted the FIFA World Cup. (2010)

BRITISH ENGLISH vs. AMERICAN ENGLISH page 16

TASK 1

Pre – reading activity

Write the following words on the board. Let your students guess which words are in British English and which are in American English.

(words in bold are in British English)

| | |
|-----------------|----------------|
| trainers | sneakers |
| cookie | biscuit |
| colour | color |
| check | cheque |
| theatre | theater |
| grey | gray |
| apartment | flat |
| tyre | tire |
| elevator | lift |
| holiday | vacation |

Ask your students which words have they heard and in what context.
As for homework they can look for more words which are different in British and in American English.

TASK 2

After reading activities

Your students can work with the dictionary /internet. They will get the pictures (see Worksheet 1).
Their task will be to draw a picture to the words. First word under the picture is American English and the second word is British English.

TASK 3

Writing

Homework for your students will be to write a short story where they will choose 5 words from British English which have a different form in American English. So in total they will use 10 words to write the story.

They can mark these words in their story so they will remember them easier.

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| MAHÁTMA GÁNDHÍ page 22 |
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TASK 1**After reading activities**

Task for your students is to read the text and to complete **the verbs** in the brackets in the correct form.

Gándhí _____ (bear) on 2 October

1869 in the town of Pabandar.

This year, we celebrate the 150th

birthday of this famous person

from India. This day is a national

holiday in India.

When Gándhí was born, India

was a British colony. More people

_____ (live) there than in the whole of

Europe. Most people in India

_____ (are) very poor so some of them

_____ (move) to other parts of the

world to have a better life. For example, in

South Africa, about half a million Indians live.

Gándhí _____ (study) law in England.

Then he _____ (go) to South Africa to

help Indians with their problems.

TASK 2**After reading activities**

In the second part of the text the task for the students will be to listen to the teacher reading the text and complete the correct **numbers**.

He fought for Indians' rights

for _____ years in Africa and for _____

years in India. Indians called him.....

Gándhí spent _____ years in prison.

He used hunger strikes (did not

eat anything) to change the

situation. It is called 'passive

resistance'. On _____ June _____

Great Britain declared _____ new states:

India and Pakistan.

Gándhí was shot by a fanatical

Hindu on _____ January _____.

TASK 3**Project**

The task for your students will be to prepare a project about Mahátma Gándhí. To make it easier for them, their task will be to find out the given information.

Name: Mahátma Gándhí

•**Occupation:**

•**Born:**

•**Died:**

•**Best known for: etc.**

(see **Worksheet 2 for a Project sample**)

FILMS page 25

TASK 1

Writing activity

Let your students choose one of their favourite movies / cartoons. Their task will be to write a short review of the movie. They can be inspired by the movie descriptions on page 25. They can also use some words and phrases.

You can also use following advice to help your students to write the review:

Here is some advice which may greatly help you in writing a movie review:

- Grab the attention of the audience with a catchy line. Start your introduction or abstract with a clear sentence (is the work good/ outstanding/ weak?)
- Make sure the readers know your opinion. Don't confuse them whether you like the movie/book or not: state your mind and then use facts to support your point of view;
- Don't concentrate on the plot only. Try to pay attention to every aspect of the subject you are discussing;
- Shape a proper ending. The main goal of any review is to give the reader an idea of whether a particular book/movie is worth reading/watching. Make sure you add such information to the final paragraph.

TASK 2

Vocabulary activities

Before starting writing the movie review you can activate your students' vocabulary by revising some of the words and phrases they can use.

Draw a mind map on the board and create a set of vocabulary they can use.

Or let your students use dictionaries to prepare vocabulary for their writing.

WORKSHEET 1

BRITISH ENGLISH vs. AMERICAN ENGLISH page 16

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| TAXI /CAB | SWEATER/JUMPER |
| SHOPPING CART/TROLLEY | MOVIE THEATER/CINEMA |
| TRASH/RUBBISH | FLASHLIGHT/TORCH |
| COUCH/SOFA | CANDY/SWEETS |

WORKSHEET 2

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| MAHÁTMA GÁNDHÍ page 22 |
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Name: Mahátma Gándhí

- **Occupation:**
- **Born:**
- **Died:**
- **Best known for:**

Biography:

Where did Mohandas Gándhí grow up?

What did Gándhí do?

Did he have other names?

How did Mohandas die?