

5 What are the challenges we face to bring readers into the learning process?

1. Time constraints (long programme & coursebook)
2. Test preparation
3. Convincing students to buy in!
4. Convincing parents to invest in readers!
5. Limited preparation time.
6. Already have enough material in *English Goals*

6

2 Friends & Family

Vocabulary & Video 2

Focus on words: Physical appearance (1)

1 1.29 Look at the pictures on page 30 and complete the physical descriptions of these teens. Then listen, check and repeat.

blue • green • black • brown • blonde • red • blond

Molly long, blonde hair

1 Zac _____ eyes

2 Leila medium-length, _____ hair

3 Jake short, _____ hair

4 Ben _____ eyes

5 Sophie _____ eyes and _____ hair

2 1.30 Listen and repeat.

3 Look again at the pictures on page 30 and write the names.

His hair is short and wavy. *Jake*

1 Her hair is medium-length and straight. _____

2 His hair is not very short. It's curly. _____

3 Her hair is medium-length and wavy. _____

4 Find people in your classroom with the following characteristics. Then write their names.

1 She's got short hair. _____

2 He's got long hair. _____

3 He's got blue eyes. _____

4 She's got brown eyes. _____

Focus on VIDEO This is me

5 Watch the video without the audio and complete the descriptions.

1 This is Tim. He's 45. His _____ is short and black and his eyes are brown.

2 This is Louise. She's 42. Her hair is long and blonde. Her _____ are blue.

3 Ellis is 12. His hair is short and _____ and his eyes are green.

4 Olivia is 9. Her hair is long and _____ and her eyes are brown.

6 Watch the video again and check.

Talk about it

7 **Pairwork** Think about one of your classmates and describe him/her to your partner. Can he/she guess who it is?

She's 11. Her hair is long and brown. Her eyes are blue.

Olivia?

Yes! / No, try again!

English Goals 1, pp 30-31

Task 1: Think of 10 words to describe people's physical appearance.

Task 2: Compare your list with the words in exercises 1 and 2. Give yourself 5 points for each word in the coursebook on your list.

Focus on words: Physical appearance (1)

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2 1.30 Listen and repeat.

1 straight hair 2 wavy hair 3 curly hair

4 long hair 5 medium-length hair 6 short hair

Let's bring out a reader...

Task 1: Choose and describe a character without identifying him / her for your partner to guess who you are describing.

Father
He does an important job for his country but he also takes time to play with his children.

The old gentleman
He waves at the children from the train and soon he becomes their friend.

Peter
10 years old, he loves trains and wants to be a train driver when he's older.

Phyllis
8 years old, she wants to know about everything and always asks a lot of questions.

Mother
She's always there for her children and tries to make them happy even in difficult times.

Bobbie
She's 14 years old and has to grow up quickly after her father goes away.

Task 2: Rate the characters in the order of importance you think they have in the story.

Activity 2

5 Animal World

1 Focus on words: **Animals**
Match the pictures (A-H) to the words (1-8). Then listen, check and repeat.

- scorpion
- mosquito
- spider
- hard
- hippopotamus
- frog
- vulture
- bovine

2 Look at the words for some classes of animals. Can you write the equivalent in your language?

1 Birds	2 Reptiles	3 Insects
4 Mammals	5 Amphibians	6 Ascnhids

3 **Extension** Look at the animals in the pictures on page 70. Can you put them in the correct category in exercise 2? Add other animals you know in English.

Vocabulary & Video 5

4 Focus on **VIDEO** Dangerous animals
Watch the video without sound. There are three animals from exercise 1. Which ones?

5 Watch the video again and complete the text with the missing words.

The _____ is the _____ which causes the most accidents. It often attacks _____ and cancers.

The most dangerous _____ is the "deathstalker" or "_____". This animal lives in the desert areas of _____.

These _____ are the most dangerous animals in Africa. More than 700,000 Africans die from malaria from _____ every year.

Talk about it

6 **Game** Play Guess the animal. A classmate thinks about an animal and the others try to guess it with no more than 5 questions. You can only answer 'Yes' or 'No'!

Does it live in Africa? Yes, it does. / No, it isn't.

Is it grey? No, it isn't. / Yes, it is.

Is it dangerous? Yes, it is. / No, it isn't.

English Goals 2, pp 70-71

Use a reader to empower students: Let them choose which text to read!

Task 1: Promote students to teachers and get them to create 5 True (T) or False (F) sentences about the text.

How I Got My Name

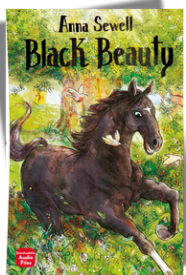
▶2 Hello. My name's Black Beauty. I think it's a nice name? Do you like it? I do. It's not a normal¹ name like Peter, or David. It's different. That's because I'm different. I'm not a man or a woman. I'm a horse. A horse has a story to tell, just like a man or a woman. This is my story.

At first Black Beauty was called Darkie and he lived with his mother and played with the other young horses.

I'm going to start my story at the beginning. That's where the best stories start. I'm old now but I still remember when I was young. At the beginning my name wasn't Black Beauty. It was Darkie. I was very handsome². Everybody said so. I lived with my mother. At first I couldn't eat grass. I was too young, so I drank my mother's milk. At night, I slept close to³ her. When it was hot, we stayed together under the trees.

Soon I was old enough to eat grass. There were six other young horses, who played with me in our field. We ran together. Sometimes we went to the river to drink the water there.

Your sentences:



Activity 3

Task 1: Read the text.

Chapter 2

My New Home

▶3 John looked after me well. He talked to me a lot, and his voice was very kind. Of course, I couldn't answer John. I wanted to tell him that I liked him, but I couldn't. James was a kind young boy as well. I thought I was very lucky in my new home.

A few days later, I went out with Ginger in the carriage¹. We soon became quite friendly. Merrylegs and I were also good friends. That little horse was always so happy. It was difficult not to like him.

Black Beauty likes his new home, the people and the other horses, but he wants to be free.

There was another horse in the stable. His name was Sir Olivier. He didn't work because he was too old, but everybody loved him.

I was happy in my new home. I had a nice place to sleep and good food. What more could I want? Well, there was something I wanted. I wanted to be free. Before, when I was young, I was free. I could run in the field when I wanted to. But now I had to stand up in the stable for hours, and then I had to work.

¹ carriage people sit in here, while the horse walks or runs

Task 2: Congratulations! You are now a grammar doctor! Find the mistakes and cure the patients!

Patient 1: James was more young than John.

Patient 2: Black Beauty was friendliest with Merrylegs than Ginger.

Patient 3: Sir Oliver was the older horse of all.

Patient 4: Black Beauty was more free when he was youngest.

Patient 5: Black Beauty wanted to be freest.

Activity 4

Task 1: Read the text.

'With generous church people like you, I can feed the poor,' replied Robin calmly.

King Richard was amazed by Robin's clever answer, knowing that all bishops liked to be considered generous.

'Well, here are twenty gold coins,' he said.

'Your kind offer astonishes' me!' said Robin,

'but let's eat before you have to pay the final bill.'

At this point, the King laughed aloud, and it was Robin's turn¹ to be surprised. Then he took off his bishop's hat to reveal² his crown³. Robin suddenly realised who he was talking to, and fell to his knees saying:

'My King and my Master, please forgive me.'


Looking kindly at this brave young man, the King said:

'Robin Hood, please stand up. You've served my people well while I was away. I pardon you for any crimes people say you've done. You're a free man - you and your band of Merry Men!'

The Merry Men shouted:

'Long live King Richard the Lionheart!'

'In addition, Robin, your lands and title of Earl of Huntingdon are yours again. I wish you a long life to enjoy them,' said the King.

Robin said nothing, but with tears of joy in his eyes, he realised that all his dreams had come true at last. 

The King takes off his bishop's hat to show Robin that he's the King. Then, he tells Robin that he and his men are free and gives Robin back his lands and his title of Earl of Huntingdon. All Robin's dreams have come true!



Task 2: Create a short dialogue between Robin and Marian in which Robin tells her the good news. Then, role-play it to the class.

Robin:

Marian:

Robin:

Marian:

Robin:

Marian:

Robin:

Marian:

Robin:

Marian:

Robin:

Marian:

My notes

Task 1: Boost your learning by completing your notes about today's session.

3 Interesting theoretical concepts / ideas that we discussed today:

2 Activities that I enjoyed and that I think I could do with my students:

1 idea I could use to bring readers into my classroom:

Note: Check out the FREE teacher resources for readers @ <http://www.elipublishing.com/t/graded-readers>

- Free special pages with follow-up activities that go beyond the text.
- Free lesson plans
- All readers include language exercises to prepare students for exams and a free audio.

Check out: elipublishing.com/englishgoals