

RICHMONDTIMES

The Magazine for Teachers of English...



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Pre-Primary

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Upper-secondary



RICHMONDTIMES > Teacher News

Bilingual Education

A survey on bilingualism in Spain

The dual language programme is in full swing throughout Spain. But what do people think of it? Here are a few opinions on the topic.

Opinions on bilingualism

“Having a bilingual programme in schools is a great way for students to get more exposure to the language, which will really help them acquire it.”

“Learning English through Science and other subjects is the best way for language assimilation. Students are learning English without even realising it.”



“Students will graduate with a knowledge of two languages. This is fantastic.”

“Students will be able to communicate with more people from around the world. This is a skill that they’ll have for the rest of their lives.”

“Children in the bilingual project are getting plenty of exposure to English, which is a fundamental step in mastering a language.”

The benefits of bilingualism. Here are a few results from recent studies on bilingualism:

1. Students are capable of achieving a high level of proficiency in this second language without having a detrimental effect on their primary language development.
2. Bilingual students perform better on tasks that call for divergent thinking, pattern recognition and problem solving.
3. Bilingual students have advanced levels of linguistic awareness.

Bilingual Education

A survey on bilingualism in Spain

4. Proficiency in two languages encourages individuals to expand their knowledge of the world.
5. Bilingual students have greater employment prospects.
6. Bilingualism helps develop a wider cultural awareness.
7. Experiments show that bilingual children are better at putting themselves in other people's shoes and showing empathy. It also helps them understand how others think.
8. Bilingual children learn about the complexities of language, including how certain things can only be expressed in specific languages.
9. The acquisition of a second language in early childhood has a positive influence on the development of neuronal circuits. Research has also shown that fluency in more than one language can improve mental acuity.





RICHMONDTIMES > Teacher Time

Some fun ideas to try out in class

Word association game

Put your students into pairs. Then write a word/expression on the board. Student A from Pair 1 begins the game by saying the word that is written on the board. Student B must then say the first word that comes to mind, as long as this word is related thematically to the previous word. Student A then says a word related to Student B's word and so on...



For example

Student A: iPad
Student B: book
Student C: author

Alternatively, you can play this game as a classroom activity. Say a word, then choose students at random to continue the word chain. See how many words the class can come up with in two minutes. Then try with another word.

How does it work?

Tell your students to make a list of three small electronic gadgets that they own. As quickly as they can, students must think of a description of how one of the gadgets works. When they're ready, tell your students to move around the class and talk to one another, taking turns to explain how their gadget works **without** revealing its name.

The students listening have one minute to guess the name of the gadget correctly. The student with the most correct answers is the winner.

Silent words

Tell your class to watch and listen as carefully as they can. When you have your students' full attention, "mouth" a word or expression from the book without uttering a sound. Ask your students to try to identify the word or expression by watching the movement of your mouth/lips. Elicit the answer and write it on the board. Then, dictate six to 10 more words. Tell your students to write down each word or expression. After a few turns, check to see who has correctly identified the most words or expressions. The student with the most correct answers is the winner. Afterwards, students can do this activity in pairs.



What's the word?

Give a definition of a word or expression from the text.

Your students have to tell you which word/expression you are referring to. You could say, "Find a word that means X". Alternatively, give the translation of the word and tell your students to find the corresponding word in the text. For example, "Find a word that means X in English".



RICHMONDTIMES > Teacher Quiz

How well do you know your teaching terms? Try our mini-quiz on language learning expressions

1 A strategy aimed at getting students to use their existing knowledge on a particular topic in order to assist with the assimilation of new information.

Answer: Activation of p_ _ _ _ _ , knowledge

2 Possessing a knowledge of two languages typically, referring to someone who can speak and write in these two languages.

Answer: Bi_ _ _ _ _

3 An activity that is used to generate ideas relating to a particular topic or task. It is often done in groups with no restrictions on the quality of ideas generated. These ideas are then evaluated to decide which one to pursue further.

Answer: Brain_ _ _ _ _

4 A specific proposal developed by a learner, teacher or institution to address problems or difficulties, or to meet a desired goal.

Answer: An a_ _ _ _ _ plan

5 The emotional aspect of experience and learning.

Answer: The aff_ _ _ _ _ domain

6 The process of evaluating and measuring an individual's achievement. This may be carried out through tests or by monitoring ongoing coursework.

Answer: Ass_ _ _ _ _

7 The identification of a base standard that can be used to measure individual performances, or to compare relative performances.

Answer: Ben_ _ _ _ _

8 A form of learning that integrates e-learning techniques (online learning systems, interactive websites, discussion boards, e-mail, etc.) with traditional teaching methods such as face-to-face teaching, lectures, in-person discussions, seminars and tutorials.

Answer: Bl_ _ _ _ _ learning



RICHMONDTIMES > Pre-Primary

1 Pre-listening

Match the words to the pictures (a-d).



a



b



c



d

Let's jump!

Let's run!

Let's walk!

Let's go!

2 Listen to the song.
What are the missing numbers?

One, _____ ! Let's jump!

Three, _____ ! Let's run!

Five, _____ ! Let's walk!

Seven, eight, nine, _____ . Let's go!

3 Listen

Listen and sing along.



One, two! Let's jump!

Three, four! Let's run!

Five, six! Let's walk!

Seven, eight, nine, ten. Let's go!



RICHMONDTIMES > Primary

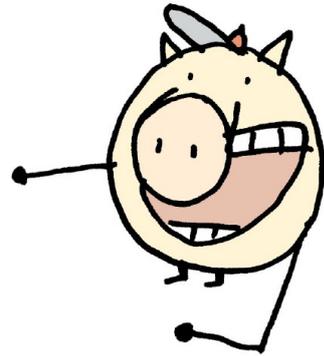
Primary 1-2

Primary 3-4

Primary 5-6

Freddy the Piggy

The Dentist

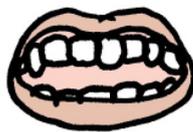


1 Vocabulary

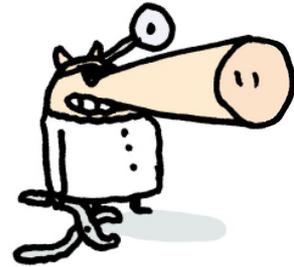
Match the words to the pictures (a-f).



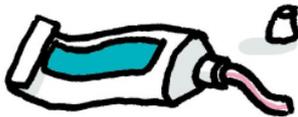
a



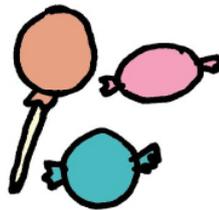
b



c



d



e



f

toothpaste

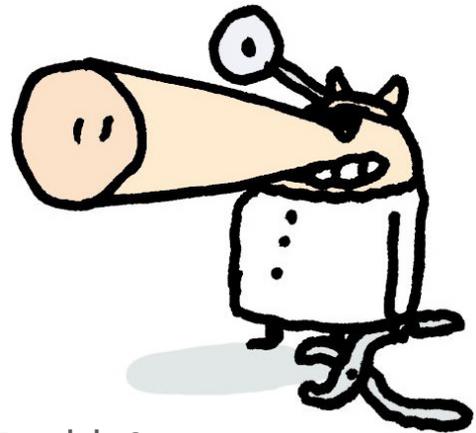
toothbrush

tooth

dentist

sweets

teeth



2 Listen I

Listen once. Is the dentist happy with Freddy?



Yes No

3 Listen II

Listen again and answer the questions.



- | | | |
|--|------------------------------|-----------------------------|
| 1. Does Freddy eat a lot of sweets? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. Does Freddy eat a lot of chocolate? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. Does Freddy brush his teeth? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. Does Freddy look after his teeth? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. Does Freddy want some sweets? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Freddy the Piggy

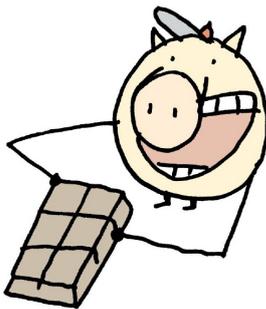
The Dentist

4 Tapescript

Freddy the Piggy is at the dentist's.



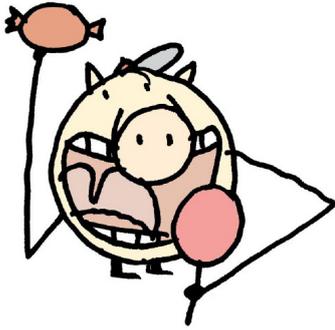
Freddy: My tooth hurts.
Dentist: Freddy, do you eat a lot of sweets?
Freddy: Yes!



Dentist: Do you eat a lot of chocolate?
Freddy: Yes!

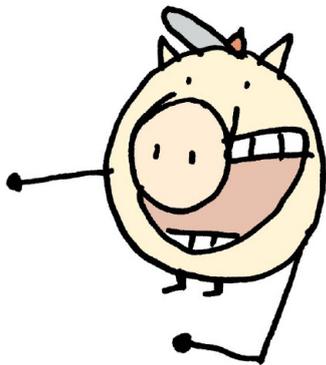


Dentist: Do you brush your teeth?
Freddy: No.
Dentist: Freddy! Brush your teeth three times a day!
Freddy: OK.



Dentist: Stop eating so many sweets.
Freddy: OK.

Dentist: Look after your teeth.
Goodbye!
Freddy: Bye.



[outside]
Freddy: Mum, can I have some sweets,
please?
Mum: No, Freddy! Go and brush
your teeth!

Patty the Pirate

Sports Day

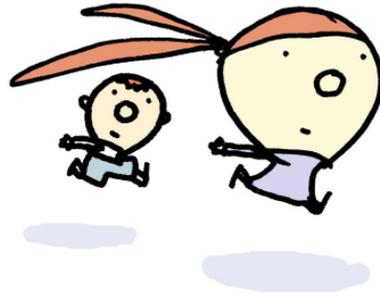
1 Vocabulary

Match the sports events to the pictures (a-d).

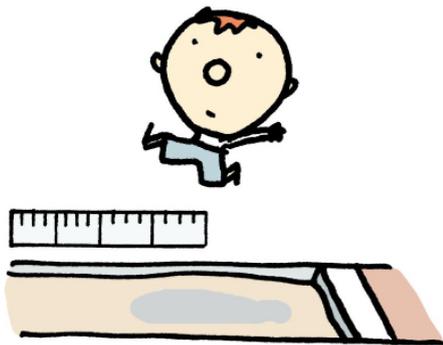
a



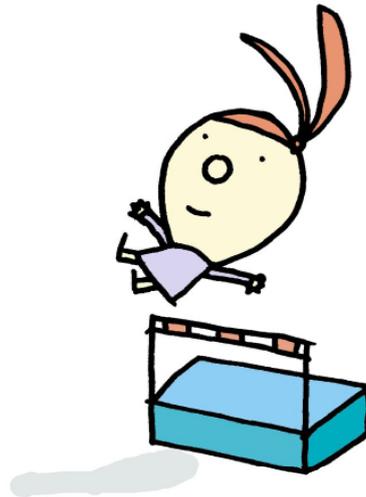
b



c



d



the high jump

a swimming race

the long jump

a running race

2 Listen I

Listen once. Who wins the competition in the end?



Betty Patty Marcus

3 Listen II

Listen again and answer the questions. Write "Betty", "Patty" or "Marcus" in the boxes provided.



1. Who wins the swimming race?
2. Who wins the running race?
3. Who wins the long jump?
4. Who wins the high jump?
5. Who is the overall winner of the competition?

4 Tapescript

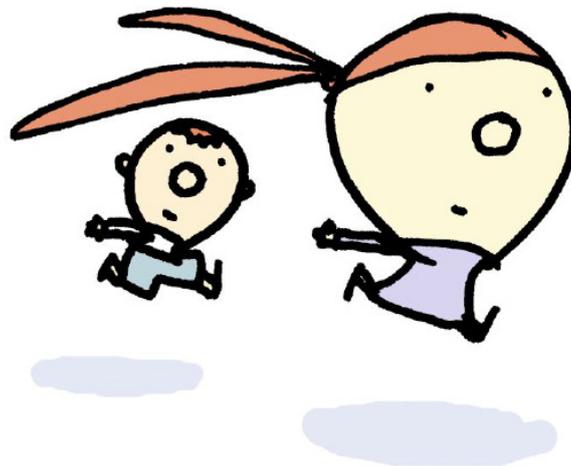


It's Sports Day on Patty's ship. Her friends Betty and Marcus are there.

It's time for the swimming competition.
Ready, steady, go! And they're off. Betty is winning.
Now Patty is winning. Now Betty is winning again.
And the winner is... Betty. Hooray!

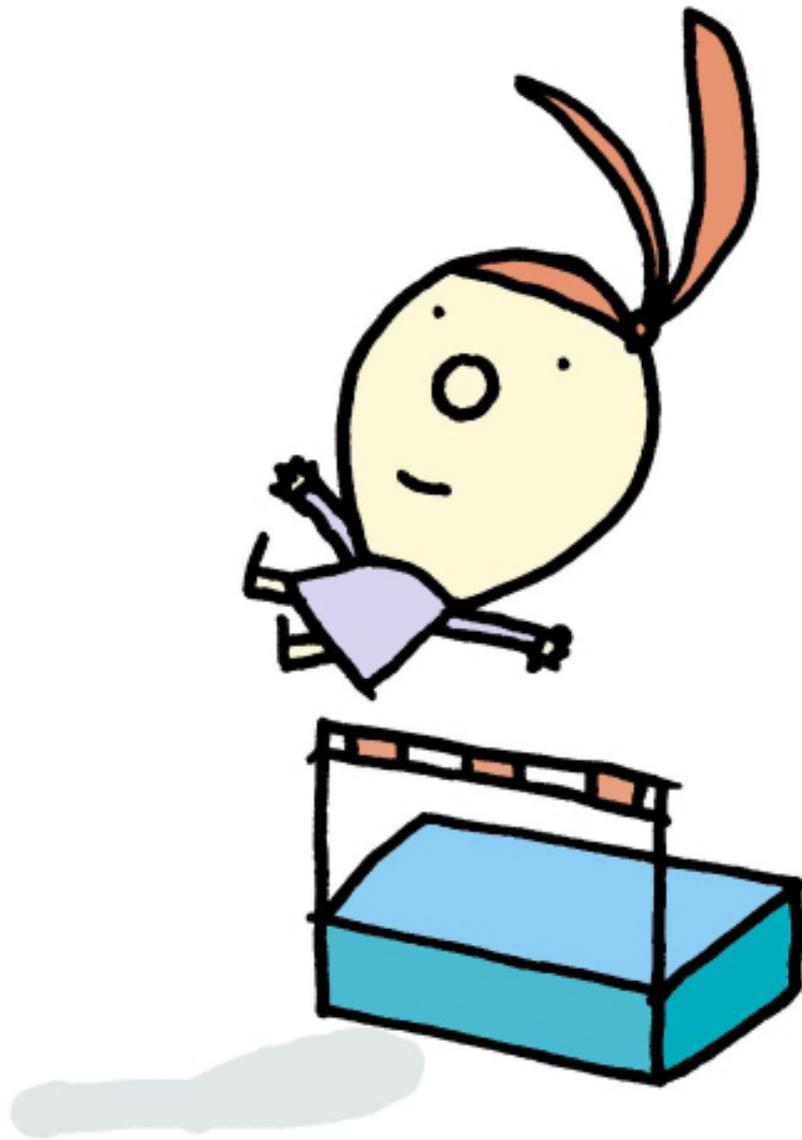
The next competition is the running race.
Ready, steady, go! Marcus is winning. Now Betty is winning.
Now Patty is winning.
And the winner is... Patty. Hooray!

Next, it's time for the long jump.
Betty jumps 1.5 metres.
Patty jumps 2 metres.
But Marcus jumps 2.2 metres.
He's the winner. Hooray!



The last competition is the high jump. Who's going to win? The first person to jump is Patty. Yes, she's done it. Now it's Marcus' turn. Yes, he's done it. Now it's Betty's turn. Yes, she's done it.

Round two. The bar is 60cm high. It's Marcus' turn again. Oh no, he's hit the bar. Bad luck, Marcus! And now it's Betty's turn. Oh no, she hits the bar, too. Finally, it's Patty's turn. She's running. Now she's jumping. Yes, she's won! Patty is the winner. And the overall winner of today's competition is Patty! Well done, Patty!



Word Fun

How to remember words

Words are very important. You need to learn lots of them when you learn a language. Here are some ideas to help you.

Part I

1 Important words

Some words are more important than other words. For example, the word "rain" is very common. And you can make lots of other words from the word "rain". For example:



rainbow



raincoat



rainforest

2 Sentences

Write new words in your notebook. Remember to always write these words in complete sentences. For example:

- a) **Rainbow** = There's a rainbow in the sky.
- b) **Raincoat** = I put on my raincoat.
- c) **Rainforest** = A monkey lives in the rainforest.

RAIN



Part II

Some words are easy to learn. For example, the English word "education" is similar in Spanish (educación) and French (l'éducation). Other words are more difficult. But these ideas can help you.

a) Word sounds

Imagine you want to learn the word "whale". Think of a word that sounds like "whale" in English or in your own language. Then make a sentence with this word.

For example: "The **whale** has a long **tail** ."

b) Funny sentences

You can also make a funny sentence with the word. For example: "William the whale is driving a car."

c) Pictures

Next, draw a picture of your funny sentence. This will really help you to remember the word.

d) Repetition

Finally, repeat the sentence many times. Repetition is a good way of memorising things.

Good luck learning new words!





RICHMONDTIMES > Secondary

Secondary 1

Secondary 2

Secondary 3

iPad Debate

The ultimate gadget... or not

1 Pre-reading

Match the words to the pictures (a-f).



a



b



c



d



e



f

computer

speakers

laptop

eReader

keyboard

iPad

2 Reading I

Read the article once. Who do you agree with, Louise or Morgan?

3 Reading II

Read the article again. What does "it" refer to? Choose either "iPad" or "Laptop".

	iPad	Laptop
1. It's got about 10 hours of battery life.	<input type="checkbox"/>	<input type="checkbox"/>
2. It's cheaper than an iPad.	<input type="checkbox"/>	<input type="checkbox"/>
3. It's got an application called iBooks.	<input type="checkbox"/>	<input type="checkbox"/>
4. The keyboard is quite small.	<input type="checkbox"/>	<input type="checkbox"/>
5. It's got great speakers.	<input type="checkbox"/>	<input type="checkbox"/>
6. It can do everything an iPad can do.	<input type="checkbox"/>	<input type="checkbox"/>

4 Discussion

Discuss the following questions with a partner.

1. Have you got an iPad? What do you think of it?
2. What are the pros and cons of an iPad?
3. Do you think you'll get an iPad? Why? Why not?

iPad Debate

The ultimate gadget... or not



1 Louise: In favour of iPads

I really like my iPad. It's great fun to use. You can move things or turn pages just by touching the screen. Also, it's got about 10 hours of battery life. I can put all my music on my iPad and the speakers are excellent. I can also watch films or TV programmes on it, and the picture quality is fantastic. I've got an application called iBooks. This is a type of eReader and you can keep lots of books on it. I also use my iPad to go online and visit my favourite websites. I can check my e-mail, too, and play video games on it. It's great!

2 Morgan: Against iPads

My mum's got an iPad but I don't use it very much. Basically, I prefer my laptop. It can do everything an iPad can do... and it's much cheaper. OK, iPads look nice, and the touchscreen is fun to use, but the keyboard is quite small and you can't type very quickly on it.

The real problem for me is that there's nothing an iPad can do that my laptop can't do. For example, with my laptop I can watch films, listen to music, read books and go online. Can an iPad do anything else? No, I don't think so. In my opinion, if you've already got a laptop or computer, you don't need to buy an iPad!



Twitter

The social networking site that's creating a big buzz

1 Pre-reading

Match the ways of talking to the definitions (a-h).

chat

discuss something

argue

gossip

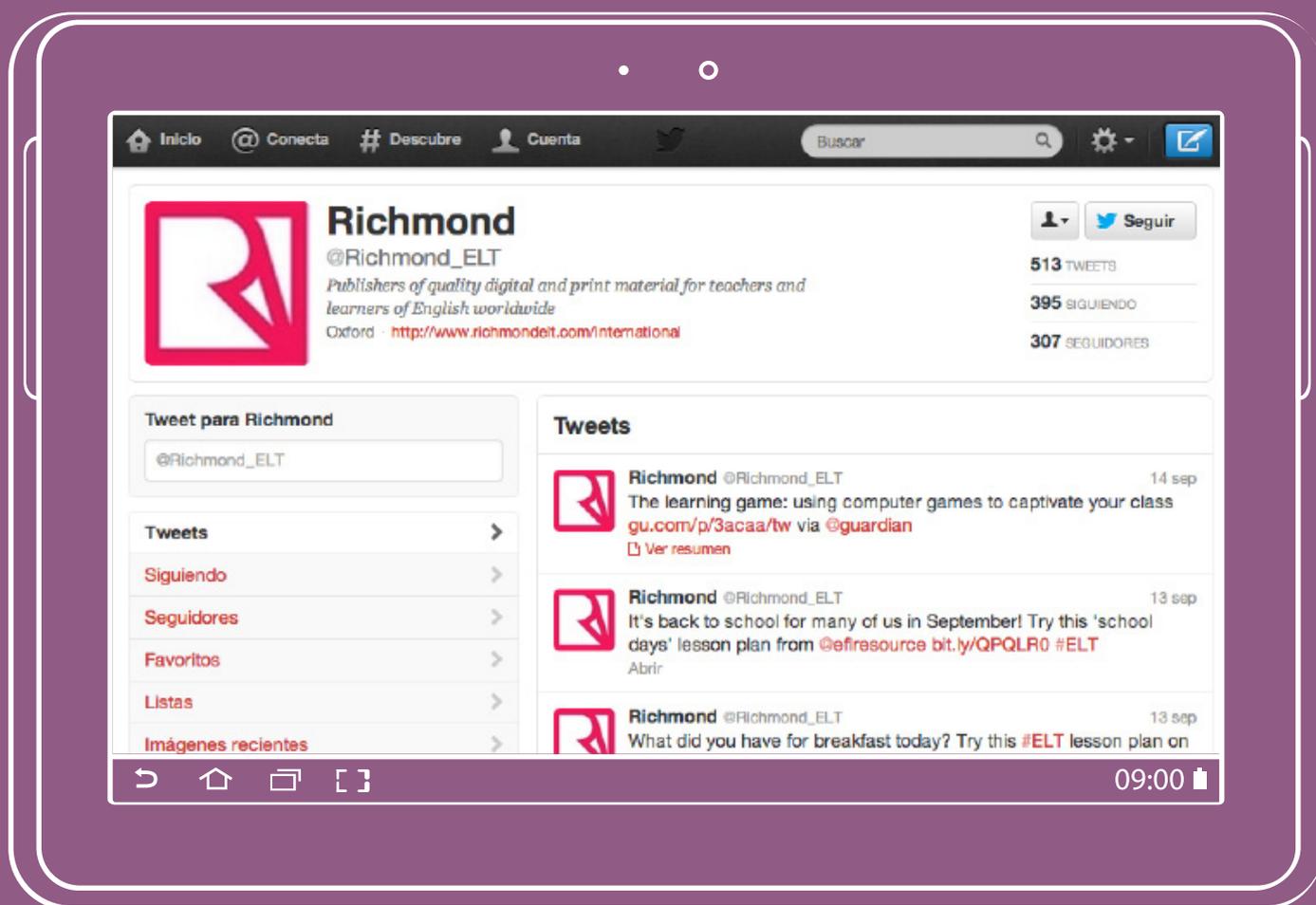
shout

whisper

twitter

complain

- a. To talk angrily with someone.
- b. To talk excitedly and very quickly about things (often unimportant things). Birds do this when they're making high-pitched sounds.
- c. To talk informally.
- d. To talk about the private lives of other people.
- e. To speak in a very quiet voice so others can't hear you.
- f. To tell someone. That you aren't happy with something.
- g. To talk about a particular topic with someone.
- h. To speak in a loud voice.



Twitter

The social networking site that's creating a big buzz

2 Reading I

What do you know about the social networking site, Twitter?
 Discuss with a partner.
 Then read the article and compare your ideas.

3 Reading II

Read the article again. Then answer the questions.

1. How many tweets are sent every day?
 A. . million.
2. How many tweets are sent per second?
 B.
3. When was the first tweet sent?
 C. / /
4. How many Twitter followers does Britney Spears have?
 D. About million.
5. What's the maximum number of characters that a tweet can have?
 E.

4 Discussion

Discuss with a partner.

1. Do you have a Twitter account? What do you tweet about?
2. What are the pros and cons of Twitter?
3. What other social networking sites do you use? What do you like/dislike about them?



Twitter

The social networking site that's creating a big buzz



Twitter is a social networking site. You can use it to communicate with friends, relatives and the world in general. With Twitter, you can send messages, pass on news, share ideas, meet people, get opinions and ask for help.

Twitter is very popular. More than 65 million "tweets" (messages sent through Twitter) are sent every day. However, the big difference with Twitter is that each "tweet" can only have 140 characters. This means the message has to be very short as a character is any letter, space, number or punctuation mark. Here are two famous Twitter messages.

1. The first ever Twitter message was sent on 21st March 2006 by Twitter co-founder Jack Dorsey:

MESSAGE: just setting up my twitter



Richmond @Richmond_ELT

What did you have for breakfast today? Try this #ELT lesson plan on the Full English Breakfast from @designerlessons bit.ly /PeepCK

Abrir

13 sep

2. When ice was discovered on Mars, the NASA Jet Propulsion Laboratory vessel sent out messages, giving details about what had been found:

MESSAGE: Are you ready to celebrate? Well, get ready: We have ICE!!!! Yes, ICE; *WATER ICE* on Mars! wOOt!! Best day ever!!

Many famous people use Twitter to talk to their fans. Some of the top ten users of twitter include: Lady Gaga (with about 14 million followers), Justin Bieber (with about 13 million), Barack Obama (with about 10 million), Britney Spears (with about 10 million), Shakira (with about 9 million) and Ashton Kutcher (with about 8 million).

Twitter is really easy to use. Simply go to www.twitter.com and register your name. Then upload a picture to use as your avatar. When you're ready, type a message in the "What are you doing?" bar and press "update". Congratulations! You've just created your first twitter message. But remember, your message can only have a maximum of 140 characters.

Have fun using Twitter!

Video games Debate

Are video games a positive or negative influence on society?

1 Pre-reading

What are the pros and cons of video games? Discuss your ideas with a partner.

2 Reading I

Read the article and compare your ideas from the pre-reading activity.



3 Reading II

Read the article again. Then add the missing letters to complete the words in the sentences.

1. People should be reading or **sociali** _ _ _ _ rather than playing video games.
2. Many video games involve shooting and **kil** _ _ _ _.
3. A team of **scien** _ _ _ _ from the University of Rochester tested several 18- to 25-year-olds.
4. Video games can **h** _ _ _ with hand/eye coordination.
5. Surgeons who played Nintendo Wii before going into an **opera** _ _ _ _ theatre did better than those who didn't.

4 Discussion

Discuss the following questions with a partner.

1. What's your favorite video game?
2. What was the last video game you played?
3. What will video games be like in the future?

Video games Debate

Are video games a positive or negative influence on society?



What do you think of video games?
We asked two people for their opinions.

Morgan Brayston: Against video games

I'm against video games. While people are playing a video game, they're wasting time – time that could be spent doing exercise, socialising with friends, reading a book or learning something. Also, people who spend a lot of time sitting down playing games don't get any exercise and may become overweight. Worst of all, many video games are violent, with bombs, shooting and killing.

Of course, not all video games are bad, but most of them are not good.

I think people should be outside playing, using their imagination, reading, socialising and learning – not playing games that involve shooting and killing.



Amelia Stanhurst: In favour of video games

I think video games are great. For a start, you can play online games and meet lots of people from around the world. Also, they're fun for parties. I often play Wii Party with my friends when they come round. Video games can also teach you things, and make you good at taking decisions. For example, in one experiment, scientists at the University of Rochester tested several 18- to 25-year-olds.

They divided them into two groups. The first group played action games such as Call of Duty 2. The second group played The Sims 2, a strategy-based game. After 50 hours of playing, both groups were given some tests. Those who played Call of Duty 2 were quicker than the other group. Video games can also help with hand-eye coordination. In another study, surgeons who played Nintendo Wii before going into an operating theatre did better than those who didn't. Let's stop being so negative about video games!



RICHMONDTIMES > Upper-Secondary

Biodiversity Battle

The rush is on to save humanity!

1 Pre-reading

Match the animals to the pictures (a-f). Which of these animals are endangered?

a



b



c



d



e



f



polar bear

tiger

shark

orangutan

sloth

chimpanzee

2 Reading I

What do you think “biodiversity” means? Why is it so important? Discuss with a partner. Then read the article to check your ideas.

3 Reading II

Read the article again and answer the questions.

1. What arguments does the writer present in favour of preserving biodiversity?
2. What two examples are given of things that can be done to stop the destruction of biodiversity?

4 Discussion

1. How important do you think biodiversity is? Why?
2. Which species from your country are in danger?
3. What can be done to protect the world’s biodiversity?

Biodiversity Battle

The rush is on to save humanity!



Clean air. Clean water. Clean soil. All these things exist thanks to biodiversity. But biodiversity is in danger.

Biodiversity refers to the variety of plants, animals and other living things which are all interconnected. For example, in any forest there are lots of birds, trees, insects and animals. They're all dependent on one another, and all connected, creating unique ecosystems.

The ecological "services" provided by biodiversity are vital to everyday life:

- The air we breathe is a product of photosynthesis by green plants.
- Insects, worms and bacteria break down waste and enrich soils.
- Tiny organisms clean the water in rivers and seas.

In fact, all life on earth exists thanks to biodiversity. More than 90 percent of the calories we consume worldwide are produced from 80 plant species. And 30 percent of medicines are developed from plants and animals. Maintaining a wide diversity of species in each ecosystem is necessary to preserve all living things.

But biodiversity is under threat. Forests are cut down. Land is used for buildings. And animals and plant species are destroyed. All this is leading to a loss of biodiversity. And this is extremely dangerous for the planet. Without clean air, clean water and clean soil, we can't survive! So, what can we do? The problem is that the concept of biodiversity is a bit vague. It's easy to get people concerned about polar bears, but it's harder to get them interested in protecting microscopic sea creatures. However, when we destroy these creatures, it has an effect on the fish in the sea, which in turn affects other marine life, and, ultimately, humans.

But it isn't all bad news. Some organisations are trying to stop the loss of biodiversity. For example, the *Guardian* newspaper has launched the "Biodiversity 100" campaign to try to convince governments around the world to take action. Some of their proposals include persuading the UK government to create a series of marine reserves to stop the decline in sea life caused by industrial fishing. Other initiatives include protecting sharks at sea by some countries who kill them for their fins.

There's a lot to do. And we'd better be quick if we don't want to end up with a planet we can't live on!

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