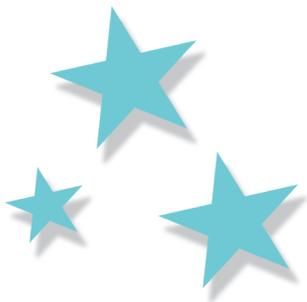


Onestopenglish e-book

*Number one for
English language teachers*



10th birthday!
www.onestopenglish.com

Welcome to onestopenglish's very own e-book!

We've put together a collection of twelve of our favourite resources – including lesson plans, worksheets, articles and audio – for you to enjoy as part of our 10th birthday celebrations. You'll find material in the following sections:

- Business
- Exams
- Grammar
- Skills
- Children
- CLIL

Here's a quick round-up of just some of what's available in our e-book:

To keep young learners as busy as bees, a lesson from Carol Read's *Amazing World of Animals* inspires children to craft an origami book of animal camouflage, while one little boy's peculiar day is the subject of a poem from our *Selections* series. The entertainment extends to adult and secondary students who can enjoy following *The Road Less Travelled*, our popular audio soap opera, and there's a valuable lesson in contemporary British culture as a father and son travel to a football game in our *Mini-play*.

Business students can revel in a *Business Spotlight* lesson plan which asks the loaded question: Is it ever OK to lie in a job interview? Plus, we have pronunciation fun for all ages with a snippet from Adrian Tennant's *Sound matters* series and, from *Onestop Phonics*, a presentation of the letter Q hosted by quizmaster Quentin Quince!

All resources in this special e-book come straight from the Staff Room – our exclusive subscription area – and we're sharing them with you here for free.

Happy teaching!

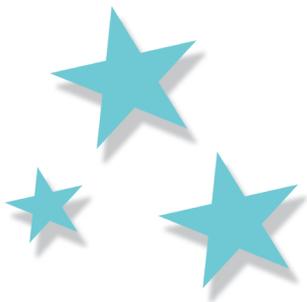
The onestopenglish team

Business

On onestopenglish you can access more than 400 business resources, including our 20-part Business tasks series and monthly news lessons published in conjunction with Business Spotlight magazine ...

In this section:

- *Business tasks: Progress and achievement*
- *Business Spotlight: Is it ever OK to lie in a job interview?*



10th birthday!

www.onestopenglish.com/business

Progress and achievement

by Adrian Doff

Level: Intermediate and above

Time: 20 minutes

Aim: – To use common expressions for talking about progress, stages and schedules.
– To say what progress you and other people are making.
– To say what you have achieved.

There are three ways of using this worksheet:

- Give the worksheet to students to work through independently. Then in the next lesson go through the exercises and deal with any points that arise.
- Use the worksheet for an active classroom lesson. The notes below give ideas for doing this.
- Do not give the worksheet out in class but use it as the basis for your own lesson, getting ideas and phrases from the students and presenting language on the board (use the notes below to help you). Then give out the worksheet at the end and ask students to do the exercises for homework.

Warm-up

Warm-up: Establishing the concept

Give out the worksheet.

Read the texts at the top of the worksheet. Establish that they are extracts from mining company reports:

1. an oil exploration company, probably drilling for oil in Russia.
2. a diamond mining company in Africa.

Worksheet

Language focus

1. **progress.** Read the examples and focus on the difference between the noun *progress* and the verb *progress*. Point out that in informal contexts we usually use the phrase *make progress* rather than the verb *progress*.

Read through the tables. Think of an example (real or invented), e.g. pay negotiations between workers and management. Use this to make it clear what the adjectives mean, e.g.:

- *They're making good progress* = everything is going well
- *They're making rapid (= quick) progress* = they will probably reach agreement very soon
- *They're making steady progress* = they are moving forward but not very fast

Ask students to tell you about a project or a piece of work they are involved in at the moment. Ask them what kind of progress they are making.

2. **stages and schedules.** Look again at the texts at the top of the worksheet. Establish the meaning of:

- *exploration is in its final stage* (= they've nearly finished, so they hope to find diamonds soon).
- *talks are in their early stages* (= they have only just started).

Point out that:

- we usually use *stage* in the singular, except in the fixed expression *in its / their early stages*.
- we say *in its / their early stages* not *in the early stages*.

Look at the text at the top of the worksheet again and establish the meaning of *is on schedule* (= on time, progressing as planned). Read the table to establish that work can be *on schedule*, *ahead of schedule* or *behind schedule*.

Ask about work that students are doing at the moment. Ask if it is on, ahead of or behind schedule.

3. **achievement.** Read through the examples and establish that *to achieve something* means to do what you planned to do.

Give a few examples of things people in the news want or aim to do (e.g. the US wants to bring peace to the Middle East; ambulance workers want 10% more pay). Discuss whether or not they will achieve these aims.

Progress and achievement

by Adrian Doff

4. *Present continuous and present perfect tenses.* Read the examples and point out the form of the two tenses:

- Present continuous: *is / are + -ing*
- Present perfect: *have / has + past participle*

Establish that:

- we use the present continuous to say what is *going on at the moment* (= what progress we are making);
- we use the present perfect to say what is now *finished or complete* (= what we have or haven't achieved up to now).

To reinforce this idea, look at the examples on the worksheet:

- *Talks between the two companies are progressing well.* (= The talks are continuing at the moment.)
- *Are you still working on your monthly report?* (= Is this still going on? Is it your work at the moment?)
- *The two companies have reached agreement.* (= The talks have now finished, they have achieved what they wanted.)
- *Have you written your monthly report yet?* (= Is it finished? Have you achieved what you planned to do?)

Practice

1. Talk or write:

Students write sentences about their work or projects they are involved in. Then ask them to read out what they have written.

Alternative: Ask students to think about current work or projects. Give them a few moments to think what to say and possibly make a few notes. Then ask them in turn to tell you about it.

2. Exercises:

Let students do the exercise in pairs. Then go through it together.

Expected answers:

- At the moment, the new airport building is just at the planning stage.
 - Negotiations with Intel are still in their early stages.
 - Work on the engine is progressing well / making good progress.
 - Unfortunately, work on the new factory is behind schedule.
 - Her English still isn't very fluent, but she's making steady progress.
 - We've opened ten new outlets this year, so we've achieved [or met] our objectives.

Other language areas you could explore:

1. aims and objectives

- *aim to, plan to, intend to*
- *aims, objectives, plans, intentions*
- *with the aim of ..., with the intention of ..., in order to ...*

2. schedules

- *work to a strict / tight / loose schedule*
- *be on / ahead of schedule; fall behind schedule*
- *schedule an event for (+ time / date)*

3. success

- *succeed in ... -ing, manage to*
- *be successful (in ...), successfully achieve ...*
- *a (complete / total / partial) success*

Progress and achievement
by Adrian Doff

BUSINESS & ESP WORKSHEET

<p>A</p> <ul style="list-style-type: none"> We have completed exploration of the Arkhovsk oilfield. Drilling at Kishinov is progressing well, and is on schedule. 	<p>excerpts from company reports</p>	<p>B</p> <ul style="list-style-type: none"> Exploration of the Dimbi diamond field is now in its final stage. Talks with the Angolan government are still in their early stages, but are making good progress. 
---	--	--

progress

Progress as noun and a verb looks the same but is pronounced differently:

Noun: progress	Talks with the government are making good progress .
Verb: progress	Talks with the government are progressing well .

make	steady good rapid excellent	progress	make	limited slow no	progress
------	--	----------	------	--------------------------------	----------

We often say *make progress with* something:

I'm **making good progress with** my report, so it should be ready by Friday.

stages and schedules

The project is:

in its	initial final	stage	at the	planning design development	stage	on ahead of behind	schedule
---------------	--------------------------	--------------	---------------	--	--------------	-----------------------------------	-----------------

We can also say:

The project is still **in its early stages**. (= It has just begun)

achievement

These verbs express the idea of *achievement*:

- finish** I need to **finish** my report by the weekend.
- complete** They have **completed** their survey of the city centre. (= it is complete, finished)
- achieve** We hope to **achieve our objectives** for 2007. (= do what we planned to do)
- reach** We have now **reached agreement** with the Angolan government. (= we have got so far)
- meet** They easily **met their target** of five million customers in the first year.

present continuous and present perfect tenses

To talk about progress, we often use the *present continuous tense* (to say what is happening at the moment):

Talks between the two companies **are progressing well**.

Are you still working on your monthly report?

To talk about achievements, we often use the present perfect tense (to say what we have done so far):

The two companies **have reached** agreement.

Have you written your monthly report yet?

Talk or write 

Think about your own work. Are you making good progress? What stage are you at? What have you achieved? Write a few sentences, using expressions from this worksheet.

Exercise

Rewrite each sentence, using the word in brackets. Make any necessary changes.

- a) At the moment, the new airport building is still being planned. (**stage**)
- b) Negotiations with Intel have only just started. (**early stages**)
- c) Work on the engine is going very well. (**progress**)
- d) Unfortunately, work on the new factory is slower than we expected. (**schedule**)
- e) Her English still isn't very fluent, but she's getting better all the time. (**steady progress**)
- f) We've opened ten new outlets this year, so we've done what we wanted to do. (**objectives**)

Is it ever OK to lie in a job interview?

Level: Intermediate upwards

Timing: 90 minutes plus

Material needed: One copy of the student worksheets and Vocabulary record per student

Group size: Minimum of two students

Overview

This lesson plan for both pre-experience and in-work business students is based around an original article first published in *Business Spotlight* Issue 2/2010. The article deals with the moral dilemma faced by many job seekers when it comes to applying for a new job: whether to embellish the truth on their CVs/résumés. It looks at the difficulties faced by both human resources departments and applicants and the consequences that may result from lying (and not lying) on a CV/résumé.

The tasks in the student worksheets will encourage the students to not only learn and use new business vocabulary and related functional language but also to practise useful business skills, such as summarizing and asking and answering questions in written form.

The teacher's notes aim to provide suggestions for teaching and learning strategies as well as ideas on how to present the tasks in the classroom, any necessary answer keys, and extension tasks and lesson plans.

Introduction

Are lies permissible or should you only tell 'the whole truth and nothing but the truth' when it comes to applying for a new job? In the article, two experts offer their differing opinions, giving reasons and justification for their advice. For the purposes of the student tasks, the article has been split into two parts: A and B.

Warmer

Read through the question and the choices with the students in order to make sure they know what is being asked of them. Check they understand the vocabulary before completing the task. Once they have made their choices they should sit in pairs or small groups and discuss their answers, giving reasons and justifications whenever necessary. Tell students that they will be reading the opinions of two experts.

Business vocabulary

Before reading one of the articles, all the students should attempt to match the words from both articles A and B with their definitions. Allow them to work in pairs, groups and/or use a dictionary to help them.

Key:

<i>Article A</i>	<i>Article B</i>
1. <i>d</i>	1. <i>d</i>
2. <i>e</i>	2. <i>c</i>
3. <i>b</i>	3. <i>e</i>
4. <i>f</i>	4. <i>f</i>
5. <i>a</i>	5. <i>a</i>
6. <i>c</i>	6. <i>b</i>

Summarizing and writing comprehension questions

Stage 1: Divide the group into two halves (it doesn't matter if there is an unequal number). Give one half of the group Article A (page 2 of the student worksheets), and the other half Article B (page 3 of the student worksheets). The students should not receive both articles! All the students should read through their article quietly. Once they have done so, they should discuss it with other students who have the same article.

Stage 2: Together with students who have read the same article (A or B), the students should summarize the article by saying what they understood and adding additional information to each other's comments.

Stage 3: Still working together in a group (with people who read the same article) – or, if the group is large, in smaller groups – the students should write six comprehension questions about the article. Explain that these questions will be given, along with the article, to the students who read the other article. Therefore the questions should be clear, legible and grammatically correct and the answers should be able to be found in the article (not from personal experience or general knowledge).

Teaching and learning strategy: Staging a task

Staging a task is not dissimilar to planning a complete lesson. A task is staged in order to divide it into manageable chunks which bring clarity and structure to the task for both the teacher and the learner.

Learners of Business English often find themselves not only having to deal with the new language but also with input regarding aspects of work life that they may not have time to think about outside the classroom. They may be using skills they haven't needed to use for a long time, and they will certainly want to give intelligent answers and input in front of their peers. A task is

Is it ever OK to lie in a job interview?

guaranteed to fail if the students do not know what they should be doing and when. It is important that they know exactly what is expected of them and when they should do it. This can easily be achieved by dividing the task into stages.

Dividing a task into small, manageable stages will allow the students to concentrate on the task itself and not on trying to understand long and complicated instructions, therefore providing security and a stress-free atmosphere in which they can perform the task to the best of their abilities.

Many students may appreciate these stages being written on the board – you don't necessarily have to write out the whole instructions, key words will usually suffice. It is also likely to help both you and the students if you set a time limit for each stage and write this on the board too.

As in a lesson plan where the interaction patterns are noted, e.g. T-S (teacher-students) or S-S (student-student), each stage of the task can also contain interaction patterns. In task 4 for example, stage 1 would be A-B, and stage 2 would be A-A and B-B, and so on (see below).

Answering comprehension questions

Stage 1: A-B

The students should all find another student (A and B pairs) with whom they can exchange articles and comprehension questions. They should give their partner their paper containing the article and the comprehension questions.

Stage 2: A-A / B-B

The students should now all have a new sheet of paper containing the part of the article they haven't yet read plus six comprehension questions about the new text. Working alone, in pairs or in small groups, they should read the article and answer the questions about it.

Stage 3: A-A / B-B

The students should compare and discuss their answers, making any final corrections. They should then return the page, with the text plus questions and answers, to the students that set the questions.

Stage 4: A-A / B-B

The students should now read through the answers to the questions they set and decide whether the answers are correct and/or meet their requirements.

Stage 5: A-B

Allow time for corrections, discussion and feedback about the questions and answers.

Talking points

Now that they have read both parts of the article, the students can decide who they most agree with: Derek

or Norma. They should refer back to the answers they gave in the warmer task at the beginning of the lesson. Would they have answered differently if they had read the articles before they answered the warmer questions? Would they like to change any of their warmer answers now?

The second question allows the students to bring their own opinions to the task and also any experience they may have had (either their own or that of their colleagues) of being in the same situation.

Remind the students that the aim of these questions is not to find a right or wrong answer but to discuss the topic, provide their own input and offer their thoughts and opinions.

Webquest: Compare and contrast

In pairs or small groups, the students should look at the two websites mentioned in the article and find out what differing advice they give about writing resumes:

www.fakeresume.com

www.monster.com

Monster.com is available in many languages, so remind students to go to an English version of this international website – United Kingdom, North America or Australia.

This task can be set as home study if there is a lack of time or no internet access available in class.

Vocabulary record

Here, students should be encouraged to record all the new and useful vocabulary they have learned during the lesson, not only in the form presented in the article but also in related forms.

More on job interviews

For follow-up lessons on the same or related topics go to the following lesson plans in the ESP bank and the Business tasks series on onestopenglish:

Business tasks: Experience:

<http://www.onestopenglish.com/section.asp?catid=59913&docid=155482>

Business tasks: Getting and losing jobs:

<http://www.onestopenglish.com/section.asp?catid=59913&docid=156741>

ESP bank: Human resources: Job interviews:

<http://www.onestopenglish.com/section.asp?catid=58029&docid=155390>

Is it ever OK to lie in a job interview?

to lie [verb]

to deliberately say something that is not true

Introduction

Are lies permissible or should you only tell 'the whole truth and nothing but the truth' when it comes to applying for a new job? In the article, two experts offer their differing opinions, giving reasons and justification for their advice. The article has been split into two parts: A and B.

1 Warmer

Which of these things is it OK to lie about on your *résumé*/CV?

- | | |
|---|--|
| <input type="checkbox"/> age | <input type="checkbox"/> previous places of employment |
| <input type="checkbox"/> family status | <input type="checkbox"/> reasons for leaving previous employment |
| <input type="checkbox"/> points on your driving licence | <input type="checkbox"/> relationship to former bosses or colleagues |
| <input type="checkbox"/> criminal record | <input type="checkbox"/> periods of unemployment |
| <input type="checkbox"/> education | <input type="checkbox"/> other (please state) _____ |
| <input type="checkbox"/> qualifications | |

2 Business vocabulary

Match the words on the left with the meanings on the right.

Article A

- | | |
|------------------|--|
| 1. justify | a. to not consider something important, or to not pay any attention to it |
| 2. dropout | b. something you have done which required a lot of effort on your part |
| 3. achievement | c. a detail added to a story to make it more interesting, especially one that is not completely true |
| 4. <i>résumé</i> | d. to show that there is a good reason for something |
| 5. disregard | e. someone who leaves school or college without finishing their course of study |
| 6. embellishment | f. a document giving details of your qualifications and the jobs you have had in the past that you send to someone when you are applying for a job |

Article B

- | | |
|-------------------|---|
| 1. haunt | a. behaving according to the moral principles that you believe in, so that people respect and trust you |
| 2. get along with | b. people competing for a job |
| 3. promotion | c. to like someone, to be friendly with them |
| 4. skill | d. to continue to cause problems for a person for a long time |
| 5. integrity | e. a move to a higher level position in a company |
| 6. candidates | f. the ability to do something well, usually as a result of experience and training |

Is it ever OK to lie in a job interview?

Article A

Is it ever OK to lie in a job interview?

by Talitha Linehan



YES!

Yes, it's OK to lie in a job interview. Everyone lies. The last US administration lied to justify its attack on Iraq. Companies lie to employees. Politicians lie to the public. There's nothing wrong with lying to get a job you know you can do.

OK to lie about your qualifications if other people's futures or lives depend on your competence (for example, to get a job as a doctor, a lawyer, or an airline pilot). Lying in such professions is inexcusable.

If you're clever about the lies you tell, you will be OK. I get emails from people telling me that they landed six-figure jobs with blatant lies on their résumés. Employers expect people to lie in job interviews. Most hiring managers will disregard about a third of your résumé as embellishment, anyway. So imagine what would happen if you've only told the truth. I've heard that, because companies are cutting costs, they aren't as thorough in fact-checking résumés and doing background checks as they once were. Of course, companies that are well-known and want to avoid a negligent-hiring lawsuit are generally more careful.

People often tell kids that the only way to get ahead in the world is to get a college education. But there are many waiters and gardeners with college degrees. And some of the world's most successful people never finished college or even high school. Bill Gates is the richest man alive, and he's a college dropout.

In most cases, you're more likely to get a job by lying than you are by telling the truth. Most people lie in job interviews about things they think won't be checked: the length of time they spent at a job, their education, and achievements. And in the middle of a recession, you can count on people lying more than ever. It's got to the point where you're almost forced to lie. The only alternative is to remain unemployed. I think it's OK to lie in an interview if you're confident that you can do the job. It's OK to lie about your education up to a certain point. It's not

It's OK *not* to lie in a job interview if you've done a great job at other companies, and you already have a good reputation. If you don't have a reputation in the area you're trying to get hired in, it would probably be better to lie because you can be sure that your competitors will lie, too. My advice to job seekers is to get outside your comfort zone and do what your competitors won't do to get the job.

DEREK JOHNSON spent many years as an executive recruiter before leaving the corporate world in frustration over the way firms treat their employees. He is now self-employed. His website (www.fakeresume.com) helps people find work by any means.

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3 Summarizing and writing comprehension questions

Summarize and discuss the article you have just read with other students who read the same article. Write six comprehension questions about the article.

4 Answering comprehension questions

Swap pages with a student who read Article B. Read the article and answer the questions about it.

Is it ever OK to lie in a job interview?

Article B

Is it ever OK to lie in a job interview?

by Talitha Linehan



NO!

No, it's really not OK to lie in a job interview. Your lies can stop you from getting the job you want and come back to haunt you. I know some people lie because they are nervous or because they really want the job. But it's never good to lie, although you don't have to tell the whole story.

For example, if you left your last job because you didn't get along with your boss, you don't have to say this, because it might not put you in the best light. So ask yourself why you didn't get along with your boss. Perhaps he refused to consider you for promotion. Then you could say that you left your last job because it didn't offer you an opportunity to develop your career.

I don't think employers expect people to lie or find it acceptable when they do, although they might expect some embellishment. But skilled employers will use an interview to find out the truth. And if they find out that you lied, they will probably give the job to someone else and keep a copy of your résumé with a note saying that you lied. This will likely prevent the firm from considering you for future positions. Also, if, after hiring you, an employer finds out that you lied, there's a good chance you will get fired. If you lied about a qualification you didn't have and caused any risk as a result, the company may also take legal action against you.

Instead of trying to find ways to lie at an interview, focus on finding a means to answer questions truthfully, but in such a way that it makes you look good. Find out about the firm and the position you want. Then, when you go for the interview, talk about your strengths and what you can bring to the company. If you are not right for a job, it's better to be honest about this than it is to lie and end up in trouble. Employers are likely to be impressed by your honesty and remember you in a favorable light. And if a job becomes available that matches your skills, they may offer it to you.

You may or may not get away with lying at a job interview, but it's never worth the risk. In this weak economy, there are more competitors than ever for every job. Employers are doing more thorough background checks and interviews to find the perfect employee. They are under a lot of pressure, because if they hire someone who lied about their qualifications, they could later be accused of negligent hiring and get in trouble. Some people say that everyone lies on a résumé. I don't believe this, but even if it were true, only one person can get the job. Companies value integrity. Clever candidates will use this to their advantage by telling the truth and landing the jobs they want.

NORMA GAFFIN is the director of content in North America for the employment website **Monster.com**, which has about 150 million résumés in its database. Gaffin has been writing for the site's Career Advice section for nine years.

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3 Summarizing and writing comprehension questions

Summarize and discuss the article you have just read with other students who read the same article. Write six comprehension questions about the article.

4 Answering comprehension questions

Swap pages with a student who read Article A. Read the article and answer the questions about it.

Is it ever OK to lie in a job interview?

5 Talking points

Who do you agree with more: Derek Johnson or Norma Gaffin? Refer back to the answers you gave during the warmer task.

What do you think an employer should do if he/she finds out that a new employee lied on their résumé/CV and/or during an interview in order to get the job?

6 Webquest: Compare and contrast

Look at the two websites mentioned in the article. What differing advice do they give about writing resumes?

www.fakeresume.com

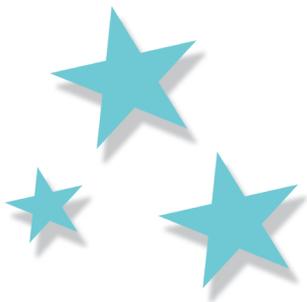
www.monster.com

Make sure you go to an English version of Monster.com.

Exams

In the Exams area you'll find lesson plans and tips to help you and your students prepare for Cambridge ESOL examinations, including the First Certificate Exam (FCE) and the Proficiency (CPE); the International English Language Testing System (IELTS); and the Test of English as a Foreign Language (ToEFL).

In this section: • *Assessment matters: Preparing students for tests and exams*



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www.onestopenglish.com/exams

Assessment matters: Preparing students for tests and exams by Adrian Tennant

Summary: Adrian Tennant looks at how most exams test a student's ability to do tests, and gives some practical tips aimed at helping you prepare your students.

Introduction

Although most English Language tests claim to assess the proficiency or ability of a student, the reality is quite different. Almost every devised and administered test assesses a student's ability to do that particular test, and not their overall competency in English! Tests have a particular format and set of tasks. Familiarity with the format and the task type almost always results in a higher score. Therefore, the test in question does not only test a student's language ability, it also tests their ability to do the test.

Why have tests and exams?

Tests and exams are here to stay. There is no point spending too much time criticizing their very existence as there are far too many people with an interest in them. Schools want to know how well students are doing; parents want to know how well their son or daughter is doing; often students themselves want to have some form of measurement; employers or potential employers want to know how good someone's language skills are, etc. So rather than fight against them we need to look at ways we can address their inadequacies and help our students tackle the inevitable.

Preparing students

There are a number of key steps in helping our students when they are faced with tests. Firstly, we have to try and make the whole process as unthreatening as possible. Of course, it is common for students to feel stressed before they take a test. However, an element of stress can sometimes be a good thing. One way to make tests relatively stress-free is to make them a common occurrence within the classroom and learning environment. Giving regular tests and assessments to students and using the results as a learning tool means that students feel less worried about taking them.

Secondly, students need to be familiar with the format. As pointed out in the introduction, knowing the format almost always leads to a better score. This does not necessarily mean taking lots of tests and practising them to death. It means knowing what each paper looks like, how many questions there are and what each question is actually trying to assess.

This leads me onto my third point. If students are aware of what each part is trying to test, they will be better equipped to deal with the question or task. This does not mean that they need to do lots of questions in class or for homework; it means that each question or task type needs to be picked apart and analyzed. Let's have a look at an example:

Multiple choice questions are a common task type in tests. What they test depends on whether they are part of a grammar, vocabulary or skills comprehension task. However, what they all have in common is the way they are presented.

Here is an example:

How _____ do you know about tests?
a) few b) many c) much d) often

In terms of presentation, I am not referring to the gap and the four choices. I'm highlighting the fact that the choices are there to distract the student and, in a way, confuse them a bit. One technique we can teach our students is to cover up the four options, look at the sentence, try and decide what word will go in the gap and then look at the choices to see if there is one that matches their original thought. We can also point out that there are clues to which answer is correct. For instance, the above example is a question, so we can immediately dismiss the word which is not used in a question. Also, the focus is on the word *know* not *tests*. *Know* is uncountable so we can discount *many*, which is put there to confuse us. Teaching students to eliminate 'wrong' answers helps them narrow down the choices and gives them a better chance of choosing the correct one.

These techniques aren't developed simply by practising and practising but rather by focusing on the process, discussing it and then practising it enough to make it part of the student's repertoire. In other words, training our students to take (and pass) the test.

The 'washback effect / backwash effect'

This refers to the effect that the test has on classroom teaching. In many cases, classroom teaching is geared towards getting our students 'through' the test. It is questionable whether this is a positive thing – surely there is more to learning languages than simply passing tests?

One of the problems is that tests are often designed to be easy to administer and mark. Multiple choice tests are a good example of this. They are relatively easy to design (although there are lots of examples of poor multiple choice tests where more than one choice is correct, or none!) and very easy to mark – in fact, they are often marked by computer. However, they do not reflect what usually goes on in a language classroom in terms of our teaching. We therefore have to teach for the test, creating a backwash effect.

Some (more) practical ideas

Build up confidence

I've often seen students give up as they find the task too difficult. In fact, they may well have the language ability but they simply don't understand what they are supposed to do. For example, when students first see an Open Cloze (a text with gaps with no choices given) they don't realize that there are a limited number of words to consider.

Sam (1) _____ been living (2) _____ London for the past twenty years.

One way to prepare students for this is to start off slowly. Give students an Open Cloze text and ask them to work alone, then put the students in pairs and get them to compare their answers. Meanwhile, write up the answers plus three extra words on the board in a random order, i.e. *at, have, has, in*, etc. Next, tell the students to look at the board and compare the choices with their answers. Point out that there are some extra words. Finally, while checking the answers together, discuss the type of words which were left out and the clues that were in the text to help the students 'guess' the correct word.

Turn it into a quiz or game

Exam classes do not need to be boring. Simply practising test tasks and questions is not only a fairly useless way of preparing students for tests it is also a guaranteed way of putting them off learning. However, making them part of the lesson and into fun activities can be quite easy. For example, turn a multiple choice task into a quiz. Divide the class into teams. Give each team a sheet with the choices. Display the text on the board (or use an OHP). Tell the teams they have ten minutes to discuss the answers. Now give each team 150 points. Tell them they can place 'bets' against their answers using these points (e.g. 10 points on answer 1, 25 on answer 2, etc.) until they have used up all their points. If they have chosen the correct answer they will get their points back plus the same again, i.e. if they placed 10 points and they get the answer right they get 20 points. If they get the answer wrong they lose the points they placed on that answer. At the end, the team with the most points wins.

Analyze the purpose of the test task

In the previous task students had to decide whether they were confident with their answer. The more confident they were, the more points they were likely to 'bet'. In some respects they were beginning to analyze the task, but it can be taken much further.

Understanding the purpose of a task helps when thinking about how to answer it. For example, knowing that an Open Cloze focuses mostly on grammar words, or occasionally on collocations, helps give students a clue as to the possible options / answers. Knowing that the four choices in a multiple choice task are there as distracters helps students cope with them and not get so easily misled.

Therefore, it is worth looking at test tasks and asking a number of key questions:

1. What is the task testing?
2. How is it testing it?
3. How am I supposed to know the answer?
4. What is the best technique to use to get the correct answer?
5. Are there any things to try and avoid?

Look closely at the rubric / task instructions

One thing that students often fail to do is read the instructions carefully. For example, in a Cloze test the rubric often states: *Complete each gap with ONE word only*. Yet students often put two or three words in the gap. There is a tendency to make assumptions, so if a task looks familiar students go straight ahead and answer the questions without first reading the instructions.

Training your students to always read the instructions is an important thing to do. One way you can teach this is by playing a simple game. Hand out a worksheet, like the one below, and wait to see what happens.

INSTRUCTIONS WORKSHEET

1. Read all the instructions before you start.
2. Write your initials in the top left hand corner.
3. Write the date in the bottom right hand corner.
4. Write your favourite colour in the left margin.
5. Do the following sum: $7 \times 9 + 30 \div 3 = ?$
6. Write the answer at the top of the page.
7. Write the answers to these questions only if your first name and surname begin with the same letter.

Almost every time students will follow the instructions one at a time and won't read them all through first – despite the fact that the first instruction tells them to do precisely that. Try this and then discuss the importance of carefully reading all the instructions before launching into the task.

Get your students to design their own test tasks

My final tip is to get your students to design their own test tasks. By doing this students get a better understanding of what a task is actually testing and therefore a better idea of how to best tackle a task.

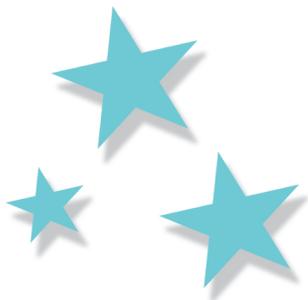
It's easy to organize. For example, if you want your students to practise a multiple choice Cloze task, give them a text (this can be a short reading passage from their course book) and ask them to choose 10 words to test. Give the students whitener to blank out the words they want to test. Then get them to write the multiple choice options for each gap, including the one correct word. Once they have finished they can give the text to another student (or pair of students) to try and complete. If students are using the same text, give them out in the following lesson so that they are less likely to remember the exact wording of a text.

Good luck! And happy testing!

Grammar

*Puzzled by the past perfect? Muddled about modals?
Perplexed by prepositions? Look no further than
the onestopenglish Grammar section!*

In this section: • Fun with grammar: Board game: Frequency adverbs



10th birthday!

www.onestopenglish.com/grammar

Board game: Frequency adverbs

by Jill Hadfield

Level: Elementary

Target age: Secondary/adult

Time needed: 20 minutes

Grammar objective: To practise present simple with frequency adverbs

Materials: One board game and one set of frequency cards and time cards per group of three to four students, one counter per student, one coin or dice per group

Summary: This is a fluency-based board game which practises the present simple with frequency adverbs and time expressions.

Procedure

1. Divide students into groups of three or four. Give each group a board, a set of frequency cards and a set of time cards, and a coin or dice. Each student will also need a counter.
2. Ask the students to place their counters on 'Start'. They should then deal out the frequency cards and place the time cards face down in a pile on the board.
3. The first student starts either by throwing the dice and moving the appropriate number of squares or by spinning the coin (heads: move one square, tails: move two squares).
4. When students land on a square, they should pick up a time card and then make a true sentence about themselves using the time expression and one of their frequency cards; for example, landing on the *go skiing* square and taking the expression *in the summer*, the student could use his/her frequency card *never* to make the sentence *I never go skiing in the summer*.
5. If the other students think the sentence is not true, they may challenge him/her. If they are right and it was not true, the student must miss a go. If they are wrong and it was true, the player gets another go.

Board game: Frequency adverbs
by Jill Hadfield

FUN WITH GRAMMAR WORKSHEET

start	go swimming	play football	watch TV	go to the seaside	go for a walk	go to the cinema
do the gardening	play tennis	watch sport	do homework	finish	go skating	go clubbing
cook		frequency cards		time cards	go skiing	
do the washing up					go to the theatre	
do the ironing	do the washing	listen to music	go out with friends	drink tea	drink coffee	go to concerts

Board game: Frequency adverbs
by Jill Hadfield

FUN WITH GRAMMAR FREQUENCY CARDS



rarely	rarely	rarely	rarely	rarely
never	never	never	never	never
sometimes	sometimes	sometimes	sometimes	sometimes
often	often	often	often	often
always	always	always	always	always

Board game: Frequency adverbs
by Jill Hadfield

FUN WITH GRAMMAR TIME CARDS



at weekends	in the winter	on my birthday	at weekends	in the winter
at night	in the summer	in my spare time	at night	in the summer
in the afternoon	at dinnertime	in the holidays	in the afternoon	at dinnertime
in the evening	at breakfast	in my spare time	in the evening	at breakfast
in the morning	at lunchtime	in the holidays	in the morning	at lunchtime

Skills

Have a taste of our Skills section, which includes over 3,000 innovative and engaging materials covering listening, reading, speaking, writing and pronunciation skills ...

- In this section:*
- *Audio soap opera: Episode 13: The fight*
 - *Live From London: Sights*
 - *Mini-play: Football fanatics*
 - *Sound matters: /s/, /ʃ/ and /tʃ/*
 - *Writing matters: Developing accuracy*

✓ Audio
✓ Audio
✓ Audio
✓ Audio



10th birthday!

www.onestopenglish.com/skills

Worksheet

The story so far

Katie is working at a club owned by her cousin's boyfriend Rich. She has left behind her life in England, and her English boyfriend Mark. But Mark has come to the USA to see her, and bring her back home.



Listening

1. Listen to the episode and answer the two questions.
 1. Who has a fight? Why?
 2. What happens at the end?
2. Listen again. Who says it? Who or what do the underlined words refer to?
 1. Yeah, it's busy all right.
 2. Look at this place.
 3. I can't go back.
 4. She's not going anywhere unless she wants to.
 5. Shut up and get your things.
 6. This gentleman was just leaving.

Language: Expressions with *what*

1. Match these expressions from the episode with their meanings.

What a mess! What a night! What an idiot!

- _____ *It's very busy in the club.*
- _____ *I don't think this place is very good. I think it's actually pretty terrible.*
- _____ *Who is this person? He's not very intelligent.*

2. Think of different situations for the expressions below. When would you say them?

What a surprise! What a day! What a pity! What a good idea!

Worksheet

Speaking

1. Do you think Mark is unreasonable to ask Katie to come back home?
2. Will this fight push Katie back towards Mike, towards Rich or make her feel even more alone?
3. Are fights common at clubs and discos where you live? What are the reasons for them?



Transcript

RICH: What a night, huh?
KATIE: Yeah, it's busy all right.
RICH: You've got a new customer on table 14.
KATIE: Ok, Rich – thanks.

KATIE: [sharp intake of breath]
MARK: Hi Katie.
KATIE: Mark... I... you're here. What a surprise. How did you find me?
MARK: It wasn't hard, you know. I'm not as stupid as you think.
KATIE: Mark. I'm working right now. I... I can't talk.
MARK: You call this a job? Look at this place. What a mess.

Katie: What do you want Mark?
MARK: To talk.
KATIE: We're talking.
MARK: Katie, I flew all the way here to see you.
KATIE: I can see that.
MARK: To come and take you back home. Back to England. Back to Slough.
KATIE: I can't Mark. I can't go back.
MARK: Why not?
KATIE: I told you before, it's over. I'm sorry, I can't speak to you now... I...
MARK: No, we're gonna talk about this NOW! Your place is back home, with your family, with your job, in your country. Now get your things, we're leaving.

RICH: Is there a problem here?
MARK: Oh perfect. Who's this? Your new American boyfriend?
KATIE: Mark, stop being...
MARK: Leave us alone. We're leaving.
RICH: She's not going anywhere unless she wants to.
MARK: Oh, yeah?
KATIE: Mark, no... I can't...
RICH: I said, leave her alone.
MARK: What an idiot.
KATIE: Mark...
MARK: Shut UP, Katie and GET-YOUR-THINGS.

RICH: OK, that's enough. Get out.
MARK: Who are you? The bodyguard?
RICH: Nope. I'm the owner of this place.
MARK: Hey... get off me! GET OFF! LET ME GO!

RICH: Don't worry everyone – this gentleman was just leaving. Right?
MARK: Uhhnnngg.



Answers

Listening

1. Rich and Mark. Because Mark tries to make Katie leave the club.
2. Rich throws Mark out of the club.
1. Katie – referring to the club
2. Mark – referring to the club
3. Katie – referring to England
4. Rich – referring to Katie
5. Mark – referring to Katie
6. Rich – referring to Mark



Language: Expressions with *what*

- Match the situation with the expression from the episode.**
What a night! *It's very busy in the club.*
What a mess! *I don't think this place is very good. I think it's actually pretty terrible.*
What an idiot! *Who is this person? He's not very intelligent.*
- Individual answers will vary.

Live from London podcasts

Author: Lindsay Clandfield

Level: Elementary and above

Age: Teenagers / adults

Time needed: 30 minutes approx

Language focus: Sights in a city

Homework preparation

If you have time, ask students to prepare for this lesson by doing some research on the Internet. Ask them to report back on the sights they'd most like to visit.

Websites:

<http://www.londontown.com/attractions/>

<http://www.visitlondon.com/>

Vocabulary

Ask students to work on Exercise 1 individually. One way to help them is to write each scrambled word inside a circle (i.e. the letters all in the circle and not in a row). Or you could give hints for each of the words (e.g. *you might walk across this to get over a river...*)

Answers

1. bridge; 2. castle; 3. museum; 4. gallery; 5. park; 6. statue; 7. tower; 8. square

Ask students to list, in pairs, examples of these things in their own home town. Do some whole class feedback, prompting with extra questions, such as: *Which is your favourite sight?, Are there any sights that you think are particularly ugly?*

Listening

Go over the London sights on the map first. You may wish to point out, if your students know nothing at all about London, the following details:

- Big Ben is the name of the famous bell inside the clock tower.
- Notting Hill is a small neighbourhood and shopping district in London, made famous by the film of the same name.



- Harrods is a famous department store.
- Covent Garden is a well known area of London, famous for its market, restaurants, theatres and shops.
- The London Eye is a big Ferris wheel on the bank of the river Thames. It gives great views of the whole city.

Alternatively, ask if anyone in the class has been to London. If somebody has, ask him or her to explain what the sights are.

Answers

Big Ben, Harrods and the Tower of London are not mentioned.

Now play the recording again. You may wish to pause after each speaker to allow time for students to choose their answers.

Answers

Speaker 1: b; Speaker 2: c; Speaker 3: a; Speaker 4: b; Speaker 5: a

Speaking

There is a choice of ranking activities for the speaking part of the lesson. Students choose which activity they would like to do. Circulate and help out with any language problems you hear.

Transcript

Introduction

Welcome to onestopenglish's Live from London podcast. In Live from London we go to different parts of London to ask locals and visitors questions about their daily lives. Today, Live from London reports from outside the Tate Modern, one of London's most famous art galleries. We asked people the question: What sights have you seen so far in London?

Speaker 1 (male, USA)

Well I've ... really enjoyed the Kensington Gardens and, or the park and seeing all the people ... in the States we don't see as many people out in the parks as we do here.

Speaker 2 (male, Italian)

Hi. Well we're visiting London in these three days. We have been to Westminster ... Abbey, the Buckingham Palace, the London Eye, we have seen Soho, Covent Garden, Notting Hill. Just we walk around all these places.

Speaker 3 (female, German)

What I like most is the parks and the gardens around London, like Windsor. Yesterday I've been to Richmond, I love it very much, Kew Garden. And also the museums. That's what I'm looking for.

Speaker 4 (female, Australia)

We've only been in London for about one day so far, we haven't really seen too much. We've seen the London Eye and London Bridge. ... London Bridge was newer than I expected. I expected it to be really old. I really wanna see Buckingham Palace and I wanna go to Hyde Park. The city's really old but it's really beautiful. It's so busy, there's so much going on and there's so many people. It's really expensive. Really expensive.

Speaker 5 (male, USA)

Hi. Now, I've been running around London here. The thing that, that's very curious to me is how I can get up in this Eye and kind of take a look at all of London and get my bearings. Bridges are easy, walkable, you gotta walk a lot in London, more than you have to do in New York, I can tell you that, and certainly more than you have to do in Miami. Plus everything seems to run on time, the people... lotta order and the people are very, very pleasant.



Vocabulary

1. Unscramble the letters to make words for sights you can see in a city.

- | | | | |
|------------|-----------|-----------|------------|
| 1. rignedb | 2. sletac | 3. mumuse | 4. legraly |
| 5. karp | 6. tuset | 7. rowet | 8. quasre |



2. Which of the things in 1 do you have in your home town? Tell a partner.

Listening

3. Look at the map and tick the London sights you hear.



4. Listen again and answer the questions.

Speaker 1: What is different about parks in the States to parks in London?

- a) there are more people out in the parks in the States
- b) there are more people out in the parks in London
- c) there aren't any parks in the States

Speaker 2: How did this person visit the sights in London?

- a) by taxi
- b) by bus
- c) on foot

Sights

Live from London podcasts

Speaker 3: What was this speaker mainly looking for London?

- a) museums
- b) galleries
- c) Buckingham Palace

Speaker 4: What did the woman think of London Bridge?

- a) it was really old
- b) it was newer than she expected
- c) it was very expensive

Speaker 5: What is different about London from New York and Miami, according to this man?

- a) you have to walk more
- b) the people are more pleasant
- c) everything is on time



Speaking

5. Choose one of the following tasks and discuss in pairs.

Imagine you are going to London for a day trip. What five sights would you like to see? Choose from the list in 3, or add your own ideas if you like.

Imagine three friends from another country are coming to visit your hometown. They have a free day to visit the sights. Where would you take them? How would you travel around?

The local government of your town would like to create a new sight for tourists. Which of the following do you think would attract the most visitors? Rank the possible sights below from best idea (1) to worst idea (5).

- a new gallery of modern art
- a tower, with a restaurant at the top
- a new park with a small lake
- a modern casino like in Las Vegas
- a museum of the history of your town

Football fanatics

Teacher's notes and answer key

Level: Intermediate and above

Age: Adults

Time needed: 45 minutes plus

Procedure: The 'Twelve top tips' will give you extra ideas for using the plays in the classroom.

Notes on language and culture

1. Britain is divided into regions called counties. Yorkshire is a county in northern England and the largest county in the UK. Cities in Yorkshire include York, Leeds, Sheffield and Hull.
2. The 'flask' referred to by Andy is a thermos flask. Many football fans take hot drinks (tea, coffee or even soup) with them to matches, especially in winter.
3. *Since you were in nappies* means *since you were a baby*.
4. *Caff* is the colloquial term for *café*.
5. *CCTV* stands for *closed-circuit television*. The UK has more security cameras per capita than any other country in the world, according to official statistics.
6. The expression *reads the game well* means that the person in question is able to anticipate what is going to happen next in the game and reacts accordingly.

'Summat' has been used in the transcript as a way of writing the word *something* that shows how it sounds in informal speech in some areas of the UK.
7. The expression *Get in there!* is often used to express pleasure when your team scores a goal.
8. Andy uses the present simple tense to describe the goal-scoring chance to make it sound more dramatic. The present simple is also used when telling jokes.
9. *Flaming* is a mildly impolite term used for emphasizing how bad someone or something is.

Twelve top tips

1. Take away the title of the play. Students try to guess the context. Who? Where? Why? What?
2. Ask students to describe the appearance, personality and social status of the characters in the play.



3. Cut the play up into four sections. Students then put it back in the correct sequence.
4. Supply several statements of fact or opinion about the play. Ask students to assess whether each one follows from the play, supports it, contradicts it or is assumed.
5. Use the play alongside a onestopenglish news lesson or news article on the same subject and hold a debate and discussion on the topic to link the content with students' experience or knowledge.
6. Students add their own stage directions, e.g. ... *he said angrily – rising from his chair*.
7. Students can finish the play off in their own words or change its ending.
8. Students interpret the play, perform it and then record and listen to themselves for correct use of stress and intonation.
9. Students perform the play using the same words but in different styles, e.g. a romance, a ghost story, a thriller, etc.
10. Students identify vocabulary that has a negative connotation.
11. Students identify the word/phrase/phrasal verb that means ...
12. Take an adjective or adverb out of a sentence and put it in brackets at the end of the line. Students put it back in the correct place or wherever it will logically fit, for example:

They crack down on 'em hard now. [REALLY]

They crack down on 'em really hard now.

Teacher's notes and answer key

Answer key

1. What is the play about?

1. b; 2. a

2. Vocabulary

1. e; 2. d; 3. a; 4. f; 5. c; 6. b

3. Find the colloquial expression

1. a bite to eat; 2. (you) can't beat it; 3. give someone their due; 4. crack down on; 5. gaffer; 6. gutted

4. Colloquial language: Ellipsis

1. You can't beat it!
2. He always looks a bit shifty to me.
3. He's good at football, though.
4. I thought he couldn't play anymore.
5. It should've been five!
6. It gives your mum a rest.

Football fanatics

Transcript

Scenario: Father and son from Yorkshire, driving south to a football match

Characters: Dad, Andy

- Dad** You brought your scarf?
- Andy** Yeah, course I have!
- Dad** Where is it?
- Andy** In me bag. I'm not wearing it! Not 'til we get into the ground, anyway.
- Dad** Good lad.
- Andy** Did you bring a flask?
- Dad** No, I didn't. You'll be asking for a warm blanket next!
- Andy** Well, it is four or five hours on the road this time, Dad.
- Dad** Six, actually, according to the satnav.
- Andy** Are we gonna be stopping then?
- Dad** If we have to. I love these long hauls. It proves you're a proper, loyal supporter, lad.
- Andy** Right.
- Dad** Do you know I've supported this team since I was in nappies!
- Andy** Yeah, I know.
- Dad** The sooner we get there, the better. We can have a bite to eat at a caff if you like. Double egg, chips, beans, sausage and tomato. Can't beat it!
- Andy** What about the hooligans? This lot have got some bad ones, I've heard.
- Dad** There's not so many about now, haven't you noticed?
- Andy** You know why, don't you?
- Dad** No?
- Andy** CCTV. Everywhere!
- Dad** Oh, course. Give the police their due. They crack down on 'em really hard now.
- Andy** The 'known' hooligans have to hand their passports in to the police before any international games now.
- Dad** How d'you know?
- Andy** Micky told me.
- Dad** Oh, *him!* I've never liked him. A bad sort that one. Always looks a bit shifty to me.
- Andy** Good at football, though. Always on form. Magnificent touch! Reads the game well!
- Dad** Thought he couldn't play anymore. Got a knee injury or summat?
- Andy** No. He's back on form now and better than ever. Scored four goals last week.
- Dad** Get in there! I bet the gaffer was pleased!
- Andy** Should've been five! He goes past the full-back, brings it down and *SMACK!* Hits the top of the crossbar. He was gutted.

Transcript

Dad What was the score?
Andy Four nil.
Dad 'Ere, d'you know, this'll be our tenth away match this year?
Andy Yeah. All these journeys up and down the motorways don't do much for the environment, Dad.
Dad Oh, yes? What's all this then? It's that flaming school again, isn't it? What's wrong with going to away matches? It's what we enjoy, isn't it?
Andy Er, yeah.
Dad And it gets me out of the house. Gives your mum a rest.
Andy Does she have a choice?
Dad She's glad of a bit of peace and quiet, lad.
Andy Is she?
Dad Course she is.

Football fanatics

Worksheet

1 What is the play about?

Here are some words and phrases from the play.

supporter	hooligans	full-back	motorway
satnav	flask	match	environment

1. Where do you think the play is set?

- a. at a football stadium b. in a car c. in a service station

2. What do you think the play will be about?

- a. going to a football match b. pollution c. football violence

2 Vocabulary

Match these words from the play with their meanings.

- | | |
|----------------|--|
| 1. long haul | a. looking dishonest |
| 2. nappy | b. very impressive |
| 3. shifty | c. a satellite navigation system used in road vehicles |
| 4. crossbar | d. a thick piece of soft cloth or paper worn between a baby's legs |
| 5. satnav | e. travelling a long distance |
| 6. magnificent | f. the horizontal section of a football goal |

3 Find the colloquial expression

Listen to the play and find the following words and phrases. They are in the order in which they appear in the play.

1. a four-word expression meaning *a small meal*
2. a three-word expression meaning *it's very good*
3. a four-word expression used before you say something good about someone
4. a three-word phrasal verb meaning *start dealing with something more strictly*
5. a noun meaning *manager or boss* (or, in this context, *coach*)
6. an adjective meaning *very disappointed*

Worksheet

4 Colloquial language: Ellipsis

Which words are missing from these examples from the play?

1. Can't beat it!
2. Always looks a bit shifty to me.
3. Good at football, though.
4. Thought he couldn't play anymore.
5. Should've been five!
6. Gives your mum a rest.

5 Listen and read

Listen to the recording and read the dialogue aloud in time with the recording.

6 Discussion

Should football and other sports fans be prevented from travelling long distances to sports fixtures in order to limit unnecessary car journeys and reduce greenhouse gases? Why? Why not?

Is there football hooliganism in your country?

Pronunciation activities: Part 5

by Adrian Tennant

Sound matters: /s/, /ʃ/ and /tʃ/

Level: All

Target age: Adults and teenagers

Time needed: 30–45 minutes

Summary: This lesson focuses on the distinction between the phonemes /s/, /ʃ/ and /tʃ/.

Exercise 1

- On the board write up the following three words: seat /si:t/, sheet /ʃi:t/ and cheat /tʃi:t/.
- Ask a few students to pronounce the three words.
- If you need to, model the words and make sure students can hear the difference.
- Explain that you will play a recording with seven sentences. The students' task is to listen and decide which word they hear.
- Get students to read the seven sentences on the worksheet.
- Play the recording and get students to circle the word they hear.
- Put students in pairs and have them check.

Key:

- seats; 2. sip; 3. cheeses; 4. sure; 5. chin; 6. watch; 7. shaving

- Play the recording again, pausing after each sentence.
- Have the students repeat the sentences they hear.
- If necessary, drill each sentence to clarify the pronunciation.

Audioscript:

- Are these your seats?
- Try not to take too big a sip.
- I'm sorry, but all cheeses make me sick.
- Just tell me if you're sure.
- Ow! That really hurt my chin.
- Where did you watch it?
- He's 21 and he's only just started shaving!

Exercise 2

- Ask students to look at the chart.
- Tell them to look at the words on the sheet and try saying them.
- Ask students to try and put the words in the correct column – encourage them to work in pairs.
- Play the first three words on the recording.

- Make sure students can distinguish between the words – at this stage you might want to drill the words with your students.
- Play the rest of the recording and get students to check their answers and write the words in the correct column.
- Put students in pairs and have them check together.
- Play the recording again.
- Check in pairs and then as a class.
- Finally, practise saying each word.

Key:

/s/	/ʃ/	/tʃ/
seat	sheet	cheat
city	nation	cheer
scene	fish	nature
soon	sure	match
listen	machine	question

Exercise 3

- Ask students to read the tongue twister while you play the recording.
- Play the recording again stopping after each line and ask students to repeat what they hear.
- Ask students to say the tongue twister.
- Play the recording again with the students saying it at the same time.

Audioscript:

Charlie sips champagne while Susan washes sheets.
Sally chops up chips and cheese to sauté with some fish.
Shelly says she'll see you soon,
I'm sure you'll shout and cheer.

Extra activity: Sound chain

- Tell students they are going to take it in turns to say words containing the sounds /s/, /ʃ/ and /tʃ/.
- Start the game off by saying a word containing /s/. The next student has to say a word containing /ʃ/, the next student /tʃ/ and so on.
- A harder variation of the game is for students to say words starting with or ending with these sounds.

Worksheet

Exercise 1

 Listen and circle the word you hear in each sentence.

1. Are these your **seats** / sheets / cheats?
2. Try not to take too big a **sip** / ship / chip.
3. I'm sorry, but all **seas** / cheeses make me sick.
4. Just tell me if you're **sore** / sure.
5. Ow! That really hurt my **shin** / chin.
6. Where did you **wash** / watch it?
7. He's 21 and he's only just started **saving** / shaving!

 Listen again and repeat each sentence.

Exercise 2

 Listen to the words and write each one in the correct column.

	seat	sheet	cheat	nation	cheer		
sure	/s/		/ʃ/		/tʃ/		fish
scene							city
soon							nature
	match	machine	listen	question			

Exercise 3



Charlie sips champagne while Susan washes sheets.
Sally chops up chips and cheese to sauté with some fish.
Shelly says she'll see you soon,
I'm sure you'll shout and cheer.

Developing Accuracy by Adrian Tennant

Summary: Accuracy in written work is important, but how can we help our students to become accurate writers? In this article, Adrian Tennant tries to answer these questions and provides some practical activities that focus on accuracy.

Introduction

When students produce a piece of writing, one of the first things they want to know is 'Is it okay?' By this they usually mean 'Have I made lots of mistakes?' In lots of teaching situations there is an emphasis on getting things right – on accuracy. It may be that as teachers we want to focus on something else, i.e. whether they enjoyed doing the task, how long it took them, whether they found it easy to come up with the ideas, etc. But, in many cases, both students and teachers are looking for a piece of work that doesn't have too many mistakes.

In this article we'll examine what exactly we mean by accuracy in writing and how we can help our students become more accurate writers.

Are there different types of accuracy?

The simple answer is 'Yes'. When we talk about accuracy in writing we are not just referring to whether the correct choice of tenses was made. There are lots of different mistakes that can be made in writing and, sometimes, grammatical accuracy is not as important as one of these other aspects. Of course, that doesn't mean that grammatical accuracy isn't important, but it is only one of many levels of accuracy. Here are a few examples:

Spelling

In many cases spelling can be crucial. Not only does bad spelling have a negative affect, especially in formal situations, but it can sometimes impede communication. Often people who are not good at spelling are also labelled lazy, although there can be many reasons for poor spelling, especially in English. However, in many cases spelling mistakes are simple 'slips' that could be corrected if, and when, the piece of writing was reviewed. Encouraging students to read through anything they have written and just check the spelling will often lead to immediate improvements.

Register

Students need to think about who they are writing *for*, what their relationship is to the person (social distance) and the purpose of the piece of writing. Discussing these questions and thinking about the degrees of formality will help students become more accurate. Awareness-raising activities as well as exposure to different registers will help students improve their writing.

Organization and layout

Many types of writing in English follow a fairly well defined structure. Looking at the organization and layout of different kinds of writing – from messages to letters, and from discursive essays to postcards – will help students when it comes to their

writing. We often spend time looking at the layout of letters, for example, where to put the addresses, how to start, how to close, etc., but fail to look at the way to structure each paragraph and then how to link these paragraphs together to make a coherent and cohesive letter. Therefore, looking at these aspects on a micro level, as well as a macro level, is important.

When should I focus on accuracy?

In most cases after a fluency stage. Initially students should review their own piece of writing. Then the focus can shift towards improving accuracy. It may be that students begin to organize their ideas, deciding which ones to use and how to link them together. This is a form of accuracy work, focusing on organization, layout and structuring. There can be a number of stages where different aspects of accuracy are the focus. So, stage one is organizing the ideas, stage two is linking them together, stage three is checking the tenses, etc., stage four is looking at the register and so on. These don't necessarily all have to be done in one lesson, but may be spread over a period of time.

What should I correct and when?

The first thing to do is to consider the purpose of the writing. Who would read the writing in the 'real world'? And how would they judge the writing? If the piece conveys the information required in an appropriate way, then this needs to be acknowledged. For example, if the register chosen is correct but there are some basic grammar mistakes, then these will probably not be the focus of any correction. It also depends on the target you set your students and their level.

Secondly, decide on whether you need to make the corrections or whether you are just going to indicate that some mistakes have been made, where, and of what type, and then get the students to self-correct their work. In the long term, self-correction may be a far more useful strategy.

Does it matter if I don't correct everything?

No, not at all. In fact it can be counterproductive. Too much correction can be as bad as no correction at all. Nothing is more disconcerting for a student than receiving a piece of writing covered in red pen and comments. Choose what to focus on, preferably before you set the task, and let the students know. Targeted correction is far more beneficial.

Will a focus on accuracy stop students from enjoying writing?

Not unless it's overdone. Usually the problem is that accuracy becomes the main focus rather than simply one aspect of writing. When this happens students become so concerned with getting things right that content suffers, seeing writing as a means to an end is lost and students find writing tedious and hard work.

How can I find time to correct my students' writing?

Well, the first thing is to consider whether you should be the one correcting their writing. As was mentioned earlier, self-correction may be far more beneficial than the teacher always correcting everything.

Encourage students to read through things before they hand them in to you. And, don't accept work from your students if you think they haven't done their best. Give it back to them and ask, 'Is this the best you can do?' When they answer, 'Yes!' then accept the work.

Peer correction is also a good thing. Put students in pairs and groups and get them to look at each other's work. Tell them to talk to each other about any mistakes they find or things they don't understand. This is better if it is focused and targeted so that students know what kinds of things are important in each piece of writing.

Some practical ideas

Looking at spelling

There are lots of activities that can be done on spelling, but here are a couple:
Activity 1 – Type out a short text with a number of common spelling mistakes in it. Put students in pairs and hand out the text. Tell them that there are ten spelling mistakes (or the number you have decided) and that they should write out the text and correct the mistakes. Encourage them to work together, discussing their ideas. This works really well if the mistakes are ones taken from the students' own work.
Activity 2 – Dictate sentences with tricky words that are commonly spelt incorrectly. I've used this activity a lot for homophones.

Gap-fills

These are often seen as grammar-focused activities, but are also a form of structured writing where accuracy is paramount. They can vary from sentence gap-fills to paragraphs and often look at tenses or word formation.

Marking codes and error sheets

Make sure your students are aware of any marking codes you use, i.e. T = tense mistake, sp = spelling, w/o = word order etc. Ask students to keep an error sheet where they record the type of mistakes they make. So, for example, if they make a spelling mistake they can record the word they spelt incorrectly. Or, if they keep on missing out articles they can record this and then, by glancing at their error sheet, can know immediately what areas they need to work on.

Children

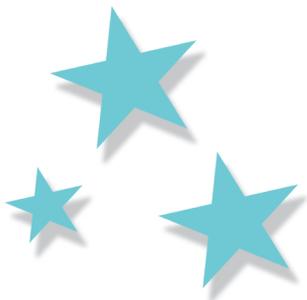
In our section wholly devoted to teaching English to pre-school and primary-school children, you'll find games, lesson plans and plenty of downloadable materials ...

In this section: • *Onestop Phonics: The letter Qq*

✓ *Audio*

• *Selections poem: It's a disaster, I tell you!*

✓ *Audio*



10th birthday!

www.onestopenglish.com/children



Qq

Quentin Quince

Onestop Phonics: The letter Qq

by Rachel Finnie

Level: Starter; Starters (Cambridge Young Learner tests)

Target age: 4+

Time needed: 20–30 minutes per letter

Materials: *Phonics podcast* (downloaded from www.onestopenglish.com); character flashcard; copies of worksheets 1 and 2 for each child

The letter Qq

Vocabulary

queen

If this vocabulary is new to your learners, it will require pre-teaching. You may like to use onestopenglish flashcards to pre-teach these words. Alternatively, you could use magazine pictures, draw the items on the board or, where possible, use realia.

Procedure

- Start by telling the children that they are going to learn about the letter *Q*.
- Say *Q* (as it is said in the alphabet) and then say *q* (as it is said in *quince*). Ask the children to repeat each time.
- If you are using the flashcards, you might like to either hold up the character flashcard for Quentin Quince or stick it up on the board where the children can see it. Say the name *Quentin Quince* and ask the children to repeat.
- Play the podcast for *Q* and ask the children to listen carefully.

Transcript:

This letter is called Q

Q Q Q

This letter sounds like:

q q q

q for quince

Quentin Quince

q q q

Quentin Quince

Quentin Quince asks quiz questions

- Say *Q, Q, Q* (as it is said in the alphabet) and ask the children to repeat.
- Say *q, q, q* (as it is said in *quince*) and ask the children to repeat.

- Write a capital *Q* on the board.
- Draw the letter in the air with your finger. Ask the children to copy you.
- Repeat with a lower case *q*.

Hand out Worksheet 1

Ask the children to colour the picture in however they want. As they work, encourage them to repeat the tongue-twister: *Quentin Quince asks quiz questions*.

Hand out Worksheet 2

- Ask the children to trace the capital *Q* letters. Ask them to say the letter each time they complete it. Monitor their work.
- Ask the children to trace the lower case *q* letters. Ask them to say the letter each time they complete it. Monitor their work.
- Explain that the children are going to join the dots to draw a picture of a queen. When they have finished joining the dots, encourage the children to say *queen* as they colour the picture in.
- When the children have finished doing the activity, hold up the worksheet and point to the picture. Say the word and ask the children to repeat.
- End the lesson by holding up the flashcard of Quentin Quince and saying *Quentin Quince*. Ask the children to repeat.

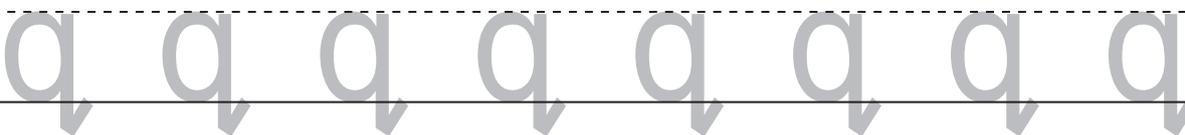
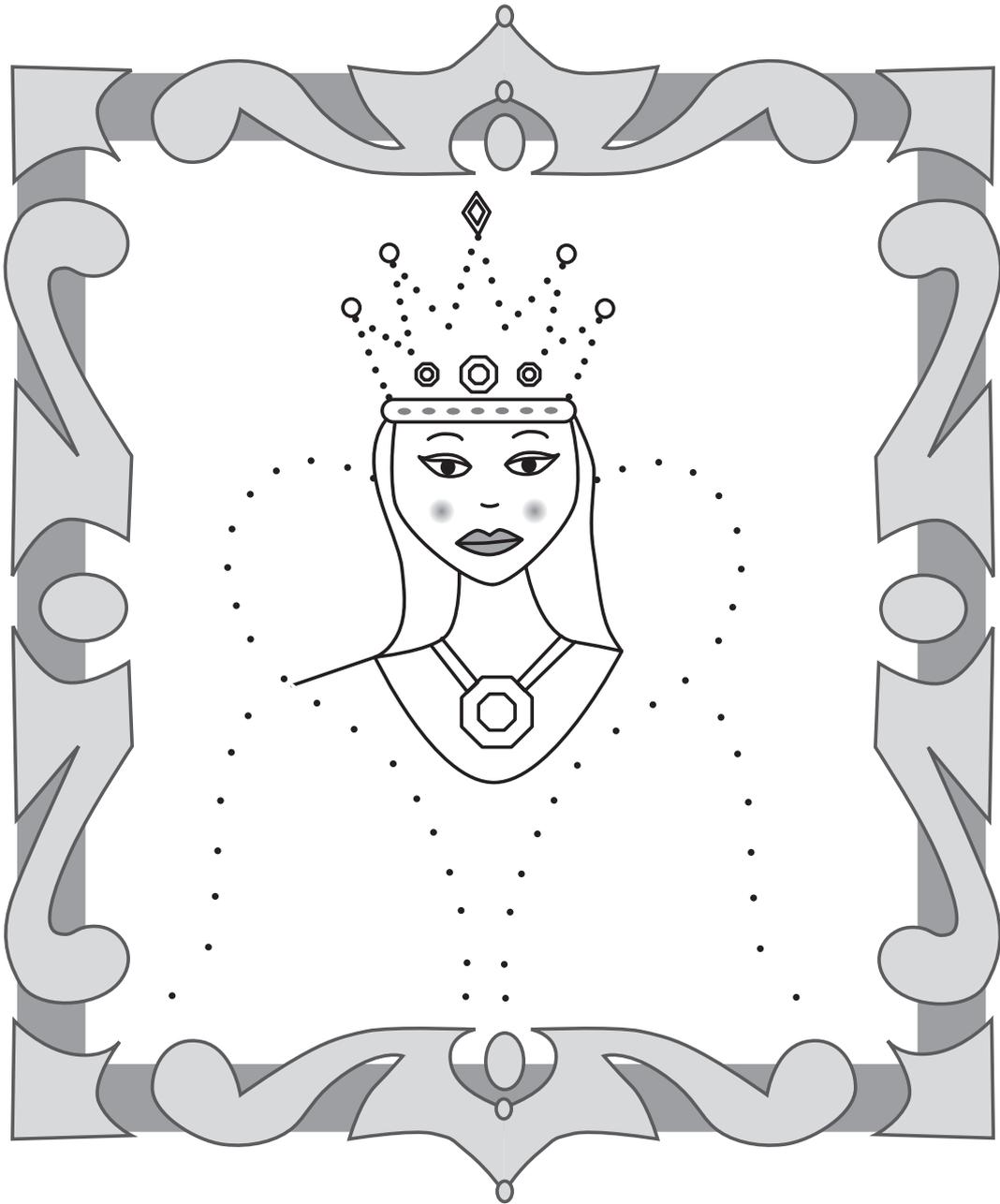
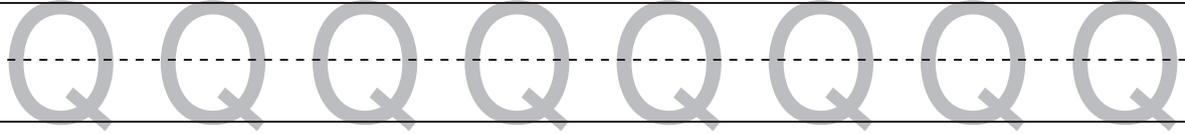
Onestop Phonics: The letter Qq
by Rachel Finnie

YOUNG LEARNERS



Onestop Phonics: The letter Qq
by Rachel Finnie

Write. Join the dots, colour and say.



Selections: It's a disaster, I tell you!

by Leo Kingsmill

Activities author: Adrian Tennant

Level: Movers+

Recommended age: Grade 3, primary (8+)

Time needed: Indicated for each activity

Type of English: American

Note: These activities can be done one after the other, or can be done separately. However, some activities need to be done in sequence, i.e. make sure you do Activity 3 before you do Activity 4.

Activity 1 (10 minutes)

1. Hand out the worksheet with Activity 1.
2. Ask the children to read the lines from the poem and then let them spend half a minute thinking about what the topic of the poem might be.
3. Put the children in pairs and ask them to discuss the three questions.
4. Monitor and help where necessary.
5. Ask a few pairs to report back to the class on their discussion.

Activity 2 (5 minutes)

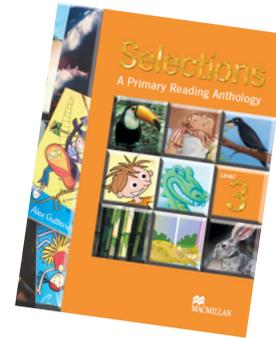
1. Ask the children to look at the phrases in the 'piece of toast' and try to match them to the words in the 'hippo'.
2. Encourage the children to work with a partner and discuss their ideas.
3. Ask the children to discuss the question: *What do you think the poem could be about?*
4. Elicit some ideas and write them up on the board.

Key:

1. b; 2. f; 3. e; 4. d; 5. c; 6. a

Activity 3 (10-15 minutes)

1. Hand out the worksheet with Activity 3.
2. Ask the children to look at each verse and put the lines in the correct order by numbering each line (1-4) in the box on the left.
3. Monitor and help where necessary.
4. Put the children in pairs and get them to check together.
5. Play the recording so that the children can check their answers.



6. While the recording is playing, monitor to see if the children are managing to get the lines in the correct order.
7. If necessary play the recording again.
8. Finally, check the answers as a class.

Alternative procedure 1

1. Divide your class into four groups (A, B, C, D) and give each group one verse to put in the correct order.
2. Then make groups of four with each group containing one student A, one B, one C and one D and get them to read out their completed verses.
3. Monitor and help where necessary.
4. Continue from stage 5 of the original activity.

Alternative procedure 2

1. Cut up the poem into strips.
2. Put children in pairs and ask them to put all the strips into the correct order. If they are having difficulty you could hint that there are four verses and each verse is a different color.
3. Monitor and help where necessary.
4. Continue from stage 5 of the original activity.

Activity 4 (10 minutes)

1. Hand out the worksheet with Activity 4.
2. Put the children into pairs.
3. Tell the children you want them to try and answer the eight questions from memory.
4. Monitor and give hints where necessary.
5. Play the recording straight through.
6. Get the pairs to check their answers.
7. Play the recording again if necessary.
8. Check the answers as a class.

Key:

1. a mouse
2. the wall and the door
3. (burned) toast

Selections: It's a disaster, I tell you!
by Leo Kingsmill

4. *it fell out / dropped into his plate*
5. *his money*
6. *five cents*
7. *three*
8. *in his bed(room)*

Activity 5 (10-15 minutes)

1. Ask the children to spend a few minutes thinking about the questions on their own.
2. Put the children in pairs and have them discuss their ideas.
3. Monitor and help where necessary.
4. Ask a few pairs to report back to the class on their discussion.

Activity 6 (15 minutes)

1. Hand out the worksheet with Activity 6.
2. Put the children in small groups of three to five.
3. Tell them you want them to write one more verse of the poem.
4. Ask them to look closely at the rhyming scheme.
5. Give them five or six minutes to discuss their ideas.
6. Monitor and help where necessary.
7. Give the groups around five minutes to write their verse.
8. Either get a few groups to read out their verse or post them around the classroom walls.

Selections: It's a disaster, I tell you!
by Leo Kingsmill

It's a disaster, I tell you!

Written by Leo Kingsmill

Illustrated by Tom Patrick

I woke up this morning and what did I find?
A mouse in my shoe and another behind!
I got out of bed and fell on the floor,
Then hit my head on the wall and the door.

**It's a disaster, I tell you, a disaster, I say!
I just want to stay in my bed today!**

I sat down for breakfast and what did I see?
A piece of burned toast – just staring at me!
I chewed it real slow but then my front tooth
Dropped into my plate and that is the truth!



**It's a disaster, I tell you, a disaster, I say!
I just want to stay in my bed today!**

I picked up my backpack and got on the bus,
Forgetting my money with all of the fuss.
The ticket was eight cents but I had only five.
The driver said 'Sorry, you walk and I'll drive.'

**It's a disaster, I tell you, a disaster, I say!
I just want to stay in my bed today!**

I walked down the street and what did I see?
Three hippos all dancing straight toward me!
Today is a day when the world's upside down.
It's a day for the bedroom and not for the town.



**It's a disaster, I tell you, a disaster, I say!
I just want to stay in my bed today!**

Selections: It's a disaster, I tell you!
by Leo Kingsmill

Before listening

Activity 1

Read the following lines from the poem and then answer the questions.

It's a disaster, I tell you, a disaster, I say!
I just want to stay in my bed today!

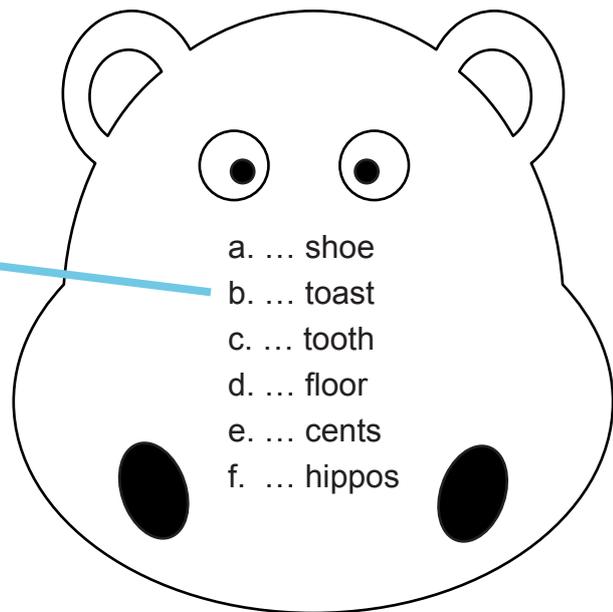
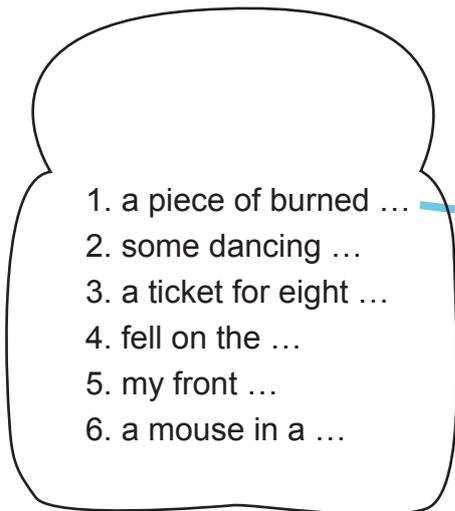
1. The boy is clearly unhappy about something. What do you think happened?

2. Have you ever wanted to stay in bed all day? Why? What happened?

3. What advice would you give to the boy?

Activity 2

Match the phrases in the 'piece of toast' on the left with a word in the 'hippo' on the right.



What do you think the poem could be about?

Selections: It's a disaster, I tell you!
by Leo Kingsmill

Before listening

Activity 3

Can you put these lines from the poem in the correct order?

- A mouse in my shoe and another behind!
- I got out of bed and fell on the floor,
- I woke up this morning and what did I find?
- Then hit my head on the wall and the door.

- A piece of burned toast – just staring at me!
- Dropped into my plate and that is the truth!
- I chewed it real slow but then my front tooth
- I sat down for breakfast and what did I see?

- Forgetting my money with all of the fuss.
- I picked up my backpack and got on the bus,
- The driver said 'Sorry, you walk and I'll drive.'
- The ticket was eight cents but I had only five.

- I walked down the street and what did I see?
- It's a day for the bedroom and not for the town.
- Three hippos all dancing straight towards me!
- Today is a day when the world's upside down.

Selections: It's a disaster, I tell you!
by Leo Kingsmill

Listen

Activity 4

Look at these questions. Can you remember what happened in the poem?

1. What did the boy see behind his shoe? _____
2. What did he hit his head on? _____
3. What did he have for breakfast? _____
4. What happened to his tooth? _____
5. What did the boy forget? _____
6. How much money did he have? _____
7. How many hippos did he see dancing in the street?

8. Where did he want to be? _____

Now listen again and check your answers.

After you listen

Activity 5

Imagine you were the boy and discuss these questions with a partner.

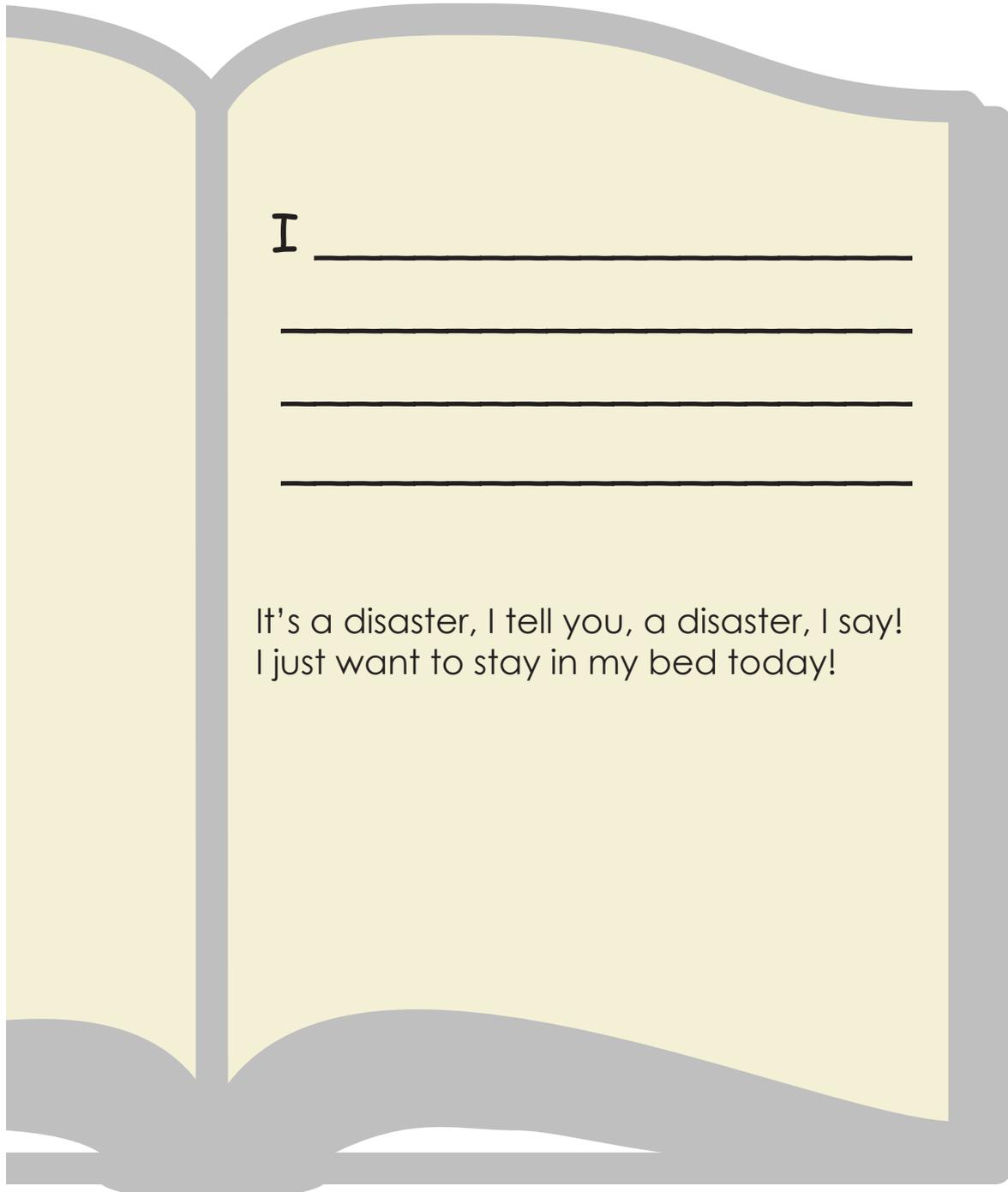
Which of the things that happened in the poem ...

-  ... frightened you? _____
-  ... was the strangest? _____
-  ... was the most annoying? _____
-  ... was your own fault? _____
-  ... hurt the most? _____

Selections: It's a disaster, I tell you!
by Leo Kingsmill

Activity 6

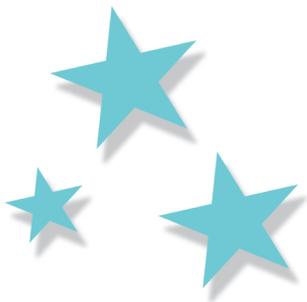
Work in groups and write one more verse to add to the poem.



CLIL

With over 900 fantastic CLIL materials, the onestopclil section is your resource bank for content and language teaching. Choose from a wealth of resources for Young Learners and Secondary ...

In this section: • Amazing World of Animals: Lesson 3: Animal Camouflage



10th birthday!

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Lesson 3: Animal camouflage

Children will learn to: recognize the role of camouflage in animal adaptation and survival; identify different types of animal camouflage; observe and describe how animals are camouflaged

Main outcome: Children make and complete an origami book of animal camouflage

Cognitive skills: predicting, matching, comparing, reasoning, deciding, justifying

Main language: *What's the name of ...? It's called ... How does it work? / How are ... camouflaged? The ... is camouflaged by ... What animals use ...? It's / They're ... / It's / They've got ... / ... looks like ... / the same as ... / It uses ...*

Main vocabulary: *camouflage, environment, colour, pattern, shape, design, mimicry, pattern, texture, stripe, spot, patch, light, shadow, attack, hunt, hide, protect, imitate, predator, prey, harmless, dangerous, poisonous, shape, names of animals, names of habitats, colours, parts of the body*

Materials: Worksheet 1: Types of animal camouflage (copy for each child); Worksheet 2: Origami book of animal camouflage (copy for each child); photos or computer images of camouflaged animals (optional); example of origami book made from Worksheet 2; scissors.

Revision activity

- Ask *What is an animal's habitat? (the place or environment where it lives) / Name four different habitats (rainforest, desert, grasslands, the Arctic) and listen to the children's response.*
- Divide the class into two teams. Say riddle sentences to each team in turn, e.g. *It's got large paws to walk on the snow (polar bear) / It's got big ears to keep cool (elephant).* Children name the animals and score points for their team. The team with most points at the end wins.

Introduction and setting objectives

- Elicit or remind the children that all the features mentioned in the riddle sentences are adaptations which help animals to survive in their habitat. Say, for example, *There's one adaptation common to many animals which we haven't talked about yet. Can you guess what it is?* Listen to the children's response and give them a clue if necessary by saying, for example, *Polar bears are white and snow is white.* Use this to introduce the idea of camouflage. Elicit or explain that *camouflage* is the word we use to describe the ability some animals have to use disguise in order to hide from their predators and/or prey. Establish that camouflage helps animals find food and avoid attack and is crucial for survival in many different habitats.
- Say *In this lesson we're going to learn to identify and describe four different types of animal camouflage. Say We're also going to make an origami book about animal camouflage and prepare pages or extracts of our books for our class (or group) e-zine (or magazine).*

Suggested lesson procedure

Activity 1

- Ask children to predict types of animal camouflage and listen to their ideas. *Either* use photos or show computer images of camouflaged animals to prompt their ideas, if you have these available, *or* ask children to think about how animals they know use camouflage. Use this as an opportunity to introduce or review vocabulary in the reading texts, e.g. *stripe, spot, patch, pattern, shape*, and show what you mean by drawing on the board where appropriate.
- Give a copy of Worksheet 1 to each child.
- Divide the class into groups of four. Within each group give each child a number 1-4.
- Explain that you want the children to work individually and read and find out about one type of camouflage only, depending on the number they have been assigned.
- Ask children to use the information in the text to complete the corresponding part of the table. Hold up the worksheet and point to the numbers by the texts and the examples in the table to show what you mean.
- Children work individually and read the text they have been assigned and complete the corresponding part of the table.
- When they are ready, ask children to work with their group and take turns to ask and tell each other about all the types of camouflage and complete the rest of the table. Demonstrate this with one group and type of camouflage, e.g. *What's the name of type 1/the first type of camouflage? It's (called) 'blending'. How does it*

Lesson 3: Animal camouflage

work? The colour of animals matches the colour of their environment. What animals use this type of camouflage? Polar bears, meerkats, etc.

- Children exchange information about the different types of camouflage and complete the table in their groups.
- Check the answers by asking different groups to report back about each type of camouflage in turn.

Type of camouflage	How it works	Examples of animals
1. Blending	The animal is the same colour as its environment so it's difficult to notice.	polar bear, snowy owl, Arctic hare, camel, meerkat, Arctic fox
2. Pattern	It's difficult to see where the animal's body begins and ends.	zebra, lion, tiger
3. Design	The animal has a design or shape that makes it look like something else so it's difficult to notice.	stick insect, hawk moth
4. Mimicry	The animal imitates another animal to confuse its predators and prey.	king snake, angler fish

Activity 2

- Explain that some animals use more than one type of camouflage. Elicit or give one or two examples, e.g. *Giraffes are a similar colour to grasslands in the dry season (blending) but they also have patches (pattern) that make it difficult to see where their body starts and ends in the sunlight. / Stick insects are the same colour (blending) and shape (design) as a twig.*
- Play a game with the whole class. Explain that you are going to say the names of animals in turn and children should identify the type(s) of camouflage they use, e.g. *Lion! Blending! / Zebra! Pattern! / Tiger! Blending and Pattern!, etc.*
- At the end of the game, explain that not all animals use camouflage. Some animals, such as parrots and ladybirds, have bright colours either to attract attention or as a warning. For example, parrots have bright colours to attract a mate, and ladybirds have bright colours to warn predators that they taste bad.

Activity 3

- Say, for example, *Let's make a mini origami book about animal camouflage!* and show the children the book you have prepared.
- Give a copy of Worksheet 2 to each child and make sure children have scissors available.
- Ask children to cut round the outline of the book. Demonstrate and give instructions for making the book, e.g. *Fold the paper in half, first one way like this and then the other way like this. Now fold the paper in quarters,*

first one way like this and then the other way like this. Open the paper up, fold it again and cut along the bold line. Push the outer edges together and fold into a book like this.

- When children have made the book, explain that children should complete the picture and sentence on each page and elicit or give an example, e.g. *Page 1: The polar bear is camouflaged by its colour.* Explain that for pages 5 and 6 children should draw and write about animals of their choice.

- Children work individually to complete their books.

Activity 4

- Divide the class into pairs. Ask the children to read and show each other their books in turn.
- Children take turns to read and show their books to their partner.
- At the end, ask different pairs to report back how many animals in their books are the same. Ask a few individual children to show and tell the class about some of the animals they have included.

Activity 5

- Divide the class into their project groups. Explain that you want children to write about animal camouflage for their e-zine (or magazine). This can include writing about each type of animal camouflage based on the completed tables in Activity 1, and choosing and preparing extracts about different animals from their origami books.
- *Either* give out A4 paper for children to write about different types of animal camouflage and the animals they choose from their origami books *or* children work at computers and prepare descriptions to go in their e-zines (or magazines). Children can also illustrate their e-zines (or magazines) with pictures or photos.

Learning review

- Briefly review learning by asking the children *What have we done today? What have you learnt? How did the reading activity help you learn about animal camouflage? What did you enjoy most / find most interesting / difficult?*

Optional extra

Children make animal camouflage posters. Divide the class into groups and give each group a large sheet of card, paints and/or crayons or coloured pens. Assign or ask each group to choose a habitat, e.g. rainforest. Children create a poster to show camouflaged animals in the habitat they choose. At the end, children show each other their posters and take turns to try and spot and name all the animals.

Lesson 3: Animal camouflage

Work in groups. Read about one type of camouflage. Exchange information and complete the table.

One of the most common types of animal adaptation is camouflage. Camouflage is the ability some animals have to use disguise in order to hide from predators and prey. Camouflage helps animals find food and avoid attack and is crucial for survival in many different habitats. There are four basic types of animal camouflage.

Type 1: Blending: The colour of animals matches the colour of the environment in which they live. For example, in the Arctic, polar bears, snowy owls and Arctic hares are white like the ice and snow, and in the desert, camels and meerkats are light brown like the sand. Some animals, such as the Arctic fox, also change colour to match the seasons and have white fur in winter and brown fur in the spring and summer.

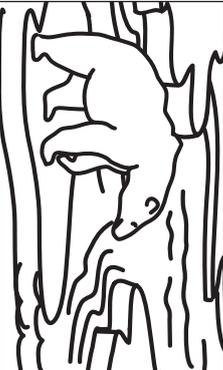
Type 2: Pattern: Some animals have patterns on their bodies such as spots, stripes or patches. These patterns make it difficult to see where the animal's body begins and ends. For example, in grasslands the vertical stripes of zebras are like the patterns of tall grass and in the bright sunlight, this can be confusing to predators, such as lions. In rainforests, the stripes of tigers are similar to the light and shadow of plants and this allows them to get close to their prey before they attack.

Type 3: Design: Some animals have designs or shapes that make them look like other things. This makes them difficult to notice and helps to protect them from their enemies. This kind of camouflage is common in insects. For example, stick insects are the same shape, colour and texture as a twig. The hawk moth has a design like two eyes on its wings. This makes birds think it is a much bigger animal such as a snake.

Type 4: Mimicry: Some animals imitate features of animals that are dangerous or poisonous and this helps to keep away predators. Other animals imitate features of animals that are harmless and this helps them to catch their prey. For example, the king snake is harmless but it looks like the poisonous coral snake and so predators avoid it. The angler fish has an antenna that looks like a little fish. When other little fish come near, it attacks and eats them.

Type of camouflage	How it works	Examples of animals
1. Blending		
2.	<i>It's difficult to see where the animal's body begins and ends.</i>	
3.		<i>stick insect, hawk moth</i>
4.		

Lesson 3: Animal camouflage

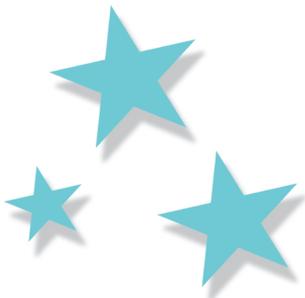
 <p>1</p>	<p>is camouflaged by its</p> <p>The</p>	<p>My origami book of animal camouflage</p> <p>by</p>
 <p>2</p>	<p>is camouflaged by its</p> <p>The</p>	<p>The End</p>
 <p>3</p>	<p>is camouflaged by imitating a</p> <p>The</p>	<p>The</p> <p>is camouflaged by</p> <p>9</p>
 <p>4</p>	<p>is camouflaged by looking like a</p> <p>The</p>	<p>The</p> <p>is camouflaged by</p> <p>5</p>

Audio index

*Some of the materials in our e-book have accompanying audio, indicated on each section page by the **✓ Audio** symbol.*

Here's a handy list to help you navigate through the audio as you wish:

Introduction	0:00.000
Audio soap opera: Episode 13: The fight	0:35.000
Live from London: Sights	2:27.744
Mini-play: Football fanatics	4:38.448
Sound matters: /s/, /ʃ/ and /tʃ/	7:03.697
Onestop Phonics: The letter Qq	9:07.467
Selections poem: It's a disaster, I tell you!	9:51.313



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