

ALWAYS
LEARNING

The Czech Republic's

CHOICE

A five level course:

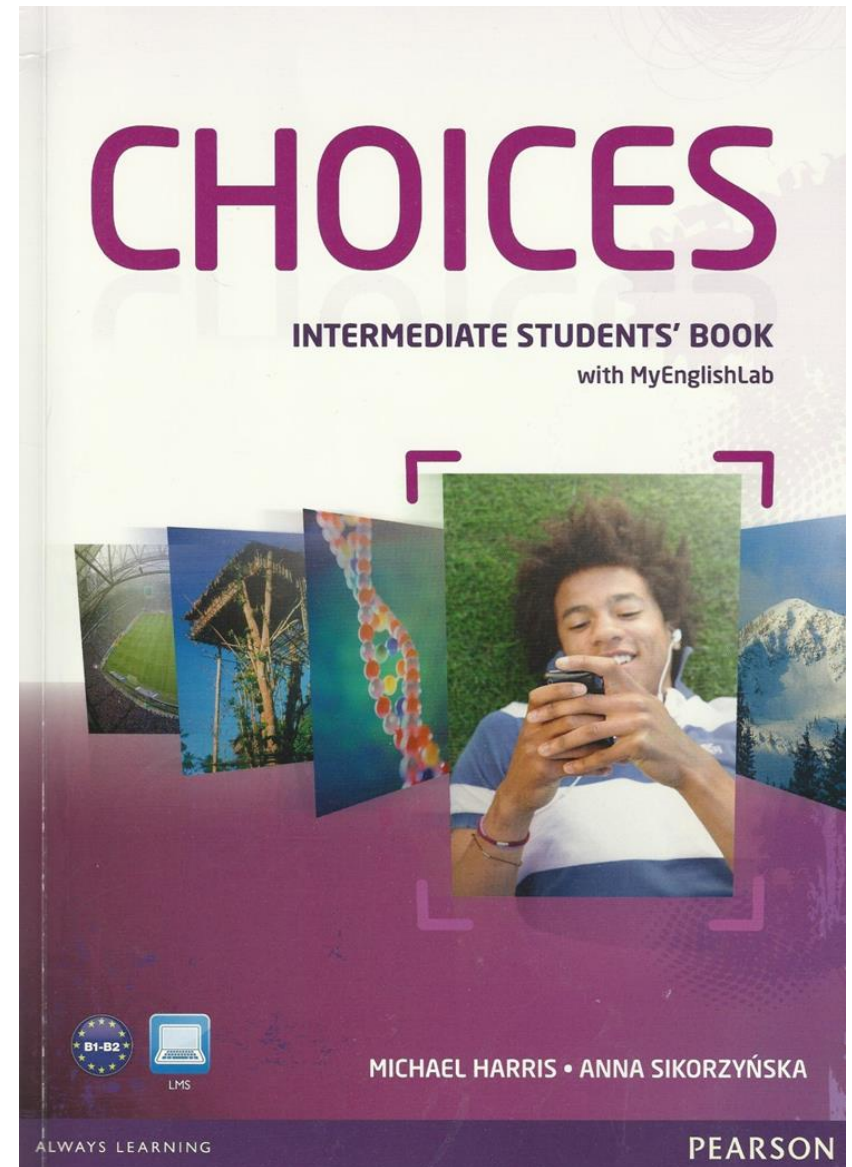
for Upper Secondary Schools

aimed at 15-19 year olds

covering CEF A1-C1

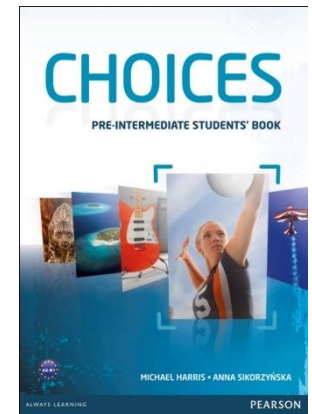
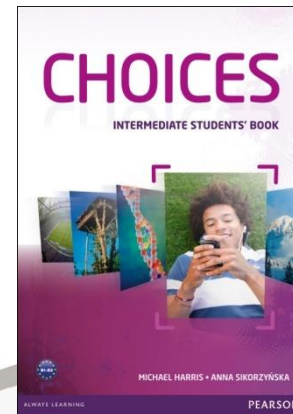
for Elementary to Advanced students

designed for 2-3 hours per week with a total of 90-100 hours to be completed in one academic year



Piloting Choices

- Eight upper-secondary schools
- Variety (vocational school, technical school, prestigious grammar schools etc)
- Variety (location, size of school)
- One year programme
- Pre-intermediate, Intermediate Level



What are they saying?

- About the course in general
- About the topics
- About Active Teach
- About MyEnglishLab



MODULE 9 LEARNING

Objectives: Listen, read and talk about learning and schools; write a blog post with your opinions; learn more about taking part in conversations; learn more about reported statements.



TOPIC TALK

- 1 Look at the photos (a-c). Find the activities in the network and add more school subjects.
- 2 **Your Culture** Read the notes on page 130. How is education...
- 3 **4.9** stud...
- 4 **4.11** Com...

„Žáci hodnotí učebnici jako moderní, zajímavou, s pěkným designem a ok. Já si na učebnici zvykám, zatím nemám žádné zásadní výhrady.“ (Iveta Boháčová)

Extra-curricular activities
belong to the cadets (army), choir, debating club, film club, orchestra, poetry club
do adventure activities, astronomy, chess, climbing, dancing, painting, sport, voluntary work
learn about carpentry, cookery, first aid/life saving, personal finance,
write for the school magazine

presenting work neatly, solving problems, working in teams, working online

Course in general

„Velice kladně hodnotíme design učebnice, využití DVD ve výuce, poslechové materiály a těšíme se na témata, která budou studentům bližší než avatars a urban tribes.

Jako učiteli mi velmi vyhovuje přehlednost a stručnost metodických pokynů, uvedených v jedné učebnici – odpadá nutnost do hodiny nosit SB společně s TB.“ (Monika Kopecká)

Course in general

Reported statements

When

-
-
-

„The way of presenting present tenses is appropriate and useful, I appreciate namely the section Sentence Builder.“

Original	the film.
Present Continuous	Past Continuous

Sentence Builder Example linkers

- 1 For example, I have more in common with girls.
- 2 They are obsessed with sports such as football.
- 3 They don't learn to socialise, like a friend of mine who is very shy with girls.

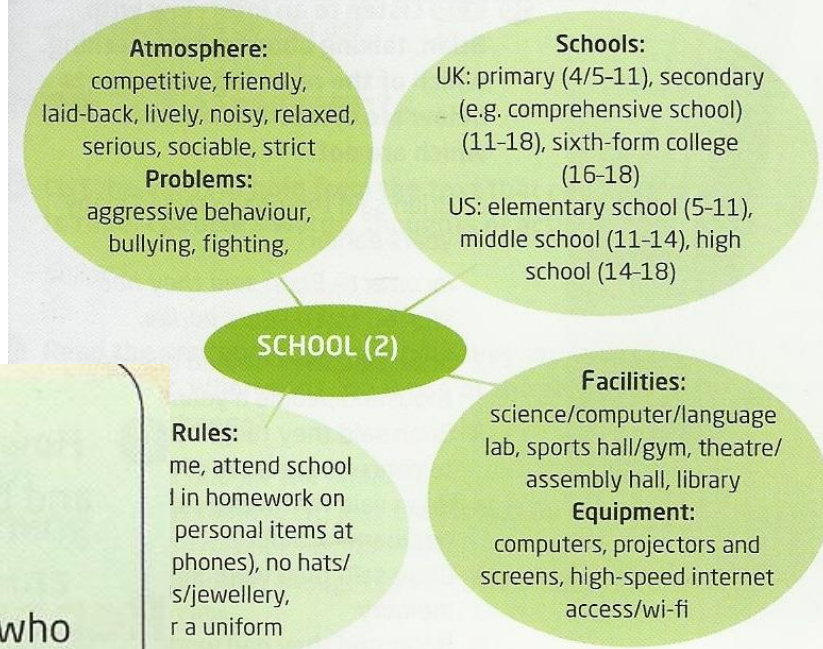
➔ SKILLS BUILDER 35

I can't eat meat.	She said she couldn't eat meat.
-------------------	---------------------------------

Warm Up

1 Vocabulary Use the vocabulary network to answer the questions.

- 1 What sort of school do you go to?
- 2 What facilities has your school got?
- 3 What equipment have your classrooms got?
- 4 What is the atmosphere in your school like?
- 5 Which rules do you have at your school?



JAGG CHOICE 54: VOCABULARY PRACTICE

„The way of presenting present tenses is appropriate and useful, I appreciate namely the section Sentence Builder.“ (Zdena Machačová)

Course in general

„Používáme Language Review v závěru Modulu, vyberu nejtěžší či „nosnou“ gramatiku Modulu ve Students' a Workbooku, zopakujeme nové učivo formou ústního zkoušení a písemné práce. Učebnice poskytuje dostatek materiálu pro testování.“ (Věra Paulusová)

„Užitečná je možnost použití rámečků a tabulek u všech gramatických cvičení – u těch pomalejších se osvědčilo používat méně variabilní tabulky, studenti stále vnímají stejnou tabulku, která je přehledná, jasná a srozumitelná.“ (Hana Dědková)

Language Review Modules 8 and 9

1 Environment/School Complete the texts with the correct words.

I live in a subtropical ¹_____ and the temperature never drops ²_____ freezing. The biggest problem is _____ health _____ less and _____ly.

4 Future Continuous Complete the dialogue with the Future Continuous form of the verb in brackets.

A: You're going on holiday tomorrow? Lucky you!
B: Yes, we ²⁷_____ (leave) the house at 6.30.
A: What time ²⁸_____ (you arrive) in New York?
B: Tomorrow afternoon. This time tomorrow ²⁹_____ (we walk) around Manhattan.
A: ³⁰_____ (you go) to the NBA shop?
B: Yes, ³¹_____ (I definitely go) there! /5

5 Pronouns Complete the sentences with myself, ourselves, himself or each other (x 2).

32 I got up and looked at _____ in the mirror.
33 We painted the bedrooms at home _____.
34 My neighbours are friendly and we help _____.
35 My brother hurt _____ when he fell over.
36 We have known _____ since we were four. /5

6 Reported statements Report the statements below.

37 'I'm good at remembering dates.' (He said ...)
38 'I have never failed an exam.' (She told us ...)
39 'Not sleeping can be unhealthy.' (He warned ...)
40 'There will be more computers.' (He believes ...)
41 'I'm bad at doing homework.' (He admitted ...)
42 'ICT is going to be important.' (He told us ...) /6

7 Agreeing and disagreeing (2)/Asking for permission Complete the dialogues.

A: Excuse me. Could I ⁴³_____ have a word with you? ⁴⁴_____ it be all right if I used a computer in the exam?
B: I am ⁴⁵_____ but we don't usually allow that.
A: But I hurt my finger. Is it ⁴⁶_____ if I use one just this time?
A: I think ICT classes are great, ⁴⁷_____ you?
B: No, I don't think ⁴⁸_____. They're not interesting. Don't you agree?
A: No, I ⁴⁹_____.
B: But maths is more useful. Don't you think ⁵⁰_____? /8

Self Assessment

4.22 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise If you need practice, go to

1	Language Choice 43 and 50
2	Language Choice 46 and 51
3	SB p.67 ex.5, p.71 ex.7; Language Choice 47
4	Language Choice 44
5	Language Choice 48 and 49
6	Language Choice 52 and 53
7	SB p.68 ex.5, p.75 ex.10

KS: 1 Check Your Progress 9 → MyLab / Workbook page 81. Complete the Module Diary.

2 Sound Choice 5 → MyLab / Workbook page 82. Choose three pronunciation activities to do.

Course in general



„My students had problems understanding the class CD, but it is a common problem I have to face. However, I welcome the opportunity to listen to two levels of difficulty in the listening CDs.”
(Zdena Macháčová)


Topics

Talking about important historic events turned out to be very interesting for the students. They especially enjoyed drawing the timelines of their own lives with some important and unforgettable memories and using the network to talk about their memories from the past.

LESSON 4 GRAMMAR THE WALL

Warm Up

1 Look at the photos (a-b) and read the information about the Berlin Wall. When were the photos taken?



The Berlin Wall was built in 1961 to stop East Germans escaping from their communist country to the democratic West. In 1989, the communist governments in Eastern Europe were falling and on 9 November, East Berliners broke the barriers at the crossing points between East and West Berlin. In the twenty-eight years of the Wall, over 150 people were killed when they were trying to cross it.



They were also able to relate their knowledge about the fall of the Berlin Wall and the information supplied by their parents, based on their own personal experience, to the information in the textbook.

(Zdena Machačová)

Topics

„Trying to write the definitions of the word HOME, working out class survey on tidying at home and doing household chores, Speaking Workshop 2 about backpacking hostels and accommodation when travelling in general were some other popular activities.“ *(Zdena Machačová)*

„Urban Tribes – překvapivé , studenti nabyli dojmu, že učebnice je komponována opravdu s ohledem na všechny odlišující se skupiny mladé generace“ *(Věra Paulusová)*

„Tato lekce (food) byla studenty kvitována, protože se jednalo o slovní zásobu z každodenního používání. Na základě této lekce studenti zpracovávali vlastní video – mezipředmětové vazby – na téma vaření (na bázi cooking shows)“
(Sylva Bessisso)

Piloting Teacher

Střední škola automobilní a informatiky

Teacher: Sylva Bessisso

Student: Jan Podlipský

Active Teach

„Přehlednost, jednoduchost, vše v jednom (poslechy, řešení cvičení, propojení stránek učebnice s doplňkem Language Choice, který je vzadu učebnice – i když na to jsem si nejprve musela zvyknout, ale teď mi to vyhovuje.“
(Iveta Boháčová)

„Využívám fotokopírovatelské materiály, výborným zpestřením jsou hry, oceňuji i Skills builders.“ *(Sylva Bessisso)*

„Používám Active Teach 2x týdně. Protože jsem doposud tímto způsobem pracovala okrajově, jsem nadšená a studenti projevují velký zájem. Přepis vět z poslechu – velice hodnotné.“ *(Věra Paulusová)*

„I have been using mainly Teacher's Resources, especially Fillers and Photocopiables quite regularly, and I find them extremely helpful“
(Zdena Macháčová)

A young woman with blonde hair, wearing a teal top, is smiling broadly. She is in a classroom or office environment. In the background, there are computer monitors. One monitor on the right shows a dark image, possibly a boot. The overall scene is bright and positive.

MyEnglishLab

PEARSON

How much time do your students spend DOING HOMEWORK?



Students and their homework:



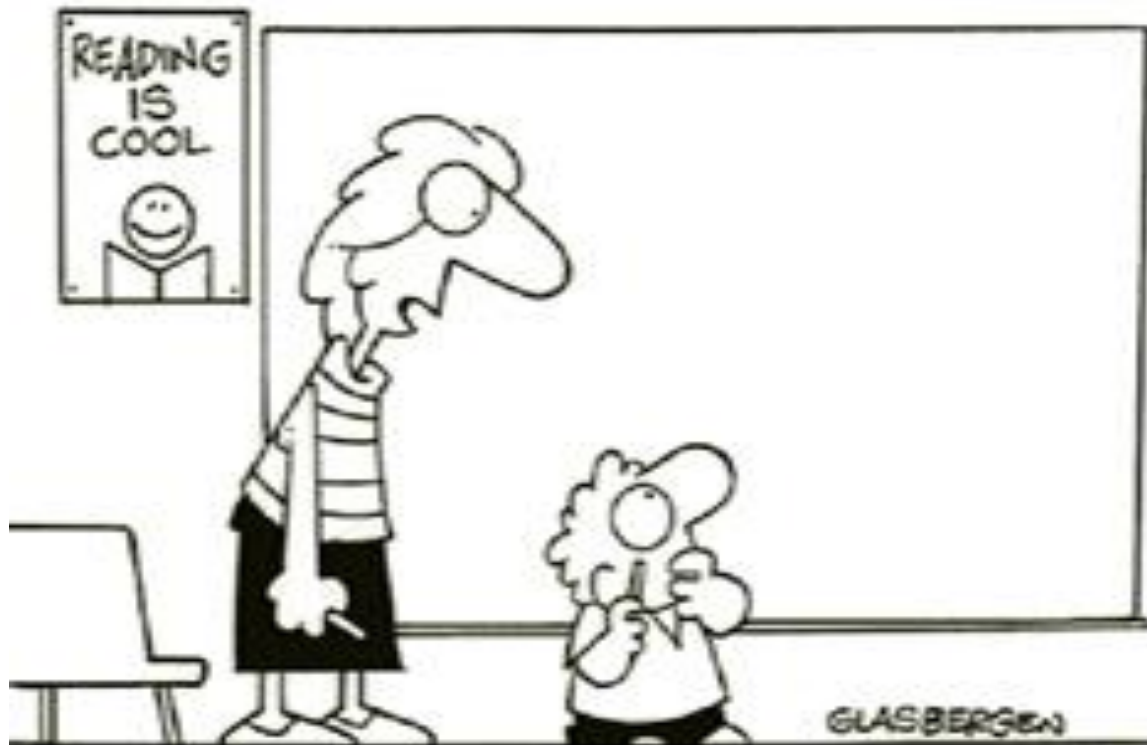
What is blended learning?

“learning which involves a combination of e-learning and face to face learning”.

How to teach English with Technology (2007) Dudeney and Hockly

Student of the XXI century „Digital Native“ or „Digital Immigrant“?

Copyright 1996 Randy Glasbergen. www.glasbergen.com



“There aren’t any icons to click. It’s a chalk board.”

Imagine..

- Individualization of homework with no additional work to it
- Exercises which are automatically checked within few seconds
- Possibility of sending additional writing assignments and tests
- Gradebook with results and work of each student easily accessible



Gradebook

Change course

SE-1036663

speakout Elementary

- ▶ UNIT 1 – Welcome
- ▶ UNIT 2 – Lifestyle
- ▶ UNIT 3 – People
- ▶ REVIEW AND CHECK 1
- ▶ UNIT 4 – Places
- ▶ UNIT 5 – Food
- ▶ UNIT 6 – The past
- ▶ REVIEW AND CHECK 2
- ▶ UNIT 7 – Holidays
- ▶ UNIT 8 – Now
- ▶ UNIT 9 – Transport
- ▶ REVIEW AND CHECK 3
- ▶ UNIT 10 – The future
- ▶ UNIT 11 – Health
- ▶ UNIT 12 – Experiences

<< Back

Speakout Elementary

Change view Practice & tests

Student	Practice			Tests		
	Completed	Score	Grade	Completed	Score	Grade
Arrisola, Ignacio	30 / 400	98%	A	2 / 3	95%	A
Blomstrom, Tamera	0 / 400	---	---	0 / 2	---	---
Capriotti, Manda	30 / 400	77%	B	2 / 3	67%	B
Dacanay, Cathey	30 / 400	39%	E	1 / 3	20%	F
debiasio, nathaniel	42 / 401	63%	C	3 / 4	57%	C
Hofmeister, Kellye	30 / 400	59%	C	1 / 3	60%	C
Honhart, Carlie	30 / 400	95%	A	2 / 3	92%	A
Katin, Rosemarie	30 / 400	95%	A	2 / 4	98%	A
Maready, Sheri	30 / 400	34%	F	2 / 3	14%	F
Nagelschmidt, Janeth	30 / 400	73%	B	2 / 3	74%	B
Ohanlon, Madaline	30 / 400	69%	B	2 / 3	74%	B
Piner, Marleen	0 / 400	---	---	---	---	---
Sawaia, Asia	30 / 400	70%	B	1 / 3	80%	A
Stallworth, Mitchell	0 / 400	---	---	0 / 1	---	---
Swider, Manual	30 / 400	62%	C	1 / 3	80%	A
Teti, Thao	30 / 400	67%	B	2 / 3	72%	B
Waas, Jonas	30 / 400	91%	A	2 / 3	87%	A
Waterfield, Margart	30 / 400	34%	F	2 / 3	33%	F
Witte, Jasmine	29 / 400	59%	C	2 / 3	76%	B
Yunker, Tiesha	30 / 401	33%	F	2 / 3	29%	F
Average		66%	B		65%	B

Export gradebook for

Excel

Export

Student Management

Gradebook

Change course

SE-1036663

speakout Elementary

UNIT 8 – Now

Unit 8.1

Unit 8.2

Exercise 1A Vocabulary – appearance

Exercise 1B Vocabulary – appearance

Exercise 2 Grammar – present simple/continuous

Exercise 3 Grammar – present simple/continuous

Exercise 4 Vocabulary – clothes

Exercise 5A Reading

Exercise 5B Reading

Exercise 5C Reading

Unit 8.3

UNIT 9 – Transport

REVIEW AND CHECK 3

<< Back

Exercise 3 Grammar – present simple/continuous

See common error report

Practice

First attempt

Name	Score	Grade	Status
Arrisola, Ignacio	100%	A	See report
Blomstrom, Tamara	---	---	Not submitted
Capriotti, Manda	69%	B	See report
Dacanay, Cathey	38%	E	See report
debiasio, nathaniel	85%	A	See report
Hofmeister, Kellye	54%	D	See report
Honhart, Carlie	100%	A	See report
Katin, Rosemarie	100%	A	See report
Maready, Sheri	0%	F	See report
Nagelschmidt, Janeth	77%	B	See report
Ohanlon, Madaline	85%	A	See report
Piner, Marleen	---	---	Not submitted
Sawaia, Asia	69%	B	See report
Stallsworth, Mitchell	---	---	Not submitted
Swider, Manual	69%	B	See report
Teti, Thao	62%	C	See report
Waas, Jonas	92%	A	See report
Waterfield, Margart	38%	E	See report
Witte, Jasmine	62%	C	See report
Yunker, Tiesha	23%	F	See report
Average	66%	B	

Export gradebook for

Excel

Export

Student Management

Units

Change course

speakout Elementary

<input type="radio"/> UNIT 1	<input type="radio"/> UNIT 2	<input type="radio"/> UNIT 3	<input type="radio"/> REVIEW AND CHECK 1
<input type="radio"/> UNIT 4	<input type="radio"/> UNIT 5	<input type="radio"/> UNIT 6	<input type="radio"/> REVIEW AND CHECK 2
<input type="radio"/> UNIT 7	<input type="radio"/> UNIT 8	<input type="radio"/> UNIT 9	<input type="radio"/> REVIEW AND CHECK 3
<input type="radio"/> UNIT 10	<input type="radio"/> UNIT 11	<input type="radio"/> UNIT 12	<input type="radio"/> REVIEW AND CHECK 4

<< Back

Contents

Show content in course
 Hide content in course


- UNIT 1 – Welcome
- Unit 1.1
 - Exercise 1 Vocabulary – greetings
 - Exercise 2 Grammar – present simple: be
 - Exercise 3 Grammar – present simple: be
 - Exercise 4A Vocabulary – countries and nationalities
 - Exercise 4B Vocabulary – countries and nationalities
 - Exercise 4C Vocabulary – countries and nationalities
 - Exercise 4D Vocabulary – countries and nationalities
 - Exercise 5A Reading
 - Exercise 5B Reading
 - Exercise 6 Writing – capital letters

Assignments

Practice (5)

Tests (3)

Sort by: Due date

 **Activity 04, Writing**
[See report](#)
Course: T1-78670
Due date: 21 Nov 2011, 9:57
Submitted by: 15 students



more options ▾

 **Writing Test**
[See report](#)
Course: T1-78670
Due date: 21 Nov 2011, 10:43
Submitted by: 8 students



more options ▾

 **Activity 03, Speaking**
[See report](#)
Course: T1-78670
Due date: 21 Nov 2011, 10:44
Submitted by: 6 students



more options ▾

 **Writing - Exercise 12**
[See report](#)
Course: SE-78670



Get started



[Grade book](#)



[Messages](#)



[Settings](#)

Courses



Units

Change course: Choices Pre-interme...

CHOICES PRE-INTERMEDIATE

Course average score: 2% | Course complete: 10 out of 400

Unit 1 Complete: 18/26	Unit 2 Complete: 10/24	Unit 3 Complete: 7/21	Unit 4 Complete: 3/22
Unit 5 Complete: 0/22	Unit 6 Complete: 0/25	Unit 7 Complete: 0/20	Unit 8 Complete: 0/24
Unit 9 Complete: 0/20	Unit 10 Complete: 0/23	Unit 11 Complete: 0/23	Unit 12
RC	Tests		

Contents

Show content in course
 Hide content in course

- 1 Unit 1
 - ▶ Unit 1.1
 - ▼ Unit 1.2
 - Exercise 1A Vocabulary – greetings
Report Take over
 - Exercise 1B Vocabulary – greetings
Report Take over
 - Exercise 2A Listening
Report Take over
 - Exercise 2B Listening
 - Exercise 3 Grammar – present
simple: *this/that, these/those*
Report Take over
 - Exercise 4A Grammar – present
simple: *this/that, these/those*
 - Exercise 4B Grammar – present
simple: *this/that, these/those*
Report Take over
 - Exercise 5 Grammar – possessives
New
 - Exercise 6A Grammar – possessives
 - Exercise 6B Grammar – possessives
 - ▶ Unit 1.3











Summary

Vocabulary	<div style="width: 100%; height: 10px; background-color: green;"></div>	100%
Grammar	<div style="width: 75%; height: 10px; background-color: orange;"></div>	75%
Listening	<div style="width: 15%; height: 10px; background-color: red;"></div>	15%

Exercise 1 Vocabulary – free time

Match the phrases with the pictures below.

Have a barbeque you eat outside for this	Have time off
Go shopping	Spend time with your family
Play the guitar	Eat out
Eat with friends	Play volleyball
Go on holiday	Spend money

			
			
			
	Submit answers	Reset	

Exercise 6B Listening

Listen to two people talking about what happened in the picture. Answer the questions. **Tip** 

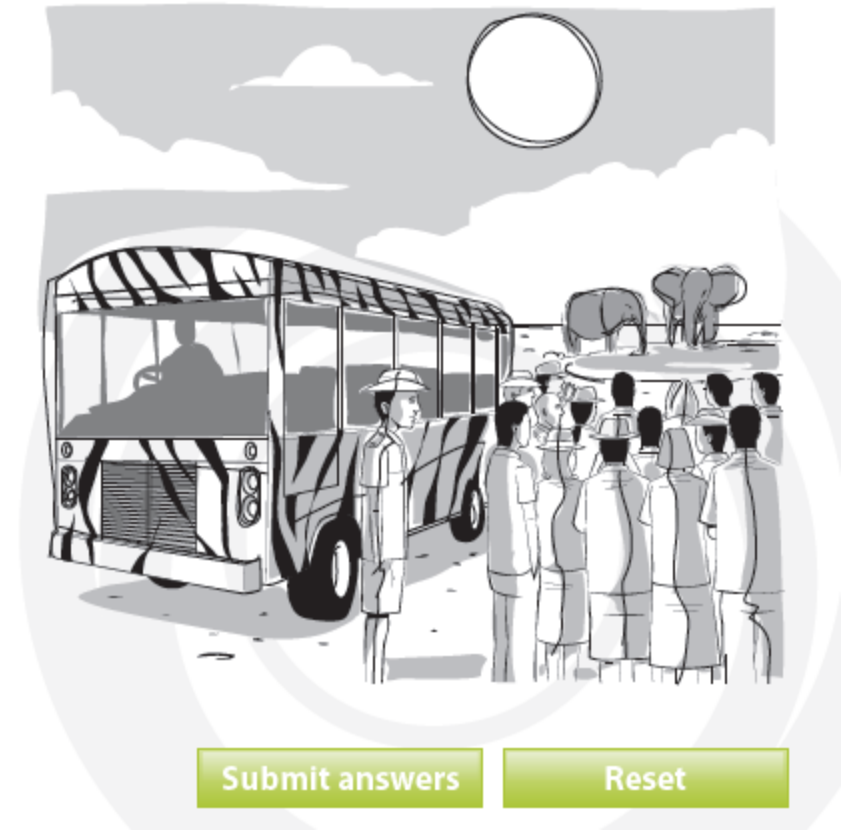


1 Who is speaking in each story?



Story 2 – a safari guide

- Story 1 – a safari guide; Story 2 – a tourist
- Story 1 – a safari guide; Story 2 – a driver



Exercise 4A Grammar – adverbs of frequency

Select the correct alternative to complete the sentences.

Tip



- 1 'People who work sitting down are usually very healthy.
- 2 'The successful people are usually very busy.
- 3 'Politicians are usually very honest.
- 4 'I usually go to the gym every day.
- 5 'Great artists like Van Gogh usually work very hard.
- 6 'Doctors are the same as lawyers.
- 7 'Find something you love doing.
- 8 'The only place where success is usually easy to find is in the lottery.

2.2

adverbs of frequency

Use adverbs of frequency to say how frequently you do something. Some of the most common are: *never, rarely, occasionally, sometimes, often, usually, always*.

There are several adverbial phrases of frequency, e.g. *hardly ever, once in while, every day/month/year*.

With *be* put the adverb after the verb.

I am always here. They were usually early.

We usually put the adverb before other verbs.

I sometimes spoke to him. We hardly ever ate there.

With auxiliary or modal verbs, we usually put the adverb after the auxiliary or modal.

I can help. → I can always help

She doesn't stay here. → She doesn't usually stay here.

We haven't visited them. → We have never visited them.

Adverbs of frequency can also go at the beginning, middle or end of a sentence.

Occasionally I go dancing.

I occasionally go dancing.

I go dancing occasionally.

Always and *never* do not normally go at the beginning or end of sentences.

Once in while and *every day/month/year* usually go at the beginning or end of sentences.

There are other phrases to show how frequently something happens:

every day = one time per day *I have a shower every day.*

once a week = one time per week *She writes to me once a week.*

twice a week = two times per week *They go shopping twice a week.*

Submit answers

Reset

Student work:

My teacher is my mom.
My email address **are** xxxxxx@pearson.com
I am 23 years old.

Note category:

- General
- Unity
- Coherence
- Style and register
- Grammatical structures**
- Vocabulary
- Punctuation
- Collocations

Notes

Grammatical structures

is

Teacher-graded assignment grade

Overall score: $5 / 6 = 83\%$

Comments on the entire work:

Well done!

MyEnglishLab

„I have found MyEnglishLab absolutely fantastic. My students simply love it. At the very beginning we experienced some problems, my students had to get used to the system of completing the exercises, choosing the right keys on their computers, etc. Nevertheless, once we really started, everything went smoothly.

(Zdena Machačová)

„MyEnglishLab is my and my students' favourite component – It saves me a lot of time, and I can always rely on my students doing the exercises with more enthusiasm than in a regular paper workbook.“

(Zdena Machačová)

„Žáci jsou spokojeni, způsob procvičování se jim líbí. Výhrady mají jen k hodnocení „spellingových“ chyb, které jsou brány jako chyby gramatické.“ ***(Boháčová Iveta)***

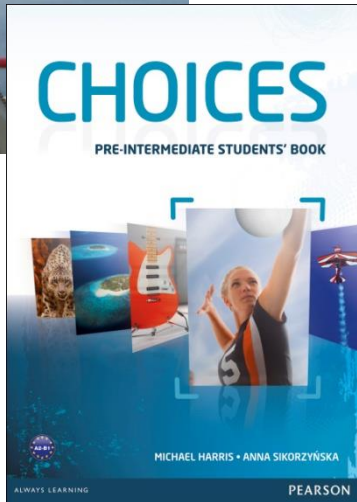
MyEnglishLab

„Všeobecně Online komponent velice oceňuji. Orientace je pro mě nyní již zřejmá, různá cvičení lehce dostupná. Oceňuji četnost poslechových cvičení a textů, studenti mají možnost naslouchat rodilým mluvčím ve velké míře.“
(Paulusová Věra)

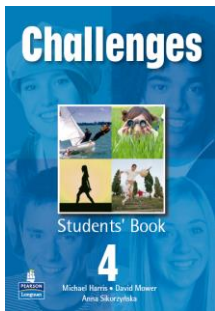
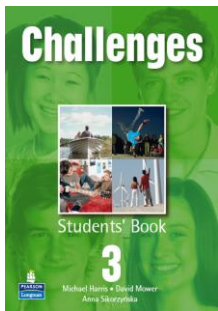
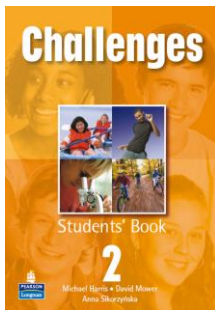
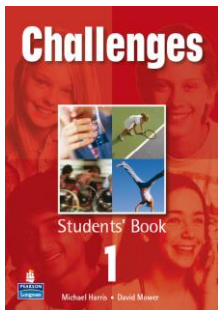
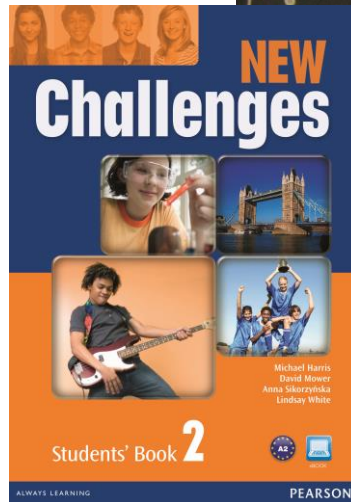
„My English Lab je skvělým zpestřením, studenti jej dělají rádi a líbí se jim. Určitě je úsporou času pro učitele a motivací pro studenty. Jen myslím, že by v sešitě mělo být ještě více cvičení a textů, dal by se tak potenciál studentů více diferencovat.“
(Lenka Přívětivá)



Mike Harris



Anna Sikorzynska



Thank you

Magdaléna Benešová
sos@ventruresbooks.com