



ANNEX 1: Resources

2015



Film Trailer

A2

Summary of contents:	Students will watch a film trailer to learn about cultural stereotypes and expand their UK vocabulary.	Skills developed:	<ul style="list-style-type: none"> • Listening comprehension • Speaking • Writing • Analysing different cultural features
Activity:	Students become aware of trailers as a means of persuasion, and learn how it is made.	Materials:	<ul style="list-style-type: none"> • Computer or DVD • An A2 suitable trailer • Language Lab • Internet Connection
Features:	Billy Elliott film trailer	Learning outcomes:	<ul style="list-style-type: none"> • Watch and understand a film trailer • Learn how to write a letter

Warm-up

In today's lesson we're going to watch a film trailer for a British movie called **Billy Elliot**. **Billy Elliot** is a British drama film set in the north-east of England during the [1984-5 coal miners' strike](#). Eleven year old Billy is an aspiring dancer dealing with the [negative stereotype of the male ballet dancer](#).

1. Do you want to do something special in the future? We call this your dream. For example, do you want to be a doctor or a lawyer? We say you dream of being a doctor or lawyer.

What is your dream? Who makes you want to do this?

For example, do you want to learn English because your husband can speak English very well? Do you dream of going to University because your friend went to University?

Exercises and tasks

2. Watch the [film trailer](#) with no sound. Describe what happens in the trailer.
3. Now watch the [film trailer](#) again with sound and listen carefully. Is the real story different from your story? How?
4. Now answer the [interactive questions](#).
5. Read Billy's [letter](#), fill in the missing words. Use the film [transcript](#) to check your answers.



6. In pairs, talk about your family, friends or colleagues who have inspired you. Then tell the group.

Vocabulary

7. Read this vocabulary

	<i>Arts</i>	<i>Dream jobs</i>
<i>Vocabulary</i>	<ul style="list-style-type: none">• <i>Ballet</i>• <i>Theatre</i>• <i>Opera</i>• <i>Modern dance</i>• <i>Cinema</i>	<ul style="list-style-type: none">• <i>Doctor</i>• <i>Lawyer</i>• <i>Actor</i>• <i>CEO</i>• <i>Model</i>• <i>Writer</i>• <i>Engineer</i>

Extension

8. Do you know how to write a letter? Watch this [presentation](#). Imagine you are Billy. Write a letter to your mother. Use Billy's [letter](#) as an example.



B1

Summary of contents:	Students will watch a film trailer to learn about UK vocabulary and cultural stereotypes.	Skills developed	<ul style="list-style-type: none"> • Listening Comprehension • Speaking • Writing • Analysing different cultural features • Analysing Spoken Language
Activity:	Students become more aware that a trailer is a means of persuasion, and of how it is made up.	Materials:	<ul style="list-style-type: none"> • Language Lab • Internet Connection • Computer or DVD • A B1 suitable trailer • Movie Posters • You Tube "Recut your trailer"
Features:	Billy Elliott film trailer UK stereotypes UK geographical regions	Learning outcomes:	<ul style="list-style-type: none"> • Watch and understand a film trailer • Talk about stereotypes • Learn about UK regions

Warm-up

1. In pairs or groups, answer these questions:
 1. Why doesn't Billy's father like Billy to do ballet?
 2. Do you think some jobs are only for women or only for men?

Exercises and Tasks (student)

2. Billy Elliot is set in the North East of England. England is divided into different regions. Please use the [map](#) to answer the [interactive questions](#).
3. Complete the [interactive exercise](#) to match words and meanings.
4. Billy has a dream of being a ballet dancer. Some people have a prejudice that boys should not do ballet. In pairs or groups, discuss these questions:
 1. How does Billy fight that prejudice?
 2. Why are people narrow-minded?
 3. Have people shown prejudice to you?
 4. The film happens in 1984/85, thirty years ago. Is there more or less stereotyping today?



Vocabulary

5. Read this vocabulary:

	<i>Stereotypes</i>	<i>Geography</i>
<i>Vocabulary</i>	<ul style="list-style-type: none">• <i>Stereotype</i>• <i>Equality</i>• <i>Prejudice</i>• <i>Narrow-minded</i>• <i>Human rights</i>	<ul style="list-style-type: none">• <i>Region</i>• <i>City</i>• <i>County</i>• <i>State</i>

Extension

6. Before you came to the United Kingdom, did you hear about any stereotypes of British people? Write about these stereotypes.



B2

Summary of contents:	Students will watch a film trailer to learn about UK vocabulary and cultural stereotypes.	Skills developed	<ul style="list-style-type: none"> • Listening comprehension • Speaking • Writing • Analysing different cultural features • Analysing spoken language
Activity:	Students become more aware that a trailer is a means of persuasion, and of how it is made up.	Materials:	<ul style="list-style-type: none"> • Language Lab • Internet Connection • Computer or DVD • A B1 suitable trailer • Movie Posters • You Tube "Recut your trailer"
Features:	Billy Elliott film trailer	Learning outcomes:	<ul style="list-style-type: none"> • Watch and understand a film trailer • Interpret a film poster • Read and write a film review • Identify and use homonyms

Warm-up

1. Look at the [Billy Elliot poster](#). Why does the poster use an image of Billy wearing his boxing kit in a line of ballet dancers? What is the meaning of the image?

Exercises and Tasks (student)

2. Watch the [film trailer](#) again. Describe how the trailer contrasts images of boxing and ballet.
3. Read this extract from a film review about Billy Elliot from [IMDB](#).

"I come from a wealthy, high class family in Australia. I go to a private school and I am not usually around people with broken homes or around people in a low socio-economic area. I am blinded by the people around me about the depression and horrible taunts of people with limited needs. Very few movies actually make me think- this is a testament to that, showing that this movie has motivated me to write a comment on this website, so the whole world can see views.

This movie moved me in ways that I never thought something could. Since I am only young, I haven't experienced much in my life, while I am growing and I discovering new feelings and this movie has triggered one—it's become apart of me.

Showing that he came from a poor and broken family, and relished in his dream to become a ballet dancer and escape his born destiny to become a miner—it's just unbelievable."

Complete the [interactive crossword](#) with words from the film review.

4. What makes a good or bad film review?



1. Should you write about your life?
 2. Should you write about emotions?
 3. Should you write technical information about film and actors?
 4. Should you write about the actors' or director's personal life?
5. Going to the Royal Ballet School was Billy's goal. When you are playing football the area where you aim to kick the ball is also called the goal. Words that share spelling or pronunciation but have different meanings are called homonyms. What other words can you think of that have more than one meaning?

Find at least two meanings for the words in the list below.

1. bank
2. bat
3. change
4. coast
5. cool
6. cope
7. dear
8. duck
9. hide
10. light
11. nail
12. note
13. pound
14. shot
15. trip



6. In pairs or groups, watch the [trailer](#) and this time make a note of what makes you laugh.
 - Describe how humour is used in the trailer.
 - What made you laugh?
 - What other emotions do you feel when you are watching the trailer?
7. Watch the [film trailer](#) again. Describe how the juxtaposition of shots of the boxing and the ballet are used in the film trailer.

Vocabulary

8. Read this vocabulary

	<i>Cinema</i>	<i>Good Reviews</i>
<i>Vocabulary</i>	<ul style="list-style-type: none">• <i>Cross-cutting</i>• <i>Tracking shot</i>• <i>Zoom</i>• <i>Close-up</i>• <i>Dissolve</i>• <i>Mise-en-scene</i>	<ul style="list-style-type: none">• <i>Excellent</i>• <i>Outstanding</i>• <i>Amazing</i>• <i>Scintillating</i>• <i>Impressive</i>• <i>Awe-inducing</i>

Extension

9. Watch a film and write your own film review. Compare your film review to the reviews at [IMDb](#) and [Total Film](#).
10. Use [Recut Trailer](#) to organise the shots and scenes to tell the story in a different way. You can follow these [instructions](#) to rip scenes from films.



Soap

A2

Summary of contents:	EastEnders is a British television soap opera, first broadcast in the United Kingdom on BBC 1 on 19 February 1985. EastEnders storylines examine the domestic and professional lives of the people who live and work in the fictional London Borough of Walford in the East End of London. The series primarily centres on the residents of Albert Square, a Victorian square of terraced houses, and its neighbouring streets, namely Bridge Street, Turpin Road and George Street. The Square encompasses a pub, street market, night club, community centre, charity shop, café and various small businesses, in addition to a park and allotments.	Skills developed:	<ul style="list-style-type: none">• Listening• Speaking• Grammar• Reading• Writing• Vocabulary• Cultural competence
Activity:	The purpose is to familiarize students with the language, intonation and speech of soap opera characters.	Materials:	<ul style="list-style-type: none">• Soap opera online and transcript• Overhead Projector & a laptop / TV & video• Cards/ PowerPoint showing different programme types• Worksheets: Vocabulary; listening; reported speech• Computers and internet
Features:	Geographical regions of the UK Popular soap operas in the UK	Learning outcomes:	<ul style="list-style-type: none">• Understand language using soap operas• Identify different regions of UK and their soap operas• Use future simple tense



Warm-up

1. In pairs or groups, discuss these questions:
 - a. What's your favourite TV programme?
 - b. Do you watch English TV programmes?
 - c. Listen to these songs. Do you know these TV programmes?
 - <http://www.perfectblend-media.co.uk/tunes/91-92op-th.MP3>
 - <http://www.televisiontunes.com/EastEnders.html>
 - http://www.televisiontunes.com/Coronation_Street_-_2010.html
2. In pairs or groups, discuss these questions:
 - a. What is a soap opera?
 - b. Do you have soap operas in your country?
 - c. Tell your partner about a soap opera you have watched.

Exercises and Tasks (Student)

3. Click on the map. Find out where UK soaps take place. Read about one of the UK soaps and find out three facts about it. Tell your partner what you learnt.



4. Follow the instructions to do a role-play:
 - a. Go to the [Eastenders](http://www.eastenders.com) website.
 - b. Look at the picture under "Clips".
 - c. What can you see?
 - d. Is the person happy, sad, angry?
 - e. Play the video
 - f. What happened in the video? Use past tense.



- g. With a partner, role-play what happened in the video. Use present tense. Use your own words.
5. Read this story. Choose the correct verb in past tense. (Fill in the gaps)

Jake *was/were* drunk. He *drove/drove* off in his car with Lauren. They *argued/argues* and Jake *losed/lost* control of the car. The car *hit/hitted* Kat's baby buggy. Nancy *thicked/thought* Mick *was/were* planning something bad and she *telled/told* her parents. Shirley *planed/planned* to make lots of pies - until Jonny *sayed/said* that the pie meat is dog meat.

6. To talk about the future in English, you can use the Future Simple tense

Future Simple: will + base form of the verb (e.g. I will go to work tomorrow)

✓ will X won't (= will not)

7. The paragraph below describes what will happen in the future. Add the verb in the future simple tense.

1. Drunken Jake (be) _____ prosecuted and (go) _____ to jail.
2. Jake (not be) _____ happy.
3. The baby (go) _____ into hospital and (get) _____ better.
4. The baby (not get) _____ worse.
5. Nancy and Mick (get) _____ married.
6. Nancy and Mick (not get) _____ divorced.
7. Linda (try) _____ to make trouble for Nancy and Mick.
8. Linda (not try) _____ to help Nancy and Mick.
9. Shirley (start) _____ a pie making business
10. Shirley (not work) _____ in an office.

Vocabulary

8. Read this vocabulary.

	Emotions	Emergencies
Vocabulary	<ul style="list-style-type: none"> Sad Happy Angry Tired Bored 	<ul style="list-style-type: none"> Fire Flood Earthquake Tsunami Hurricane Typhoon Tornado



Extension

9. Answer these questions:
- Have you ever been in a fire?
 - Have you been in another emergency?
 - Have you ever got lost?
 - Have you ever lost anything important?
 - Have you ever seen an accident?
 - Have you ever broken an arm or leg?



B1

Summary of contents:	EastEnders is a British television soap opera, first broadcast in the United Kingdom on BBC 1 on 19 February 1985. EastEnders storylines examine the domestic and professional lives of the people who live and work in the fictional London Borough of Walford in the East End of London. The series primarily centres on the residents of Albert Square, a Victorian square of terraced houses, and its neighbouring streets, namely Bridge Street, Turpin Road and George Street. The Square encompasses a pub, street market, night club, community centre, charity shop, café and various small businesses, in addition to a park and allotments.	Skills developed :	<ul style="list-style-type: none"> • Listening • Speaking • Grammar • Vocabulary • Reading • Writing
Activity:	The purpose is to familiarize students with the language, intonation, speech of characters and subtle cultural differences & stereotypes.	Materials:	<ul style="list-style-type: none"> • Soap Opera recording • Overhead Projector & a laptop / TV & video • Worksheets: grammar, listening comprehension • Internet connection
Features:	Popular soap operas in the UK What to do in an emergency	Learning outcomes:	<ul style="list-style-type: none"> • Understand language using soap operas • Identify different regions of UK and their soap operas • Use future simple tense • Use future with “be going to”



Warm-up

1. In pairs or groups, discuss these questions:
 - a. What's your favourite TV programme? Describe it.
 - b. What types of English TV programmes do you watch?
 - c. Listen to these songs. Do you know these TV programmes?
 - <http://www.perfectblend-media.co.uk/tunes/91-92op-th.MP3>
 - <http://www.televisiontunes.com/EastEnders.html>
 - <http://www.televisiontunes.com/Coronation Street - 2010.html>
2. In pairs or groups, discuss these questions:
 - a. What is a soap opera and do you have soap operas in your country? If so, please describe them.
 - b. Tell your partner about a soap opera you have watched and describe your favourite characters.

Exercises and Tasks (Student)

3. Click on the map! Find out where UK soaps take place. Read about one of the UK soaps and find out three facts about it. Tell your partner what you learnt.





Follow the instructions below to do a role-play (Students and Teachers)

- Go to the [Eastenders](#) website.
- Look at the current picture under "Clips".
- Describe the picture.
- How does the person in the picture feel?
- Play the video
- Describe what happened in the video.
- What happens next? With a partner, role play what how the story in the video will continue. Use your own words.

- Read this story. Choose the correct verb in past tense. Make five sentences with the past tense verbs from above.
E.g. I drove to my English class today.

Jake *was/were* drunk. He *droved/drove* off in his car with Lauren. They *argued/argues* and Jake *losed/lost* control of the car. The car *hit/hitted* Kat's baby buggy. Nancy *thinked/thought* Mick *was/were* planning something bad and she *telled/told* her parents. Shirley *planed/planned* to make lots of pies - until Jonny *sayed/said* that the pie meat is dog meat.

- Here are two common ways of talking about the future in English.
 - Future Simple: will + base form of the verb (e.g. I will go to work tomorrow)

✓ will
X won't (= will not)
 - Be Going To: am, is, are + going to + base form of the verb (e.g. I am going to go to work tomorrow)

✓ am/is/are going to
X am not/isn't (= is not)/aren't (=are not) going to
- The paragraph below describes what is going to happen in the future to the characters. Add the verb in the requested future tense. (Fill in the gaps)
 - Drunken Jake (be – future simple) _____ prosecuted and (go – be going to) _____ to jail.
 - The baby (go – be going to) _____ into hospital and (get – future simple) _____ better
 - Nancy and Mick (get – be going to) _____ married.
 - Nancy and Mike (not get – future simple) _____ divorced.
 - Linda (try – future simple) _____ to split Nancy and Mick up.
 - Linda (succeed – be going to) _____ in splitting Nancy and Mick up.
 - Shirley (start – future simple) _____ a pie-making business.
 - Shirley (not start – be going to) _____

- In pairs or groups, answer the following questions:



- a. Look at the pictures of the [Queen Victoria pub](#) in Eastenders Do you like the décor?
- b. Have you ever been to an English pub? Is it different from pubs or bars in your country? How?
- c. The Queen Victoria pub was destroyed in a fire. Do you know what to do if there is a fire?

Vocabulary

	<i>Emotions</i>	<i>Emergencies</i>
<i>Vocabulary</i>	<ul style="list-style-type: none">• <i>Anxious</i>• <i>Embarrassed</i>• <i>Hopeful</i>• <i>Relaxed</i>• <i>Pleased</i>	<ul style="list-style-type: none">• <i>Smoke alarm</i>• <i>Emergency exit</i>• <i>Emergency services</i>• <i>Injury</i>• <i>Hazard</i>• <i>Incident</i>

Extension

8. Read page 6 of this [safety brochure](#). Answer these questions.
 1. How many smoke alarms should there be on every floor?
 2. Should you use a lift?
 3. What number should you call in an emergency?
 4. If trapped in smoke, where is the best place to be, near the floor or near the ceiling?
 5. What should you do if a door feels hot?



B2

Summary of contents:	EastEnders is a British television soap opera, first broadcast in the United Kingdom on BBC 1 on 19 February 1985. EastEnders storylines examine the domestic and professional lives of the people who live and work in the fictional London Borough of Walford in the East End of London. The series primarily centres on the residents of Albert Square, a Victorian square of terraced houses, and its neighbouring streets, namely Bridge Street, Turpin Road and George Street. The Square encompasses a pub, street market, night club, community centre, charity shop, café and various small businesses, in addition to a park and allotments.	Skills developed:	<ul style="list-style-type: none"> • Listening • Speaking • Grammar • Reading • Writing • Vocabulary • Cultural competence
Activity:	The purpose is to familiarize students with the language, intonation, speech of characters, subtle cultural differences and understanding metaphorical language.	Materials:	<ul style="list-style-type: none"> • Soap Opera recording • Overhead Projector & a laptop / TV & video • Worksheets: Listening comprehension, grammar • Recording of pairs of words • Internet connection.
Features:	Popular soap operas in the UK What to do in an emergency	Learning outcomes :	<ul style="list-style-type: none"> • Understand language using soap operas • Use prefixes and suffixes to expand vocabulary • Use a range of different future tenses



Warm-up

1. In pairs or groups, discuss these questions:
 - a. Can you describe a soap opera?
 - b. Are British soap operas different from soap operas in your country?
 - c. Soap operas often deal with emotional themes, such as love, betrayal and revenge. What other emotional themes can you name?

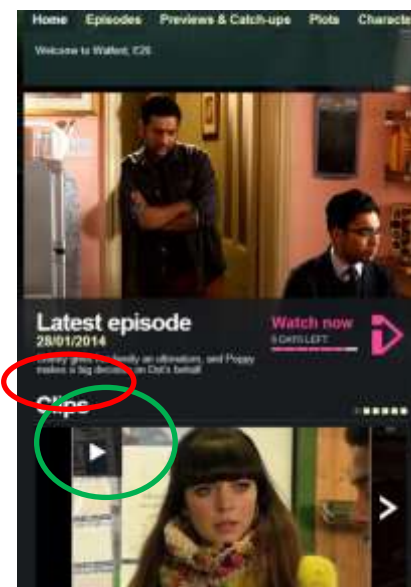
Exercises and Tasks (Student)

2. We often use prefixes or suffixes with emotion to create word families. With a partner, choose an emotion word and a prefix or suffix to make a new word. Check in the dictionary to see if it is a real word. If it is, use it in a sentence.

Emotion	Suffix	
Love	able	ly
Care	ful	(e)r
Fear	ing	struck
Afraid	less	un

3. Follow the instructions below to do a role-Play (Teacher and Student)

1. Go to the [Eastenders](http://www.eastenders.com) website.
2. Look at the current picture under "Clips" (highlighted red in the example picture).
3. Describe the picture. What do you think will happen in the video?
4. How does the person in the picture feel?
5. Play the video (highlighted green in the example picture)
6. Imagine you are one of the characters in the video. Summarise what happened in the video from that character's point of view. Use past tense.
7. Now summarise what happened from a bystander's point of view. Use past tense.
8. What happens next? With a partner, talk about how the story will continue. Use future tense.
9. With a partner, role play your idea of how the story will continue. Use present tense.





4. Change these present and future tense verbs to past and conditional tense.
(Hotpotatoes)

A drunken Jake *drives* _____ off in his car with Lauren beside him, and as the pair *argue* _____ he *loses* _____ control, and *crashes* _____ into a baby buggy being pushed by Kat. *Is* _____ this a case of history repeating itself? Nancy *thinks* _____ Mick *is* _____ planning something when she *catches* _____ him being over-friendly with Wayne, and *warns* _____ her parents they *will* _____ never be able to split them up. However, Linda is a determined woman, as her daughter soon *finds* _____ out. Shirley *has* _____ plans to make lots of pies - until Jonny says _____ that Kat's meat could actually be dog meat.

5. There are five ways of talking about the future in English. Match the future tense sentences with their types (Hot Potatoes)

- Future Simple: will + base form of the verb (e.g. I will go to work tomorrow)
- Be Going To: am, is, are + going to + base form of the verb (e.g. I am going to go to work tomorrow)
- Shall: Shall + subject + base form of the verb? (Shall I go to work tomorrow?)
- Future Progressive: will be + verb (I will be going to work tomorrow)
- Present Simple and Present Progressive with Future Meaning (e.g. I go / I am going to work tomorrow)

6. Add the verb in the requested future tense to find out what will happen to the characters in the future. (Hot Potatoes)

- a) Drunken Jake will be prosecuted and is going to jail.
- b) The baby goes into hospital and will get better
- c) Nancy and Mick are going to get married
- d) Linda will try to split Nancy and Mick up
- e) Shirley will start a pie making business
- f) The Health Inspectors will be visiting Kat to investigate the dog meat.

Vocabulary

7. Read this vocabulary

	<i>Emotions</i>	<i>Emergencies</i>
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Vocabulary	<ul style="list-style-type: none">• <i>Annoyed</i>• <i>Betrayed</i>• <i>Cheated</i>• <i>Furious</i>• <i>Upset</i>	<ul style="list-style-type: none">• <i>Mayday</i>• <i>SOS</i>• <i>Paramedic</i>• <i>Fire extinguisher</i>• <i>Fire marshal</i>
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Extension

1. Read about [English pubs](#) and answer the true/false questions (Hot Potatoes).
2. Watch [this clip](#) about a fire which destroyed the pub in Eastenders. Answer these questions. (Hot Potatoes).

Teacher's Tips

3. **Teachers:** Read these [tips on role-play](#) from the British Council.



Road Traffic

A2

Summary of contents:	Students will listen to authentic travel news and identify grammar and vocabulary features.	Skills developed:	<ul style="list-style-type: none"> • Listening • Classifying • Speaking • Writing • Developing linguistic skills
Activity:	Students will familiarize themselves with audio travel news, as well as travel vocabulary.	Materials:	<ul style="list-style-type: none"> • Local radio station such as BBC Radio WM in the West Midlands and National Radio such as BBC Radio 2 • Computer with internet access • Multimedia projector • Headphones or good speakers • Paper dictionaries or access to the internet translator • Access to online or paper maps of UK for each student or one big map for the whole class
Features:	<ul style="list-style-type: none"> • UK Traffic • Traffic reporting 	Learning outcomes:	<ul style="list-style-type: none"> • Understand UK traffic news reports • Develop basic traffic vocabulary. • Can discuss traffic problems

Warm-up

Outline the aims of the lesson and what the students should gain from the exercises based on the Travel News; such as being able to recognise local names of places and roads mentioned and the problems met on the roads. (Teacher)



1. In pairs or groups, discuss the following questions:

- Do you have a driving license?
- Do you like to drive?
- Have you driven in the UK?
- Have you ever listened to the Travel News?

Exercises and Tasks (Student)

- Go to <http://www.travelradio.org.uk/> and click on '[Listen To Live Travel News On Travel Radio Here](#)'. Please listen to the Travel News twice and write down the names of cities you hear. Find the cities on the [online map](#).
- Match the traffic words and pictures. (Hot potatoes)
- Complete the crossword with the traffic words you have learned. (Hot potatoes)
- Have you had an accident or breakdown? Tell your partner about it.

Vocabulary

- Read this vocabulary.

	<i>Traffic</i>	<i>Radio</i>
<i>Vocabulary</i>	<ul style="list-style-type: none"> • Pedestrian • Vehicle • Motorway • dual carriageway • traffic jam • accident 	<ul style="list-style-type: none"> • Station • Channel • Radio • AM • FM • Reception

Extension

- Please write an essay: *"How do you like to travel in the city centre? Car, bus or bike? Why?"*

Try to include vocabulary as follows:

Timetable, road, town/city centre, bike helmet, walk etc.

Read [how to write an essay](#).



B1

Summary of contents:	Students will listen to authentic travel news and identify grammar and vocabulary features.	Skills developed :	<ul style="list-style-type: none"> • listening • classifying • speaking • writing • developing linguistic skills
Activity:	Students will familiarize themselves with audio travel news, as well as travel vocabulary.	Materials:	<ul style="list-style-type: none"> • BBC Local Radio such as Radio WM, internet Travel News, National Radio e.g. BBC Radio 2 • Computer with the Internet access • Multimedia projector • Headphones or good speakers • Paper dictionaries or access to the Internet translator
Features:	<ul style="list-style-type: none"> • <i>UK traffic</i> • <i>Traffic reporting</i> 	Learning outcomes:	<ul style="list-style-type: none"> • Understand UK traffic news reports • Can identify and use prepositions

Warm-up

Outline the aims of the lesson and what the students should gain from the exercises based on the Travel News; such as being able to recognise local names of places and roads mentioned and the problems met on the roads. Travel News tells you about delays on the road and for other forms of transport too such as trains. (Teacher)

- When you're driving a car and listening to the Travel News do you really understand what is happening on the roads?
- Where you will meet traffic problems on route?
- And what those problems are?

8. In pairs or groups, discuss these questions:

- Do you have a driving license?
- Have you ever travelled around the UK by car either as a driver or passenger?
- Is it easy to drive a car in the UK or not? Why?
- Have you ever listened to the Travel News? When?
- How does the Travel News help drivers?



Exercises and Tasks (Student)

9. Go to <http://www.travelradio.org.uk/> and click on '[Listen To Live Travel News On Travel Radio Here](#)'. Please listen to the Travel News twice.
 - a. With your partner, write down the names of 3 cities mentioned in the message. What happened in each city?
 - b. Listen to the Travel News again and write down any new words you hear. *(Students make a note of the new words. The teacher then writes them down on a whiteboard and asks the whole group to explain their meaning).*
10. Match the traffic words and pictures. (Hot potatoes)
Pedestrian crossing, rail crossing, barrier, T-junction, crossroads, roundabout, overpass.
11. Add the correct preposition to these traffic phrases. Choose from by/on/in/at (Hot potatoes).
12. How do you travel to your English lesson? Tell your partner about your journey.

Vocabulary

13. Read this vocabulary.

	<i>Traffic</i>	<i>Radio</i>
<i>Vocabulary</i>	<ul style="list-style-type: none"> • Pedestrian crossing • Rail crossing • Barrier • T-junction • Crossroads • Overpass 	<ul style="list-style-type: none"> • <i>Broadcast</i> • <i>Disc Jockey</i> • <i>Podcast</i> • <i>Analogue</i> • <i>Playlist</i> • <i>Dead air</i>

Extension

14. Please write an essay: "Describe a journey you have recently taken".



B2

Summary of contents:	Students will listen to authentic travel news and identify grammar and vocabulary features.	Skills developed:	<ul style="list-style-type: none"> • listening • classifying • speaking • writing • developing linguistic skills
Activity:	Students will familiarize themselves with audio travel news, as well as travel vocabulary.	Materials:	<ul style="list-style-type: none"> • BBC Local Radio such as Radio WM, internet Travel News, National Radio e.g. BBC Radio 2 • 4 computers with Internet access • Multimedia projector • Headphones or good speakers • Paper dictionaries or access to the Internet translator • Access to online or paper map of UK for each student or one big map for the whole class.
Features:	<ul style="list-style-type: none"> • UK Traffic • Traffic reporting 	Learning outcomes:	<ul style="list-style-type: none"> • Can use traffic vocabulary to express emotions and feelings

Warm-up

Outline the aims of the lesson and what the students should gain from the exercises based on the Travel News; such as being able to recognise local names of places and roads mentioned and the problems met on the roads. Travel News tells you about problems on the road and delays for other forms of transport too, such as trains (Teacher).

- When you're driving a car and listening to the Travel News do you really understand what is happening on the roads?
- Where you will meet traffic problems on and what those problems are?
- How could you use the Travel News to plan a journey?



1. Answer the following questions:
 1. Which is the safest method of transport?
 2. Which is the most dangerous method of transport?
 3. Are you afraid of any method of transport? (e.g. flying, cycling on busy roads)

Exercises and Tasks (Student and Teacher)

2. Teacher divides students into 4 groups. Go to <http://www.travelradio.org.uk/> and click on '[Listen To Live Travel News On Travel Radio Here](#)'. With your group, listen to the Travel News and discuss which are the most serious problems. Report to the class.
3. Go to [BBC Travel News](#) and select a UK region (different for each group). With your group, read about the road situation in your UK region and make notes. Find any places named on the map. Tell the rest of the class: *Where did the situation happen? What happened?*
4. Fill in the gaps in this Travel Report (Hot Potatoes).
5. We can use some traffic words to talk about emotions and feelings. Choose the correct meanings of these phrases with traffic vocabulary. (Hot potatoes)

Vocabulary

6. Read this vocabulary.

	<i>Traffic - Emotions</i>	<i>Radio</i>
<i>Vocabulary</i>	<ul style="list-style-type: none"> • Nervous breakdown • Crossroads • Roundabout way • Pedestrian music • Vehicle for change • Barrier 	<ul style="list-style-type: none"> • Wireless • Syndication • Actuality • Bulletin • Omnibus • Talk Radio

Extension

7. Please write an essay: "What are the *main reasons for traffic accidents in the UK?* How can traffic accidents be prevented?"



Newspapers

A2

Summary of contents:	Students will read authentic news items and identify grammar and vocabulary features.	Skills developed :	<ul style="list-style-type: none">• Reading• Classifying• Speaking• Writing• Developing linguistic skills
Activity:	Newspaper advertisements – replying to ads and creating your own advertisement	Materials:	<ul style="list-style-type: none">• Regional newspaper, eg The Express & Star• National newspaper, eg The Guardian• Computer with Internet access• Dictionary (online or paper)• Scissors and highlighter
Features:	Classified advertisements UK housing	Learning outcomes:	<ul style="list-style-type: none">• Read and understand UK newspaper advertisements• Identify common housing vocabulary• Identify types of pets

Warm-up

1. In pairs or groups, discuss the following questions:

- a. What is the classifieds section of a newspaper?
- b. Have you ever bought or sold anything via classifieds?
- c. Have you ever written or answered a newspaper advertisement?



Exercises and Tasks

2. Match these animals and their pictures (Hot potatoes)
3. The teacher divides the class into small groups. Go to the [Classifieds](#) section of the Express and Star regional newspaper. On the right hand side, under MyClassified Search, select Section --> Pets & Animals and Classification → Pets Corner. (You can also use paper newspapers or other regional newspapers). Read the advertisements and list the different types of dogs, cats and rabbits. Use the dictionary, or search the internet for a picture to help you.

Dog	Cat	Rabbit

4. Answer the following questions:
 - i. How many advertisements are selling pets or pet items?
 - ii. How many advertisements are buying pets or pet items?
 - iii. How many advertisements are giving away pets or pet items for free?
 - iv. How many advertisements are offering pet services?
5. We often use abbreviations in the classifieds. Match these apartment abbreviations with their meanings. (Hot potatoes).

GCH	Gas Central Heating
Inc	Inclusive
N/S	Non Smoker
OIRO	Offers In the Region Of
PCM	Per Calendar Month
POA	Price On Application
PW	Per Week
Sep	Separate
WC	Toilet

6. Match these apartment floor plans with their advertisements. One floor plan doesn't have a match. (Hot potatoes)
7. Write an advertisement for the floor plan that doesn't have a match.
8. Write an advertisement for your house or apartment. Use the abbreviations from assignment 5.



Vocabulary

9. Read this vocabulary.

	<i>Pets</i>	<i>Housing</i>
<i>Vocabulary</i>	<ul style="list-style-type: none">• <i>Budgie</i>• <i>Guinea pig</i>• <i>Hamster</i>• <i>Kitten</i>• <i>Parrot</i>• <i>Puppy</i>• <i>Rabbit</i>• <i>Tortoise</i>	<ul style="list-style-type: none">• <i>Attic</i>• <i>Balcony</i>• <i>Bathroom</i>• <i>Bedroom</i>• <i>Central heating</i>• <i>Ground floor</i>• <i>Laundry</i>• <i>Study</i>• <i>Terrace</i>





Extension

10. Write an advertisement for something you want to buy or sell. Swap advertisements with your partner. Write an answer to your partner's advertisement.

11. Print and complete this word search with names of rooms.

B	K	E	N	G	E	Z	E	C	H	U	M	H	U	L
F	A	A	Y	O	M	U	T	J	U	B	C	C	Z	N
Q	O	L	L	B	K	E	H	A	S	A	S	Z	J	G
D	A	Y	C	T	R	L	T	E	S	T	F	R	X	R
P	T	K	Y	O	M	V	A	Z	O	H	U	N	P	O
K	L	J	A	J	N	E	B	E	D	R	O	O	M	U
L	A	U	N	D	R	Y	E	D	C	O	I	H	R	N
E	S	W	W	Q	G	J	B	T	S	O	U	M	K	D
E	U	A	J	A	X	V	O	A	E	M	W	I	P	F
A	X	U	H	C	O	U	K	R	G	A	D	J	L	L
T	R	L	M	W	D	N	E	R	H	P	U	A	A	O
T	S	P	A	B	E	W	E	A	C	J	C	E	T	O
I	Q	U	A	B	T	L	A	C	A	I	T	S	Z	R
C	E	N	T	R	A	L	H	E	A	T	I	N	G	N
R	K	N	R	E	I	H	E	N	H	A	U	S	U	J

BEDROOM

BALCONY

GROUND FLOOR

LAUNDRY

STUDY

ATTIC

BATHROOM

CENTRAL HEATING

TERRACE





B1

Summary of contents:	Students will read authentic news items and identify grammar and vocabulary features.	Skills developed:	<ul style="list-style-type: none"> • Reading • Scanning skills • Vocabulary • Speaking • Writing
Activity:	Learning how to read and write newspaper headlines	Materials:	<ul style="list-style-type: none"> • 20 general headlines, not related to special events, people, places etc. They should have strong emotional power, and may contain hidden meanings. • Collection of newspapers
Features:	UK Royal wedding 2012 Olympics in the UK	Learning outcomes:	<ul style="list-style-type: none"> • Read and understand UK news articles • Identify and use adjectives

Warm-up

1. In pairs or groups, discuss the following questions:
 - a. Do you read newspapers regularly?
 - b. Do you subscribe to a newspaper? If so, which one?
 - c. Do you prefer paper or online news?

Exercises and Tasks (Student)

2. Match the headline with the story (hot potatoes).
3. Read [article 1](#) and [article 2](#) about the same news story. Answer the following questions:

What is the news story in the articles?

News stories use lots of adjectives to make them more interesting. Find three adjectives in article 1 and article 2. If you need to, check their meaning in a dictionary.

4. Read the Stats of the Day from [article 2](#) and answer the questions (hot potatoes):
 - i. Who is the owner of the car?
 - ii. What fuel does the car use?
 - iii. How many people watched the wedding in total?
 - iv. Where was the wedding reception?
 - v. Who chose the flowers for the wedding cake?



5. Choose the right adjective to fill in the gaps in this news story (Hot potatoes)

6. Answer the following questions (Hot potatoes).

	True	False
1 The 2012 Olympics were held in Great Britain		
2 The closing Ceremony lasted 2 days		
3 The Games Chief was Lord Sugar		
4 The closing ceremony was watched by 200 people		
5 There were 26 million TV viewers		
6 The next Olympic Games will be held in Rio de Janeiro		

7. Choose a headline from Assignment 2. With a partner, write a short news story. Use three adjectives in your story.

Vocabulary

8. Read this vocabulary.

	<i>Wedding</i>	<i>Sports</i>
<i>Vocabulary</i>	<ul style="list-style-type: none"> • Groom • Bride • Bridesmaid • Usher • Best man 	<ul style="list-style-type: none"> • Olympics • Paralympics • Athletics • Swimming • Gymnastics • Skiing • Skating

Extension

9. In a group, pick 5 newspaper articles and cut off the headlines. Give the articles without headlines to another group, and they will give some articles without headlines to you. Write a new headline for each article. Show your headlines to the class. Can they guess which headline matches which article?



B2

Summary of contents:	Students will read authentic news items and identify grammar and vocabulary features.	Skills developed:	<ul style="list-style-type: none"> • Reading • Classifying • Strategies to understand headlines • Vocabulary • Speaking • Interactive skills
Activity:	Learning how to read and write newspaper headlines	Materials:	Collection of newspapers. Computers with internet
Features:	World history UK newspaper types	Learning outcomes:	<ul style="list-style-type: none"> • Read and understand UK news articles • Identify features of different types of newspapers

Warm-up

- In pairs or groups, discuss the following questions:
 - Do you read a newspaper daily?
 - Can you name any British daily newspapers?
 - How are British newspapers different from newspapers in your country?

Exercises and Tasks (Students)

- Read this [news article](#) and discuss the following questions with a partner:
 - Do you agree with the proverb "Today's news is tomorrow's chip paper"? Why or why not?
 - Do you agree that "all publicity is good publicity"?
 - Do you read news about celebrities? Why or why not?
- British newspapers are usually divided into tabloids and broadsheets. Match the characteristics of tabloids and broadsheets. (hot potatoes)
- Go to the websites of [The Mirror](#) and the [Daily Telegraph](#).
 - [Choose a Mirror headline and rewrite it in more formal language.](#)
 - [Choose a Daily Telegraph headline and rewrite it in simpler language.](#)



5. Match these famous British front page headlines with their news stories (hot potatoes)

Front page headline	Summary
News from the front (1914, 1916)	Start of the Battle of the Somme
Three stand alone (1952)	Funeral of King George VI
Space dog lives (1957)	Laika; the first living mammal sent to space
Homage to King Elvis (1977)	The death of a musical hero
Brighton Bomb (1984)	IRA bomb at the Brighton Grand Hotel
9/11: the news that everyone already knew (2001)	New York World Trade Centre & Pentagon terrorist attacks

6. Choose one of these headlines.
- With a partner, write a short news story about it for a tabloid newspaper. You should:
 - Include facts and emotions.
 - Use short sentences.
 - Use simple vocabulary.
 - Now write a short news story for a broadsheet. You should:
 - Include only facts
 - Use longer sentences and relative clauses (e.g. who, which, that)
 - Use more formal vocabulary. You can use this [online thesaurus](#) to find synonyms for common words.
7. Read your news story to the class. Can they guess if it is for a tabloid or a broadsheet?

Vocabulary

8. Read this vocabulary.

	<i>Time</i>	<i>Newspapers</i>
<i>Vocabulary</i>	<ul style="list-style-type: none"> • Era • Decade • Century • Millennium • Annual • Biannual • Biennial 	<ul style="list-style-type: none"> • Tabloid • Broadsheet • Feature • Editorial • Article • Correspondent • Reporter



Extension

9. Print and complete the number game to find a quote by Matthew Arnold. Do you agree with this quote? Why or why not?

Alphabet Key:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
6		11		22		10	2	1	5		8	9	16	4			3	25	13	7		19		12	26

5		7	3			8	1		
---	--	---	---	--	--	---	---	--	--

1	
---	--

8	1			3			7	3	
---	---	--	--	---	--	--	---	---	--

J _ _ _ _ _ I _ _ I _ _ I _ _ _ _ _

1	
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	7	3	3	
--	---	---	---	--

L _ _ _ _ _



Radio News

A2

Summary of contents:	Students will listen to a range of authentic news stories and identify grammar and vocabulary features.	Skills developed :	<ul style="list-style-type: none"> • Listening • Vocabulary • Speaking • Writing • Reading
Activity:	Students learn about the aim of the news i.e. to inform the listeners about the latest political, economic and cultural events that are happening regionally, nationally and internationally.	Materials:	<ul style="list-style-type: none"> • An online news report • Sheets with true-false questions about the news report • Charts containing vocabulary, grammatical structures and cultural content
Features:	<ul style="list-style-type: none"> • UK weather • UK Royal family 	Learning outcomes:	<ul style="list-style-type: none"> • Understand UK news stories • Identify and use passive structures

Warm-up

1. In pairs or groups, discuss the following questions:

1. Do you listen to the news on the radio or on the television? Why or why not?
2. Do you read the news in a paper newspaper or an online newspaper? Why or why not?
3. Do you prefer to read or listen to the news? Why?

You can use expressions like:

- I prefer to listen to the news on because
- I prefer to read the news in because
- I prefer reading to listening because

2. With a partner, read the list of programmes below and answer the following questions:



1. What kind of programmes do you like?
2. Why do you like those programmes?
3. Which is your favourite programme and why?

- a) News
- b) Sport
- c) Music
- d) Culture
- e) Programmes from my country of origin

3. With your partner, tell the group about your favourite programme.

Exercises and Tasks (Students)

4. Watch these news stories on the BBC website. Which stories are about which topic?

1. [News story 1](#)
2. [News story 2](#)
3. [News story 3](#)
4. [News story 4](#)

UK Royal Family	News item:
UK Weather	News item:

5. Listen carefully to [News story 1](#) and [News story 2](#). What are the details of the reports?
6. Answer these questions about the [Queen's royal visit to Sheffield](#). (Hot Potatoes)

Vocabulary

7. Read this vocabulary.

	<i>Royal Family</i>	<i>Weather</i>
Vocabulary	<ul style="list-style-type: none"> • King • Queen • Prince • Princess • Duke • Duchess 	<ul style="list-style-type: none"> • Rain • Wind • Snow • Fog • Sunshine • Cloudy

Extension

8. Listen to the news on television or radio. Write about an important news story you hear.



Lifelong
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B1

Summary of contents:	Students will listen to a range of authentic news stories and identify grammar and vocabulary features.	Skills developed:	<ul style="list-style-type: none"> • Listening. • Vocabulary. • Speaking. • Writing. • Reading.
Activity:	Students learn about the aim of the news i.e. to inform the listeners about the latest political, economic and cultural events that are happening regionally, nationally and internationally.	Materials:	<ul style="list-style-type: none"> • An online news report. • Sheets with true-false questions about the news report. • Charts containing vocabulary, grammatical structures & cultural contents.
Features:	<ul style="list-style-type: none"> • UK weather • UK Royal family 	Learning outcomes :	<ul style="list-style-type: none"> • Understand UK news stories • Identify and use a range of past tenses

Warm-up

1. In pairs or groups, discuss the following questions:
 1. Do you listen to the news on the radio or on the television? Why or why not?
 2. Do you read the news in a paper newspaper or an online newspaper? Why or why not?
 3. Do you prefer to read or listen to the news? Why?
2. With a partner, answer the following questions:
 1. Do you listen to any UK radio stations? Read the list below and talk about the ones you know and the ones you usually listen to.
 - a) BBC Radio 1
 - b) BBC Radio 2
 - c) BBC Radio 3



- d) *BBC Radio 4*
- e) *BBC Local Radio*
- f) *Free Radio*

2. Which programme genres do you enjoy?

- 1. News
- 2. Sport
- 3. Music
- 4. Culture
- 5. Programmes from my country of origin

3. What kind of programmes do you usually listen to on the radio or watch on television?
On what channel? Why?

Exercises and Tasks (Student)

4. Listen carefully to [News story 1](#) and [News story 2](#). What are the details of the reports?
Read more about the reports in this table.

	UK Royal Family	UK Weather
Cultural Content	<ul style="list-style-type: none"> UK royal family Babies Social meetings 	<ul style="list-style-type: none"> Public safety Floods Natural disasters
Structures (B1)	<p>1) Simple past <i>He wasn't afraid.</i> <i>It was something new</i></p> <p>More information at: http://www.englishpage.com/verbpage/simplepast.html</p> <p>2) Past perfect <i>He'd been brought.</i> <i>It had gone smoothly</i></p> <p>More information at: http://www.englishpage.com/verbpage/pastperfect.html</p>	<p>1) Present continuous <i>We are making sure</i> <i>How are you finding it?</i></p> <p>More information at: http://www.englishpage.com/verbpage/presentcontinuous.html</p> <p>2) Past continuous <i>Members of the public were watching</i> <i>Surfers were surfing</i></p> <p>More information at: http://www.englishpage.com/verbpage/pastcontinuous.html</p>



Expressions /Concepts	<p>Crawling</p> <p>Playgroup</p> <p>A girl caught his eye</p> <p>Come to the rescue</p> <p>Tantrums</p>	<p>Members of the public</p> <p>Coastguard</p> <p>Environment agency</p> <p>People are responding to our warnings</p>
Cultural content	<p>UK Royal Family</p> <p>Queen Elizabeth II is the head of the UK Royal Family. She does charity work and attends state and national ceremonies. These are her “official duties”.</p> <p>Other members of the Queen’s close family have official duties: her husband (Prince Phillip), her children and their spouses (Prince Charles, Prince Andrew, Princess Andrew and Prince Edward), her grandchildren and her cousins.</p> <p>Every year the Royal Family carries out over 2,000 official engagements in the UK and worldwide.</p> <p>The newest member of the Royal Family is Prince George.</p>	<p>UK Weather</p> <p>UK weather and climate are influenced by the Atlantic Ocean. UK regions closer to the Atlantic Ocean have warmer temperatures. They also have more wind and rain. These regions include Northern Ireland, Wales, western England and western Scotland. Eastern England and eastern Scotland have cooler temperatures, with less wind and rain. Scotland and northern England are usually colder than Wales and southern England.</p> <p>Compared to other parts of Europe, the UK does not get very hot in summer or very cold in winter.</p> <p>In recent years, flooding has become more common in the UK.</p>

5. With a partner, practise the structures from the news stories:

1. Change these sentences into simple past tense:
 1. Prince George goes to New Zealand.



2. Prince George meets some children.
 3. The Duchess of Cambridge helps Prince George.
 4. Prince George crawls.
 2. Now change the sentences into past perfect tense.
 3. Now change the sentences into present continuous tense.
 4. Now change the sentences into past continuous tense.
6. With another pair, read your sentences aloud and check whether you used the tenses correctly.
 7. Now listen to [News story 1](#) and [News story 2](#) again. How many passive structures can you hear in the news stories?
 8. Read about [Royal Visits](#), part of the Queen's official duties. How many passive structures can you find?
 9. In groups, work together to analyse the [UK Royal family](#) and UK Weather stories by completing the following chart:

	UK Royal family	UK Weather
What are the main facts in the news story?		
Find words or expressions showing something positive about the story.		
Find word or expressions showing something negative about the story.		
Tell a similar news story from your country of origin.		

10. With a partner, use your notes from the chart in Assignment 10, and report one news story in your own words.



Vocabulary

11. Read this vocabulary.

	<i>Royal Family</i>	<i>UK Weather</i>
Vocabulary	<ul style="list-style-type: none">• Earl• Count• Countess• Baron• Baroness• Archduke	<ul style="list-style-type: none">• Thunder• Smog• Slush• Sleet• Puddle• Overcast



Extension

12. Listen to the news on television or the radio, choose two news stories and complete the chart.

	Story 1	Story 2
What subject area does the news story belong to? (e.g. national economy, culture, crime, entertainment, transport)		
Note something positive about the story		
Note something negative about the story.		
Which story is more important?		
Is the story balanced? How?		
Is the story biased? Why?		



B2

Summary of contents:	Students will listen to a range of authentic news stories and identify grammar and vocabulary features.	Skills developed:	<ul style="list-style-type: none"> • Listening • Vocabulary • Speaking • Writing • Reading
Activity:	Students learn about the aim of the news i.e. to inform the listeners about the latest political, economic and cultural events that are happening regionally, nationally and internationally.	Materials:	<ul style="list-style-type: none"> • Online news and weather reports • Interactive activities • Charts containing vocabulary, grammatical structures & cultural content
Features:	<ul style="list-style-type: none"> • UK weather • UK Royal family 	Learning outcomes:	<ul style="list-style-type: none"> • Understand UK news stories • Write factual article about news

Warm-up

1. In pairs or groups, discuss the following questions:
 - a. How do you keep up to date with current affairs? Name the types of media you use (e.g. television, radio, online, newspapers) and the programmes.
 - b. Can you think of a recent news story related one of the following subjects?
 - i. Housing
 - ii. Unemployment
 - iii. Health
 - iv. Weather
 - v. Sport
2. Tell the class about the news story you thought of in Assignment 1b. Why is it interesting?

Exercises and Tasks (Student and Teacher)

3. When you are writing a news report, you need to answer the following questions: what?, when?, why?, how?, where?, what for?, who? Use these questions to write a brief news report about something that happened to you recently (e.g. your birthday, what you did last night).
4. With a partner, take turns to present your news report. Did your partner's report answer



all the questions?

5. Watch this [news story](#). What happens at around 3:00 when Prince William, the Duchess of Cambridge and Prince George leave the hospital to go home?
6. Did you know that it is illegal to transport a baby in the UK without a car seat? Even future princes have to follow the rules! In a group, read this [website](#) and write a news report about child safety in cars. Remember to answer the questions from Assignment 3. Present your news report to the rest of the class.
7. Match these weather words and pictures (Hot potatoes):
8. Watch this [weather report](#). Do you hear any of the words from Assignment 7?
9. With your partner, use your smartphone or other equipment to record a weather forecast for today and tomorrow. Take turns to present today and tomorrow's weather forecast to the class.
10. In pairs or groups, discuss the following questions:
 - a. What is the weather like in your home country?
 - b. Compare the weather in your home country with the weather in the UK?
 - c. What do you like and dislike about each country's weather?
11. In the UK we are proud to have 'freedom of the press', which means that journalists can write about most things without control by the Government. Answer the following questions:
 - a. Do you have freedom of the press in your country of origin?
 - b. Do you agree with state control of press?
 - c. Is it risky to have completely free press?
 - d. In the UK journalists have hacked people's phones to gain private information. What do you think about this?
12. Have you heard of news bias? What does news bias mean? What is 'balanced' reporting? The BBC (British Broadcasting Corporation) is respected around the world for offering 'balanced' news reporting and unbiased news. What is the news reporting like in your country of origin? Is it unbiased or is it biased by powerful influences?

Vocabulary

13. Read this vocabulary.

	<i>Royal Family</i>	<i>UK Weather</i>
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Vocabulary	<ul style="list-style-type: none">• Marquis• Marquise• Marquess• Marchioness• Overlord• Peerage	<ul style="list-style-type: none">• Avalanche• Blizzard• Drought• Humid• Sleet• Tornado
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Extension

1. At home, listen to the news on the radio or television, choose two news stories and complete the following chart. Pay special attention to how balanced the news reporting is and if you can identify any bias within the stories.

	Story 1	Story 2
What subject area does the news story belong to? (e.g. national economy, culture, crime, entertainment, transport)		
Note something positive about the story		
Note something negative about the story.		
Which story is more important?		
Is the story balanced? How?		
Is the story biased? Why?		



Music Video

A2

Summary of contents:	Lesson based on a pop song with references to British culture. The lesson looks at traditional Fetes held in Village Halls and the habits and customs adopted.	Skills developed:	<ul style="list-style-type: none">• Listening• Speaking• Grammar• Reading• Writing• Vocabulary• Cultural competence
Activity:	1) Learners listen to the song and solve lexical and grammar interactive tasks connected with the text content. 2) Learners understand new vocabulary around typical British pastimes.	Materials:	<ul style="list-style-type: none">• Computer lab or computer• Good speaker system
Features:	Cultural information: <ul style="list-style-type: none">• British past-times and customs	Learning outcomes:	<ul style="list-style-type: none">• Listening skills• Reading skills• Discussion skills• Understanding British Customs

Warm-up

1. In pairs or groups, discuss the following questions:
 - a. Do you like to watch music videos?
 - b. What kind of music do you like?
 - c. What British songs or singers do you know?
 - d. Music, lyrics, video – what is more important for you?

Exercises and Tasks

2. Watch this [video](#). The song is set at a typical British fête where families and communities unite to enjoy village attractions. These public events are normally held in village halls and outdoors, sometimes organized to raise funds.



3. Match the description to the words:

Raffle	A lottery in which the prize is won by one of numerous persons buying tickets.
Fête	A fête is an elaborate festival, party or celebration
Punch and Judy	A traditional, popular puppet show
Coconut Shies	A traditional game frequently found as a side stall at funfairs and fêtes. The game consists of throwing wooden balls at a row of coconuts balanced on posts.
Fancy Dress	Unusual clothing worn to a social gathering, often depicting a famous person, fictional character, or historical period
Morris Dancing	Lively English folk dance, traditionally performed by men who wear white costumes and use small bells, sticks, and handkerchiefs
Tug of War	A sport that directly pits two teams against each other in a test of strength.

4. What does the song talk about?

5. Read the song lyrics and choose the correct verbs from the list to fill the gaps (Hot potatoes).

There's a wild wind **blowing** down the corner of my street
 Every night there the headlights are **glowing**
 There's a cold war **coming** on the radio, I **heard**
 Baby, it's a violent world

Oh love, don't let me go
 Won't you **take** me where the street lights glow?
 I could **hear** rain coming, I could hear the siren sound
 Now my feet won't **touch** the ground

Time **came** a-creeping, oh, and time's a loaded gun
 Every road **is** a ray of light
 It **goes** on, time only can **lead** you on
 Still, it's such a beautiful night

Oh love, don't **let** me go
 Won't you take me where the street lights **glow**?
 I can hear rain coming like a serenade of sound
 Now my feet won't touch the ground

Gravity, **release** me
 And don't ever **hold** me down
 Now my feet won't touch the ground

6. Use the verbs from Exercise 5 to create new sentences.

7. Create your own Rhyming song using the following words:



Town, down
Fair, scare
Sound, round
Make, cake
Look, book

Vocabulary

8. Read this vocabulary

	Verbs	Traditional English culture
Vocabulary	<ul style="list-style-type: none">• <i>Blow</i>• <i>Glow</i>• <i>Release</i>• <i>Touch</i>• <i>Hold</i>• <i>Take</i>• <i>Hear</i>	<ul style="list-style-type: none">• <i>Raffle</i>• <i>Fête</i>• <i>Punch and Judy</i>• <i>Coconut Shies</i>• <i>Fancy Dress</i>• <i>Morris Dancing</i>• <i>Tug of War</i>

Extension

9. Read more about the [song](#)
10. Search for “village fete” online and read more about village fetes. Write a paragraph on other activities enjoyed at fetes



B1

Summary of contents:	Lesson based on the song Sledgehammer by Peter Gabriel in 1986. The song looks at anatomy, fairground attractions and idioms.	Skills developed:	<ul style="list-style-type: none"> • Listening • Speaking • Grammar • Reading • Writing • Vocabulary • Cultural competence
Activity:	1. Learners listen to the song and solve lexical and grammar interactive tasks connected with the text content. 2) Learners look at verb infinitives 3) Learners understand idioms.	Materials:	<ul style="list-style-type: none"> • computer lab or computer • good speaker system
Features:	Work on the most viewed video on MTV. Learning about medical services in the UK. Understanding idioms	Learning outcomes:	<ul style="list-style-type: none"> • listening skills • reading skills • discussion skills • understanding idioms

Warm-up

1. Discuss the following questions in pairs or groups:
 1. Do you like to watch music videos?
 2. What kind of music do you like?
 3. What British songs or singers do you know?
 4. Music, lyrics, video – what is more important for you?

Exercises and Tasks (Please identify if it is for the teacher, student or both)

2. Listen to the song [Sledgehammer](#) by Peter Gabriel and write down the body parts you can see at the beginning of the video.
3. Match the name of the body part to the body part diagram. (external interactive quiz).
4. In instances of medical emergencies in the UK you would dial 999, however for non-life-threatening emergencies, you can call 111. Read about the [111 service](#) and answer the questions (HotPotatoes quiz):



- a. You call 111 only if you have a life threatening emergency
 - b. 111 will be open only at the weekend
 - c. For less urgent health needs you can contact your GP or Pharmacist
 - d. Calling 111 will give you advice on chemist opening hours.
5. Listen to the song a second time and pick out the fairground references (Big Dipper and Bumper Car). Discuss other fairground rides and make a list. Group work.
6. Fill in the gaps of the lyrics with the words listed (Hot Potatoes gapfill)

<i>Bumper car</i>	<i>Big dipper</i>	<i>Dancing</i>	<i>Build</i>
<i>Habit</i>	<i>going</i>	<i>Feeding</i>	<i>Sledgehammer</i>
<i>Testimony</i>	<i>Steam train</i>	<i>Fruit</i>	<i>Honey bee</i>
<i>Rhythm</i>	<i>amusement</i>	<i>Tracks</i>	<i>Blue sky</i>

You could have a steam train
If you'd just lay down your tracks
You could have an aeroplane flying
If you bring your blue sky back

All you do is call me
I'll be anything you need

You could have a big dipper
Going up and down, all around the bends
You could have a bumper car, bumping
This amusement never ends

I want to be your sledgehammer
Why don't you call my name
Oh let me be your sledgehammer
This will be my testimony
Show me round your fruit cakes
'Cause I will be your honey bee
Open up your fruit cakes
Where the fruit is as sweet as can be

I want to be your sledgehammer
Why don't you call my name
You'd better call the sledgehammer
Put your mind at rest
I'm going to be the sledgehammer
This can be my testimony



I'm your sledgehammer
Let there be no doubt about it

Sledge sledge sledgehammer

I kicked the habit (I kicked the habit)
Shed my skin (Shed my skin)
This is the new stuff (This is the new stuff)
I go dancing in, (We could go dancing in)
Oh won't you show for me (Show for me)
I will show for you (Show for you)
Show for me (Show for me), I will show for you

Yea, yeah, yeah, yeah, yeah, yeah, I do mean you
Only you, you've been coming through
Going to build that power
Build, build up that power, hey
I've been feeding the rhythm
I've been feeding the rhythm
Going to feel that power, build in you

Come on, come on, help me do
Yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah, you
I've been feeding the rhythm
I've been feeding the rhythm
It's what we're doing, doing
All day and night, come on and help me do, come on and help me do

Peter Gabriel - Sledgehammer

7. Grammar exercise – rearrange the words in the grid under the correct description:

Verb	Noun

8. Note down the infinitive of the verbs listed in question 7.



9. Idioms: 'Kicked the habit' means to stop a bad habit like to 'kick the habit of smoking'. Look at the following idioms which use the word 'kick' and 'habit' and match the meaning.

Idiom	Meaning
a kick in the teeth	unfair treatment
kick in the guts	a bad shock or bad treatment
kick off	start a game by kicking a ball
kick oneself	to wish you had done something differently
kick the bucket	to die
kick the stuffing out of	physically attack someone
kick up a fuss/kick up a stink	to behave badly or become a nuisance
kick when down	to hurt someone who is already suffering

Idiom	Meaning
break a habit and break the habit, kick a habit and kick the habit; shake the habit, knock the habit	to end a habit. I was not able to break the habit of snoring. It's hard to break a habit that you have had for a long time.
by force of habit	owing to a tendency to do something that has become a habit.
make a habit of something	to do something so often that it becomes a habit.
Old habits die hard.	Prov. People find it difficult to change their accustomed behaviour.
Why break the habit of a lifetime?	something that you say which means that you do not believe that someone will stop doing something bad that they have done all their lives

Vocabulary

10. Read this vocabulary.

	Idioms with "kick"	Idioms with "habit"
Vocabulary	<ul style="list-style-type: none"> • <i>a kick in the teeth</i> • <i>kick in the guts</i> • <i>kick off</i> • <i>kick oneself</i> • <i>kick the bucket</i> • <i>kick up a fuss</i> • <i>kick up a stink</i> • <i>kick when down</i> 	<ul style="list-style-type: none"> • <i>Break the habit</i> • <i>Kick the habit</i> • <i>Shake the habit</i> • <i>By force of habit</i> • <i>Make a habit of something</i> • <i>Old habits die hard</i> • <i>Why break the habit of a lifetime?</i>



Extension

11. Read more about the [song](#) and write about the history of the music video in a short paragraph of approximately 50-100 words noting the key themes.



Lifelong
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B2

Summary of contents:	Lesson based on the song of John Lennon, Imagine	Skills developed:	<ul style="list-style-type: none"> • Listening • Speaking • Grammar • Reading • Writing • Vocabulary • Cultural competence
Activity:	1) Learners listen to the song and solve lexical and grammar interactive tasks connected with the text content. 2) Learners understand the underlying themes of the song 3) Learners discuss the issue of politics in the UK. 4) Learners find out about the voting system in the UK	Materials:	<ul style="list-style-type: none"> • computer lab • good speaker system • internet access
Features:	Cultural information: <ul style="list-style-type: none"> • Learners understand Voting habits • Learners explore the use of synonyms • Learners search for underlying messages 	Learning outcomes:	<ul style="list-style-type: none"> • listening skills • reading skills • discussion • understanding political references • ability to understand political behaviours in the UK

Warm-up

- Discuss the following questions in pairs or groups:
 - Do you like to watch music videos and if so, which is your favourite and why?
 - What kind of music do you like?
 - What British songs or singers do you know?
 - Music, lyrics, video – what is more important for you?

Exercises and Tasks

- Watch the music video of [Imagine](#) by John Lennon and discuss in pairs or groups what the song is about.



3. Listen to and read the lyrics, listing words with positive and negative connotations:

Imagine there's no heaven

It's easy if you try

No hell below us

Above us only sky

Imagine all the people

Living for today...

Imagine there's no countries

It isn't hard to do

Nothing to kill or die for

And no religion too

Imagine all the people

Living life in peace...

You may say I'm a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will be as one

Imagine no possessions

I wonder if you can

No need for greed or hunger

A brotherhood of man

Imagine all the people



Sharing all the world...

You may say I'm a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will live as one

John Lennon – Imagine

Positive	Negative
Heaven	Hell
Peace	Hard
Brotherhood	Kill
Sharing	Die
Life	Greed
Peace	Hunger

- The video talks of a world at peace, with no denominations of religion nor need for possessions and gives a political message. Discuss.
- Read about [British political parties](#) and list the 3 main UK political parties.
- Read about and discuss the [political tendencies](#) of these political parties.
- Write a short description of each party.
- The video has a limited number of shots, re-order the sequence below:
 - John and Yoko walk down a road*
 - They enter a house*
 - John sits at a piano*
 - Yoko begins to open the window shutters*
 - John plays a song on the piano*
 - Yoko sits next to John and watches him play*
 - The couple kiss.*
- Look up the following words in a thesaurus and find synonyms: “*imagine*”, “*easy*”, “*dreamer*”, “*share*”.

Vocabulary



10. Read this vocabulary.

	<i>Imagine keywords</i>	<i>UK political parties</i>
Vocabulary	<ul style="list-style-type: none">• dreamer• religion• possessions• brotherhood	<ul style="list-style-type: none">• Conservatives• Liberal Democrats• Tories• Trade Unions

Extension

11. Write an account of how to vote in the UK and use <https://www.gov.uk/voting-in-the-uk/overview> for help (180 – 250 words).



Video for Youtube

A2

Summary of contents:	The lesson will focus on creating a piece of video in different settings	Skills developed :	<ul style="list-style-type: none">• Listening• Speaking• Writing• Grammar• Reading• Vocabulary• Cultural Competence
Activity:	<p>Students will create a piece of video using storyboard and create clips to be recorded.</p> <p>The student will either record in the classroom or if possible go out into their local environment to undertake a video activity. If possible it may be posted onto</p>	Materials:	<ul style="list-style-type: none">• Computer or DVD• A video recording device such as video recorder or smartphone• Internet connection
Features:	<ul style="list-style-type: none">• College locations	Learning outcomes:	<ul style="list-style-type: none">• Students should be able to create a short film and understand language used in, to and from college.

Warm-up

1. In today's lesson we're going to look at some short pieces of video on YouTube and then learn how to create our own piece of film from a storyboard which can then be posted onto YouTube. Have you ever recorded any video on any devices? If so, how has it been used?



Exercises and Tasks (Students)

2. Watch this [YouTube video](#) and write down 1 piece of information about what you have seen. Check in class.
3. Rearrange the scenes from the video in order (HotPotatoes).
4. Answer the interactive questions on the YouTube video (HotPotatoes).
5. With a partner, talk about the video. Is a school day the same in your country?
6. In a group, create a short film about your English learning experience using this storyboard as an example.

YouTube Video Storyboard – A Day at College

Reception	Lift	Classroom
<p>ACTION: The student arrives at the college reception and is asked to sign in.</p> <p>DIALOGUE: The student says “Hello” and “Welcome to my video about college.” to camera.</p> <p>ACTION: The student exits to the right.</p>	<p>ACTION: The student enters from the left and stands outside of the lift.</p> <p>DIALOGUE: “My classroom is on the 3rd floor, so I’m going to take the lift.”</p> <p>ACTION: The student presses the button. The doors open, the student enters the lift and the doors close.</p>	<p>ACTION: The lift doors open. The student walks to the classroom.</p> <p>DIALOGUE: “I am learning to speak English. This is my teacher Mr. Smith, who is from Liverpool in England.”</p> <p>The teacher says: “Learning English is fun! I am glad that you have joined the course.”</p>
Cafeteria	Gym	Bus Stop
<p>ACTION: The student has finished his lesson and is now entering the cafeteria.</p> <p>DIALOGUE: “I’m going to have roast beef and Yorkshire pudding with gravy.”</p>	<p>ACTION: The student goes to the college gym reception.</p> <p>DIALOGUE: “Can I book a place on the spin class please?”</p> <p>The receptionist replies: “Yes – the class is going to start in 10 minutes!”</p>	<p>ACTION: After the spin class, the student leaves and exits the college, walking towards the bus stop sign.</p> <p>DIALOGUE: The student asks the bus driver: “How much is a ticket?”</p> <p>Driver: “Where are you going?”</p> <p>Student: “I’m going to the town centre”.</p> <p>Driver: “It’s £1.60.”</p>

7. In class, make a list of the vocabulary you have used in your video.



8. Read this vocabulary.

	College locations	Class vocabulary
Topics	<ul style="list-style-type: none">• <i>Reception</i>• <i>Lift</i>• <i>Classroom</i>• <i>Cafeteria</i>• <i>Gym</i>• <i>Bus Stop</i>	<ul style="list-style-type: none">• <i>Join a class / course</i>• <i>Sign up for a course</i>• <i>Sign in</i>• <i>Book a place</i>

Extension

9. Do you know how to create a storyboard? Use a free storyboard creator such as <http://www.storyboardthat.com/> to create your own storyboard of a tradition in your home country through the eyes of a tourist.



B1

Summary of contents:	The lesson will focus on creating a piece of video in different settings	Skills developed:	<ul style="list-style-type: none">• Listening• Speaking• Writing• Grammar• Reading• Vocabulary• Cultural Competence
Activity:	<p>Students will create a piece of video using storyboard and create clips to be recorded.</p> <p>The student will either record in the classroom or if possible go out into their local environment to undertake a video activity. If possible it may be posted onto YouTube.</p>	Materials:	<ul style="list-style-type: none">• Computer or DVD• A video recording device such as video recorder or smartphone• Internet Connection
Features:	<ul style="list-style-type: none">• Vocabulary for different settings will be acquired, together with recording and interview skills.	Learning outcomes:	<p>Students should be able to create a short film and understand language used in a variety of environments.</p> <p>The student will also acquire interview techniques.</p>

Warm-up

1. In today's lesson we're going to look at some short pieces of video on YouTube and then learn how to create our own piece of film from a storyboard which can then be posted onto YouTube. Answer the following questions:
 - a. Have you ever recorded a video on a smartphone or video camera?
 - b. How did you use your video?
 - c. Have you ever been interviewed?
 - d. What happened in the interview?



Exercises and Tasks (Student)

- How do people feel during an interview? Write a list of emotion adjectives.
- Match the emotion adjectives with the pictures. (HotPotatoes)
- Do you need -ed or -ing? Choose the correct emotion adjective to fill in the gap. (HotPotatoes)
- Read the extracts of an interview with Paul Hollywood and Mary Berry, the judges of "[Great British Bake Off](#)" and choose the correct words to fill in the gaps. (HotPotatoes).
- Watch this [video](#) to check your answers.
- In a small group, create a video based on the following storyboard.

YouTube Video Storyboard – An Interview

Introduction	Question 1	Question 2
ACTION: Kris introduces Anna, the interviewee. DIALOGUE: "This is Anna. She is from Romania and has been living in the UK for 6 months. Today I am interviewing Anna about her experience of living in the UK."	ACTION: Kris asks Anna a number of questions. DIALOGUE: "What do you like the most about the UK?"	ACTION: Anna answers. DIALOGUE "I like the English countryside, especially the flowers that grow here, like bluebells and daffodils."
Question 3	Question 4	Question 5
ACTION: Kris asks Anna another question. DIALOGUE: "What is your favourite British food?"	ACTION: Anna replies. DIALOGUE: "My favourite British food is fish and chips. I travelled to the seaside with my family and ate fish and chips on the beach. It was a good day out."	ACTION: Kris asks Anna his final question. DIALOGUE: "What do you like to do in your spare time?" Anna replies: "I enjoy visiting historic buildings and museums, because I am interested in history."



8. Read this vocabulary.

9.

	<i>Nature</i>	<i>Emotions</i>
Cultural Content	<ul style="list-style-type: none">• Countryside• Forest• Wood• Field• Seaside• Beach• Ocean / sea	<ul style="list-style-type: none">• Excited / Exciting• Frightened / Frightening• Annoyed / Annoying• Tired / Tiring• Embarrassed / Embarrassing• Amazed / Amazing• Surprised / Surprising

Extension

10. Create a [storyboard](#) based in an English restaurant, pub or café and talk about traditional English foods.

11. Where in the UK have you visited in your free time?



B2

Summary of contents:	The lesson will focus on creating a piece of video in different settings	Skills developed:	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Grammar • Reading • Vocabulary • Cultural Competence
Activity:	<p>Students will create a piece of video using storyboard and create clips to be recorded.</p> <p>The student will either record in the classroom or if possible go out into their local environment to undertake a video activity. If possible it may be posted onto YouTube.</p>	Materials:	<ul style="list-style-type: none"> • Computer or DVD • A video recording device such as video recorder or smartphone • Internet connection
Features:	<ul style="list-style-type: none"> • Vocabulary for different settings will be acquired, together with recording and interview skills. 	Learning outcomes:	<p>Students should be able to create a short film and understand language used in a variety of environments.</p> <p>The student will also acquire interview techniques.</p>

Warm-up

- Look at this [map of the UK](#) and answer these questions.
 - Which city would you like to visit for a weekend?
 - Where would you like to go in your free time?

Exercises and Tasks (Student and Teacher)

- Look at this [city map](#). Use the map to reorder the directions to these routes:



- a. From New Street Train Station to the Museum and Art Gallery
 - b. From the Museum and Art Gallery to St. Philip's Cathedral
 - c. From the Cathedral back to the Train Station
3. Complete the interactive crossword with famous landmarks in London. (Hot potatoes)
4. In a small group, use a smartphone or video camera to record this storyboard. You can record it in the classroom during the lesson, or in the city as homework.

YouTube Video Storyboard (B2) – A Tour of the Town

Tourist office	Art gallery	Library
<p>ACTION: The student enters the tourist office.</p> <p>DIALOGUE: “Can you suggest some places to visit in the town centre?”</p> <p>The tourist advisor responds: “You could see the art gallery, museum, library or park. They are all within walking distance.”</p>	<p>ACTION: The student is standing in the art gallery. She asks the receptionist the following question.</p> <p>DIALOGUE: “Are there any events taking place today?”</p> <p>The receptionist answers: “Yes, you can take part in the pencil drawing class , which starts in half an hour.”</p>	<p>ACTION: The student enters the library.</p> <p>DIALOGUE: The librarian says that “There are lots of books to read, as well as newspapers from across Europe. You can also use the computers to do your homework.”</p>
Park	Pub	
<p>ACTION: The student approaches the park and meets a friend.</p> <p>DIALOGUE: “Hello! How are you? I have brought a picnic of strawberries and cream for us to share. We can eat it on the grass while we watch that tennis match.”</p> <p>The friend replies: “Great! It will be just like Wimbledon, where they also have strawberries and cream!”</p>	<p>ACTION: The friends enter a pub.</p> <p>DIALOGUE: “We can meet our other friends at the pub and play darts together. The pub is also hosting a quiz tonight. Plus, if we get hungry, we can order fish and chips later!”</p>	



5. Watch your classmates' video on YouTube and leave a comment.
6. Strawberries and cream is a typical Wimbledon tradition. Can you think of any other typically British food traditions?

Vocabulary

	<i>City locations</i>	<i>Traditional foods</i>
<i>Vocabulary</i>	<ul style="list-style-type: none">• Tourist office• Art gallery• Library• Park• Pub	<ul style="list-style-type: none">• Strawberries and cream• Fish and chips• Eton mess• Trifle• Meat and two veg• Shepherd's pie

Extension

1. Print a map of your city and write directions from and to three key places in the city.
2. Describe a food tradition from your country, or make a video of yourself preparing a food from your country and upload it to YouTube.



Signage

A2

Summary of contents:	This lesson will focus on signage one may find on roads and which is important to finding the way.	Skills developed:	<ul style="list-style-type: none"> • Listening • Speaking • Grammar • Reading • Writing • Vocabulary • Cultural competence
Activity:	Students will have to interpret signs, identify where they may be found and then they will view authentic photos which include signage and they must find the most appropriate description for it.	Materials:	<ul style="list-style-type: none"> • Internet • PC, laptop or smartphone • Dictionary
Features:	Students will familiarise themselves with different types of signs on roads and be able to acquire a competence for the British driving styles. The extension includes authentic photos of signage and the students should become familiar with this topic.	Learning outcomes:	Students should be able to recognise signage on all different types of roads and also be able to use prepositions.

Warm-up

11. Describe these signs. What shape and colour are they?





(Teachers) Identify the shapes in terms of the type of information.

12. What do the signs mean? Match the signs with the types **Highlighting (Student / Teacher)**

Safety	Tourism	Motorway	Prohibition/Don't do something

13. Where do you find these signs in England?

14. Discuss colours used in the signs and for what type of warning or information

Exercises and Tasks

- Learners should be presented 6 different signs (Fire exit, Tourist Information, Motorway congestion, pedestrian crossing, Toilets. No Smoking), for each type of sign the learners will see a total 6 similar signs. The learners should identify what the 6 signs mean. ----- Drag and drop (Student /teacher)
- Look at the signs again and identify prepositions used. Exercises around prepositions (Student / Teacher) ----Mark-up
- Now look at several signs identify which category they belong to: danger signs, suggestive signs, obligatory signs. Now the teacher should explain (student section should include a link) about prepositions and the usage. After reading the examples the students should do the interactive Mash up exercise linking signage with prepositions. (Student / teacher) --- Mash-up



Vocabulary

	<i>Signs</i>	<i>Shapes</i>
<i>Vocabulary</i>	<ul style="list-style-type: none">• <i>No entry</i>• <i>Give way</i>• <i>Caution</i>• <i>Diversion</i>• <i>Motorway</i>• <i>A Road</i>• <i>B Road</i>	<ul style="list-style-type: none">• <i>Circular</i>• <i>Triangular</i>• <i>Rectangular</i>• <i>Square</i>• <i>Pentagonal</i>• <i>Hexagonal</i>• <i>Seven-sided</i>• <i>Octagonal</i>

Extension

1. What text is missing from these signs? The students will have images of different types of signs and can either on their own or in the classroom decide what text is missing from the picture. – Multiple Choice Student / Teachers).
2. Teacher presents own pictures taken around the city, blacks out parts of signs and asks students to fill in their own text. (teacher)



B1

Summary of contents:	This lesson will introduce the history of signage in England. Students will also look at billboards as a form of marketing and as having the potential for great controversy.	Skills developed:	<ul style="list-style-type: none"> • Grammar • Reading • Writing • Vocabulary • Cultural competence
Activity:	Look at how signs were developed and the power of 'Brandalism' and discuss alternative advertising. The students will like at advertising strategies and decipher slogans.	Materials:	<ul style="list-style-type: none"> • Computer • Internet access • Dictionary • Paper, pen
Features:	Students should become more aware of different reactions to advertising in the UK and how public opinion can change town planning initiatives.	Learning outcomes:	To discuss the power of marketing and understand the power of advertising in shaping people's tendencies.

Warm-up

1. Describe these signs. What shape and colour are they?



2. What do the shapes and colours mean?
3. Do you use the same shapes and colours in your country?
4. What does red mean in your country?
5. Do you know any international colours and signs?

Exercises and Tasks

6. Complete a gap fill exercise removing road related vocabulary and jumbling up
7. Check your answers against this BBC article: [The road sign as a design classic](#)
8. Look at these billboards of well-known British brands. Who is the company's target audience? Why will the target audience like these billboards?

<http://pakmediablog.net/wp-content/uploads/2011/11/Cadbury-Billboard1.jpg>



http://theinspirationroom.com/daily/print/2011/2/marks_spencer_strawberries.jpg



http://files2.coloribus.com/files/adsarchive/part_957/9573855/file/land-rover-goat-small-40902.jpg



9. Watch this [video](#) and complete the gap-fill exercise (Teacher / Student – Drag and drop)
10. Look at the following billboards and match the correct slogans: (Teacher / Student) ----
Drag and drop.



[http://newsimg.bbc.co.uk/
media/images/41727000/jpg/
_41727962_armybest_203.jpg](http://newsimg.bbc.co.uk/media/images/41727000/jpg/_41727962_armybest_203.jpg)



[http://blog.cartridgemonkey.com/wp-
content/uploads/2011/05/Nike-300x300.jpg](http://blog.cartridgemonkey.com/wp-content/uploads/2011/05/Nike-300x300.jpg)



<http://i.dailymail.co.uk/i/pix/>



[http://www.popandroll.com/coke-art/Coca-
Cola_Art_Pause1.jpg](http://www.popandroll.com/coke-art/Coca-Cola_Art_Pause1.jpg)



[2010/09/28/article-1315787-06528DC4000005DC-571_233x347.jpg](https://www.2010/09/28/article-1315787-06528DC4000005DC-571_233x347.jpg)

11. What verb form do these signs use? (Teacher explains the imperative if necessary).
Read more about the [imperative](#) form.

12. Re-write the imperative slogans as requests. (Students / teachers) --- Fill in the blank.

Vocabulary

	<i>Marketing in England</i>	<i>Well known slogans</i>
<i>Vocabulary</i>	<ul style="list-style-type: none"> • <i>Billboard</i> • <i>Advert</i> • <i>Poster</i> • <i>Flyer</i> • <i>Leaflet</i> 	<ul style="list-style-type: none"> • <i>Just do it</i> • <i>Be the best</i> • <i>Go to work on an egg</i> • <i>I'm loving it</i>

Extension

1. Look at these famous British sculptures, structures and buildings. Which one do you like? Why? Why do you think they became so famous? Angel of the North, The Toothpick in Manchester, The Bull in the Bullring, the Gherkin in London, The Mersey building (Ridley), The willow man, Ironbridge
2. Ask students to select a product and make up a slogan



B2

Summary of contents:	Students will first be introduced the development of signage throughout the years.	Skills developed:	<ul style="list-style-type: none"> • Speaking • Grammar • Reading • Writing • Vocabulary • Cultural competence
Activity:	Students should complete a listening activity to a text and put signs in chronological order. They should analyse and interpret signs for events, exhibitions and awareness raising campaigns.	Materials:	<ul style="list-style-type: none"> • Computer • Internet • Dictionary • Paper, pen
Features:	Learners should learn about the history of signage in Germany – prohibitions, attractiveness etc. They should become familiar with different types of learning possibilities, culture, and exhibitions etc – which are detailed on posters and signs for informational purposes.	Learning outcomes:	Students should be able to interpret the deeper meaning of slogans in order to be able to identify fictional information over education information on posters and billboards.

Warm-up

- Look at these examples of street art: [Picture 1](#), [Picture 2](#), [Picture 3](#). With a partner or in groups, discuss the following questions:
 - What do you think of street art?
 - Is street art a real form of art, or just graffiti?
 - How can street art be used?
 - Is street art related to politics?
 - You can read [more about street art](#) if you are interested in this topic.

Exercises and Tasks

- Have you heard of Brandalism? Read this [article about the Brandalism campaign](#), and look at these pictures of [Brandalism in Birmingham](#).
- With a partner or in groups, discuss the following questions:
 - Why are billboards an effective form of marketing?



- b. What was the brandalism campaign about?
 - c. Do you support the brandalism campaign? Why or why not?
4. Make your own brandalism slogans. Use the internet to find a billboard for a brand you know, and create a brandalism version of that billboard.
5. In 2013, [famous paintings](#) were displayed on billboards in the UK. Match the paintings with their descriptions. (Teacher / student) ---- Drag and drops
6. With a partner, choose one of these [paintings](#) and describe it. What effect did the artist want to achieve?
7. Quite often brands use the [superlative](#) form in advertising. Read about how to form the superlative, and then enter the superlative form for these adjectives.
8. Search the internet and find as many slogans in the superlative form as possible.
(Teacher / Student) --- Internet search and check with suggestive answer list

Vocabulary (Each level of each resource should make use of the Glossary plugin)

	<i>Brandalism</i>	<i>Irregular superlatives</i>
<i>Vocabulary</i>	<ul style="list-style-type: none"> • <i>Guerilla</i> • <i>Reclaim</i> • <i>Subvert</i> • <i>Anti-advertising</i> 	<ul style="list-style-type: none"> • <i>The best</i> • <i>The worst</i> • <i>The furthest</i> • <i>The oldest</i> • <i>The eldest</i>

Extension

1. Read more about [Brandalism in Birmingham](#). Discuss the controversies that were raised and the reasons. (Teacher / Student)
2. How does art make you feel? Write about your opinion of the [Lady of Shalott](#) painting and use superlatives.



Photography

A2

Summary of contents:	Photography used to introduce British hobbies, interests and pass times and as an attractive vehicle to develop language skills.	Skills developed:	<ul style="list-style-type: none"> • Listening • Speaking • Grammar • Reading • Writing • Vocabulary • Cultural competence
Activity:	<p>1) Looking at and connecting photos which refer to different ways of spending free time, hobbies, interests etc.</p> <p>2) Students choose which customs/hobbies are shown in the photos.</p> <p>3) Learners complete grammar exercises (connecting parts of sentences), conjugation of verbs: <i>“to like”, “to prefer”, “to be interested in”, “to be crazy about”</i></p> <p>4) Learners find out about British pass times and hobbies</p> <p>5) Learners write about a British sporting hero.</p>	Materials:	<ul style="list-style-type: none"> • computer lab or computer with projector • interactive board or blackboard
Features:	<p>Cultural information:</p> <ul style="list-style-type: none"> • pastimes and hobbies in Britain 	Learning outcomes:	<ul style="list-style-type: none"> • listening skills • reading skills • speaking skills • the ability to make cultural comparisons

Warm-up

15. Discuss the following questions in pairs or groups:
- Do you have any hobbies?



- b. What do you do in your free time?
- c. What do people in your country do in their free time?
- d. Do you know anything about British hobbies and pastimes?

Exercises and Tasks

2. Match the pictures with the hobbies (hot potatoes drag and drop exercise)
(teachers/learners)

		Cooking and baking
		Cycling
		Walking in the countryside
		Watching television
		Visiting stately homes, castles and tourist attractions
		Having a barbecue



3. Please choose the correct answer (Hot potatoes quiz – multiple choice)) (teachers /learners).

Since the Olympic Games 2012 in London biking in Britain is: a) more popular. b) less popular. c) not very popular.
In Britain many historic buildings are looked after by: a) the National Trust b) the National Health Service c) National coaches
The Wimbledon Championships last for: a) One day b) Two weeks c) Three months
In Britain television programmes shown after 9pm at night (we call this time “the watershed”)are for: a) babies b) children c) adults
Flowers that grow in British gardens in the spring are: a) Bluebells, daffodils and snowdrops b) Birds, butterflies and frogs c) Dogs, cats and rabbits
A popular food to cook on barbecues is: a) sausages b) carrots c) lettuce
A popular cookery competition television programme in the UK is: a) Baked Alaska b) The Great British Bake Off c) Baked Potato

4. Please choose the correct answer (Hot potatoes – multiple choice) (teachers/learners)

1) *What is the most popular team sport in Britain?*

- a) football
- b) volleyball
- c) swimming

2) *Which kind of music is Britain most famous for?*

- a) rock
- b) classic



c) pop

3) Which hobby is more popular for young people?

a) playing computer games

b) knitting jumpers

c) gardening

4) What is Jamie Oliver famous for?

a) baking

b) cooking

c) roasting

5) Which is the national flower of England?

a) thistle

b) daffodil

c) rose

5. Grammar exercise (Hot Potatoes gapfill) (teachers/learners).

In English, we can turn a verb into a noun by adding –ing. Many hobbies are this kind of noun. Fill in the gaps with a noun made from these verbs.

1. _____ Weekly is a British magazine (Garden)
2. _____ TV all day is not good for you (Watch)
3. In the UK, _____ is an expensive hobby (Ski)
4. _____ is a healthy way to travel (Cycle)

6. Discuss the following questions in pairs or groups:

1. What is your hobby?
2. How do you spend your leisure time?
3. How do people in your country usually spend their free time?
4. Are there similar hobbies in Britain?



Vocabulary

	<i>Hobbies</i>	<i>Leisure places</i>
Vocabulary	<ul style="list-style-type: none">• <i>Cooking</i>• <i>Baking</i>• <i>Watching TV</i>• <i>Gardening</i>• <i>Cycling</i>• <i>Walking</i>	<ul style="list-style-type: none">• <i>Countryside</i>• <i>Stately Home</i>• <i>Garden</i>• <i>Nature</i>

Extension

- Below you will find three photos of British sport heroes from the 2012 Olympic and Paralympic Games held in London:
 - Which of these sporting heroes would you choose to meet? Why?
 - Choose three questions to ask them.

		
<u>Sir Chris Hoy</u>	<u>Mo Farah CBE</u>	<u>Hannah Cockroft MBE</u>



B1

Summary of contents:	Photography used to show the culture, customs and traditions in Britain and as an attractive tool to develop language skills.	Skills developed:	<ul style="list-style-type: none">• Listening• Speaking• Grammar• Reading• Writing• Vocabulary• Cultural competence
Activity:	<ol style="list-style-type: none">1) Watching and connecting pairs of photos.2) Learners choose holiday destinations.3) Learners complete grammar exercises (by connecting parts of sentences), <i>interested in</i>, <i>to be crazy about</i>4) Learners gain information about British customs and traditions.5) Learners write an essay about holidays.	Materials:	<ul style="list-style-type: none">• computer lab or computer with projector• interactive board or blackboard
Features:	<p>Cultural information:</p> <ul style="list-style-type: none">• customs connected with celebration of British holidays/special days	Learning outcomes:	<ul style="list-style-type: none">• listening skills• reading skills• speaking skills• ability to transcript cultural local customs on other culture's customs.

Warm-up

1. Discuss the following questions with a partner:
 - a. What do you know about British holidays/special days?
 - b. What do you know about the customs connected to holiday/special days in Britain?
 - c. Do you know any dishes served during British holidays?








Exercises and Tasks

2. Match two pictures relating to the same holiday/special day. (HotPotatoes drag and drop)
(teachers/learners)





			
			
			
			
			



3. Which day do the pictures refer to? (HotPotatoes – multiple choice) (teachers/students)

		a) Easter b) 1 st of November (All Saint's Day) c) <u>Christmas</u>
		a) Halloween b) <u>Easter</u> c) Christmas
		a) New Year's Eve b) Burn's night c) <u>Halloween (31st of October)</u>
		a) Halloween b) Bonfire night c) <u>St. Valentine's Day</u>






 	<p>a) New Year's Day (1st January) b) <u>Burns Night</u> c) Christmas Eve (24th December)</p>
 	<p>a) <u>Guy Fawkes night</u> b) Halloween (31st October) c) New Year's Eve</p>











Answer these interactive questions. (HotPotatoes – multiple choice) (teacher /student)

	<p>In Britain we celebrate Christmas on:</p> <p>a) 24th of December evening. b) <u>25th of December.</u></p>
	<p>The most famous food eaten in Britain at Easter is:</p> <p>a) fish and chips b) beef and Yorkshire pudding c) <u>chocolate eggs.</u></p>
	<p>A tradition at Halloween is to play:</p> <p>a) <u>trick or treat</u> b) hopscotch. c) football.</p>



 	<p>It is customary on St. Valentine's Day in Britain to give:</p> <p>a) <u>a card</u> b) a new car c) a puppy</p>
 	<p>On Burns night it is customary to eat;</p> <p>a) Haggis, tatties and neeps b) Corned beef hash c) Cottage pie</p>
 	<p>On Guy Fawkes night it is tradition to burn;</p> <p>a) An effigy of Guy Fawkes b) A photograph of the prime minister c) A British flag</p>

4. Which of these holidays/special days are celebrated in your home country? In pairs or groups, describe the customs and traditions connected with those days in your country.
5. Grammar exercise Who or which – choose the correct word for the gaps (HotPotatoes – gapfill) (teacher/students).
 - a. People who don't like to dress up at Halloween do nothing.
 - b. At Christmas people buy Christmas trees, on which they hang Christmas ornaments.
 - c. Eggs, which symbolise new life and resurrection, are a symbol of Easter.
 - d. Santa Claus, who is also called Father Christmas, brings presents.
 - e. On Burns Night people eat haggis, which is served with potatoes and turnips.
 - f. We remember Guy Fawkes, who planted a bomb in the Houses of Parliament.
6. In a group, look at these photos of a traditional British Christmas dinner. How many of these dishes and decorations can you name? Teacher notes on blackboard proper names. The Group with the most named items will win.



Vocabulary

	<i>Special days</i>	<i>Celebration items</i>
Vocabulary	<i>New Year's Eve/Day</i>	<i>Card</i>
	<i>Burns Night</i>	<i>Cracker</i>
	<i>St. Valentine's Day</i>	<i>Decorations</i>
	<i>Shrove Tuesday (Pancake Day)</i>	<i>Tinsel</i>
	<i>Mothers Day</i>	<i>Firework</i>
	<i>Easter</i>	<i>Sparkler</i>
	<i>Halloween</i>	<i>Pumpkin</i>
	<i>Guy Fawkes Night (Bonfire Night)</i>	

Extension

3. Read more about traditional British holidays such as [Easter](#), [Christmas](#), [Burns Night](#) and [Guy Fawkes Night](#).
4. Write about a traditional holiday. Compare the British customs with customs from your country.



B2

Summary of contents:	Photography to provide information about the United Kingdom, its main cities and famous people.	Skills developed:	<ul style="list-style-type: none">• Listening• Speaking• Reading• Writing• Vocabulary• Cultural competence
Activity:	<ol style="list-style-type: none">1) Students are asked to identify the most recognisable buildings in cities2) Students learn about the buildings, monuments etc.3) Students find out information about famous British people.4) Students are able to connect famous person with their city of birth.5) Students write an essay about a city or a famous person.	Materials:	<ul style="list-style-type: none">• computer lab or computer with projector• interactive board or blackboard
Features:	Cultural information: <ul style="list-style-type: none">• UK main cities• UK history and culture	Learning outcomes:	<ul style="list-style-type: none">• listening skills• reading skills• speaking skills• finding and remembering information• culture adaptation



Warm-up

1. In pairs or groups, discuss these questions:
 - a. What British cities do you know?
 - b. What British cities have you been to?
 - c. What have you seen there?
 - d. What British heritage sites (palaces, castles, monuments, theatres etc.) do you know?

Exercises and Tasks



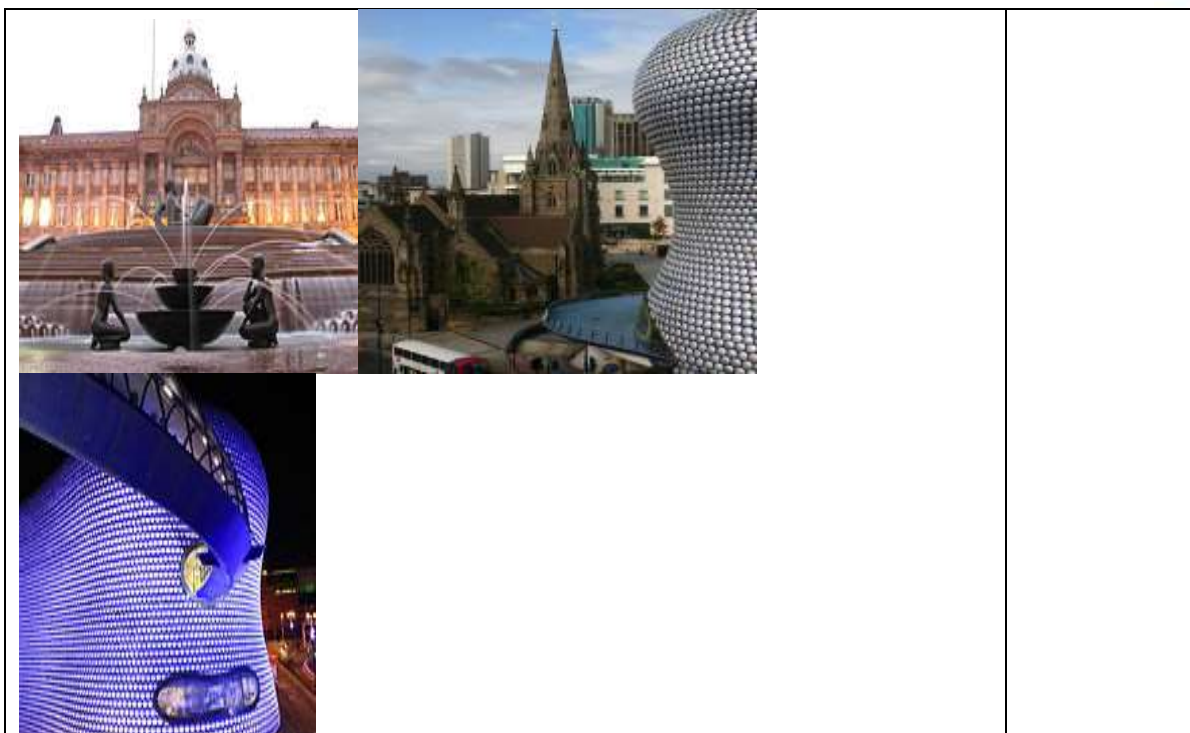
2. Please match each city's name and landmark with its picture (HotPotatoes drag and drop exercise) (teachers/students)

	London - Buckingham m Palace
	Birmingham - Selfridges Building



Lifelong
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Newcastle Upon Tyne - River Tyne



Edinburgh - Arthur's Seat

Cardiff - Cardiff Bay





3. Please choose the correct definition of these words related to cities. (Hot Potatoes quiz) (teachers/learners).

- 1) Warehouse
- 2) Dock
- 3) Settlement
- 4) Suburb
- 5) Ghetto
- 6) Rundown

4. Discuss in pairs or groups:

What are the biggest or the most interesting cities in your country of origin?

How do these cities compare with British cities?

5. Please match these famous British people with the city they are associated with. You can click on a picture to find information about the person from the photo. (Moodle drag and drop) (teachers/learners).



[Sir Tim Berners-Lee](#)

London



[William Shakespeare](#)

Stratford Upon Avon





[Sir Winston Churchill](#)

Woodstock, Oxfordshire



[Isambard Kingdom Brunel](#)

Portsmouth



[Stephen Hawking](#)




Oxford



[Queen Victoria](#)

Kensington Palace, London



		Marton, Middlesbrough
		South Shields
		York

[Captain James Cook](#)

[Sir Ridley Scott](#)

[Dame Judy Dench](#)

6. Discuss in pairs or groups:

Who was/is the most famous/important person in your country developing your country's history/science/ art?

Describe this person and their achievements.



Vocabulary

Read this vocabulary

	Cities	British honorary titles
Vocabulary	<i>Warehouse</i> <i>Dock</i> <i>Settlement</i> <i>Suburb</i>	<i>Sir</i> <i>Dame</i> <i>Esquire</i> <i>Member of the British Empire (MBE)</i>

Extension

1. Find out more information about one of the cities mentioned in this lesson and write a short tourist guide.
2. Find out more information about one of the people mentioned in this lesson and write his/her biography.



Social Networks

A2



Summary of contents:	<p><u>Grammatical contents:</u> the language of social networks.</p> <p><u>Vocabulary:</u> emotions, different social networks, technological English words, sports (verbs & nouns), slang on the Internet.</p> <p><u>Functional content:</u> write conversations with abbreviations & emoticons, whatsapp application.</p>	Skills developed:	<ul style="list-style-type: none"> • Reading • Listening • Writing: online collaborative writing • Speaking • Grammar • Vocabulary • Digital and cultural competences
Activity:	The purpose of this lesson is to show students how to use virtual communities and social networks as multimodal tools to promote autonomous learning, collaboration and interaction in language and culture learning.	Materials:	<ul style="list-style-type: none"> • Internet access • Worksheets • Podcasts • Flashcards • Comments from social networks.
Features:	<ul style="list-style-type: none"> • Popular social media websites and apps 	Learning outcomes:	<ul style="list-style-type: none"> • Development of socialisation, teamwork and collaboration skills. • Awareness of social skills required for participation, opinion giving and decision taking. • Familiarity and cultural competence regarding UK social networking. • Guide own learning through interactive tools (forums, blogs, commentaries, tweets, chats, emails).

Warm-up

1. In pairs, answer the following questions:



- a. How many social networks do you know? Match these social networks with their logos (HotPotatoes).
b. Which of these social networks do you use?

	Facebook		whatsapp
	Twitter		Instagram
	Picassa		LinkedIn
	Snapchat		Pinterest

Exercises & Tasks

2. Here are some words we often use online. Which are nouns, which are verbs and which are both?

Blog, download, friend, like, login, message, pin, skype, status, timeline, upload

Noun	Verb	Noun and verb

3. Use these words from exercise 2. Fill in the gaps. (Hotpotatoes)

Friend, like, login, message, skype, status, timeline

- I want to _____ you on Facebook.
- Did you _____ my _____ update?
- I need to _____ to read your _____.
- Today I will _____ my family.


4. Have you used Runkeeper? It's a social network for tracking different sports you and friends do. Match these sports with their Runkeeper images (Hotpotatoes)




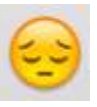


5. Read this sports vocabulary

Vocabulary	Sports: verbs	Sports: nouns
	<i>Exercise</i> <i>Train</i> <i>Practise</i> <i>Compete</i> <i>Take part</i>	<i>Running</i> <i>Cycling</i> <i>Strength training</i> <i>Swimming</i> <i>Yoga</i> <i>Zumba</i>

- Choose the social networks you like the most and log in. Search for Runkeeper on those social networks. Leave a comment, tweet or like.
- On your favourite social media, find a famous sports player that you like. Tell your classmates what is interesting about the sports player's social media account.
- Pair work: speaking: What media do you usually use to meet friends when you go to watch a football/basketball match, etc? e-mails, **what's app**, instant messaging, letter, fax, mobile phone
- Did you know...?
With more than 500 thousand of users around the world, **Whatsapp** is one of most used mobile applications to send messages. Its success is due to its simplicity and emoticons. Most of emoticons are understood easily, however, out of context they can be really difficult to understand because whatsapp is a Japanese app, for this reason it is worth analyzing some of the emoticons. Match these emoticons with their meanings. (HotPotatoes)

Emoticon	Meaning
	Flushed face



	Big smile
	Disappointed
	Very happy
	In love

10. Writing: Login to your favourite social network. Leave a comment for your classmate or teacher. Use emoticons in your comment.

Extension activity

11. Keep on learning! Read this [glossary of internet terms](#) and [glossary of internet slang](#).



B1

Summary of contents:	<p><u>Grammatical contents:</u> the language of social networks.</p> <p><u>Vocabulary:</u> emotions, different social networks, technological English words, sports (verbs & nouns), slang on the Internet.</p> <p><u>Functional content:</u> write conversations with abbreviations & emoticons, whatsapp application.</p>	Skills developed:	<ul style="list-style-type: none"> • Reading • Listening • Writing: online collaborative writing • Speaking • Grammar • Vocabulary • Digital and cultural competences
Activity:	The purpose of this lesson is to show students how to use virtual communities and social networks as multimodal tools to promote autonomous learning, collaboration and interaction in language and culture learning.	Materials:	<ul style="list-style-type: none"> • Internet access • Worksheets • Podcasts • Flashcards • Comments from social networks.
Features:	<ul style="list-style-type: none"> • Social media websites and apps • Idioms relating to emotion 	Learning outcomes:	<ul style="list-style-type: none"> • Development of socialisation, teamwork and collaboration skills. • Awareness of social skills required for participation, opinion giving and decision taking. • Familiarity and cultural competence regarding UK social networking. • Guide own learning through interactive tools (forums, blogs, commentaries, tweets, chats, emails).

Warm-up

1. In pairs or groups, discuss these questions:
 - a. Which of these social networks do you know?
 - b. Which do you use and why?
 - c. Why do people connect to social networks? Which of the reasons below are important?



To be updated, upload & share archives and images, to get in touch with relatives and friends, to learn, for working, other reasons such as ...

Exercises & Tasks






2. Match these words with their meanings. (HotPotatoes) **e-learning, e-commerce, geek, selfie, wiki.**

1. Website that can be edited by several people - **Wiki**
2. A picture you take of yourself - **Selfie**
3. Person obsessed with new technologies and computers - **geek**
4. **Studying through the internet – e-learning**
5. **Buying and selling through the internet – e-commerce**



3. Pair work: Speaking: What social networks do you usually use to meet friends to go, for example, running, playing tennis, to watch a basketball/football match, to go out, etc? emails, whatsapp, instant messaging, letter, fax, mobile phone
4. Did you know...? With more than 500 thousand of users around the world, **Whatsapp** is one of most used mobile applications to send messages. Its success is due to its simplicity and emoticons. Most of emoticons are understood easily, however, out of context they can be really difficult to understand because whatsapp is a Japanese app, for this reason it is worth analyzing some of the emoticons. Match emoticons with their meanings. (HotPotatoes)



Emoticon	Meaning
	Stop
	Celebration
	OK
	Heart of gold – kind person
	Jealous

5. [Twitter](#) is a free microblogging social networking that enables users to send and read short 140- character text messages. If you don't already have a Twitter account, create one now.
6. Writing. Log into Twitter and follow a famous sports player. Describe one of their tweets. Use this format

I think’s tweet is good/excellent/bad/terrible because.....

7. Look for tweets related to **#sports** & **#health**. Discuss them with your partner. Then, write a tweet (between 15-20 words) giving your view about the following topic “**Stay healthy, practice sports**”. Ask your partner to comment on your tweet.



Vocabulary

8. Read this vocabulary.

<i>Vocabulary</i>	<i>Internet words</i>	<i>Health</i>
	<i>e-learning</i> <i>e-commerce</i> <i>geek</i> <i>selfie</i> <i>wiki</i>	<i>Exercise regime</i> <i>Diet</i> <i>Dietary requirements</i> <i>Fitness</i> <i>5-a-day</i>

Extension activity

9. Listening: Podcasts: many social networks and webs have podcasts (brief extracts of audios). Listen to a [BBC English podcast](#) and tell your classmates about it.



B2

Summary of contents:	<p><u>Grammatical contents:</u> the language of social networks.</p> <p><u>Vocabulary:</u> emotions, different social networks, technological English words, sports (verbs & nouns), slang on the Internet.</p> <p><u>Functional content:</u> write conversations with abbreviations & emoticons, whatsapp application.</p>	Skills developed:	<ul style="list-style-type: none"> • Reading • Listening • Writing: online collaborative writing • Speaking • Grammar • Vocabulary • Digital and cultural competences
Activity:	The purpose of this lesson is to show students how to use virtual communities and social networks as multimodal tools to promote autonomous learning, collaboration and interaction in language and culture learning.	Materials:	<ul style="list-style-type: none"> • Internet access • Worksheets • Podcasts • Flashcards • Comments from social networks.
Features:	<ul style="list-style-type: none"> • Different types of online communities • Different types of community users. 	Learning outcomes:	<ul style="list-style-type: none"> • Development of socialisation, teamwork and collaboration skills. • Awareness of social skills required for participation, opinion giving and decision taking. • Familiarity and cultural competence regarding UK social networking. • Guide own learning through interactive tools (forums, blogs, commentaries, tweets, chats, emails).

Warm-up

1. Answer the following questions. Discuss with your partner.
 - a. List the social networks you know and explain the purpose for using social media.
 - b. Do you know what a Virtual Community is? What is its main objective?



- c. Do you consider that social networks have helped you integrate/meet different people, be updated, find a job, etc in your hosting country?

Exercises & Tasks

2. Reading Comprehension: Read this article about **Networks Communities and types of users**

A virtual community or vertical social network, a virtual space where contacts, and possible contacts, can interact with each other and with their brand, through their website, to communicate, learn and share information, establishing networks of trust or of common interest.

The great variety of applications is a very useful tool from a business point of view, as they allow organisations to improve their internal work dynamic, relationships with clients or improve their efficiency. As for their social function, virtual communities have become a place where individuals can develop and interact with others, thus acting as an instrument of socialisation and recreation.

Community types

Generic communities. They encompass a wide spectrum of profiles since the brand, product or service attracts people of different ages, cultures and regions, being one of the few things they may have in common. Generic social networks usually have a constant renewal of users/fans/followers/clients and it may be difficult to create opinion leaders. Among the pros, I can say that they grow more rapidly than niche communities, results are seen in a shorter period and various themes can be covered, which means you can always find material to generate content.

Niche communities. They are aimed at a specific audience, which doesn't mean it won't be large. It can have one or more opinion leader users. Among the pros, I can highlight that the majority of active users generate quality content, which gives value to the rest of the community; more specific objectives can be planned. You must take into account that niche communities are measured in other cycles, they take longer to grow and have a different type of conflicts.

User profiles

Lurkers. They stay in anonymity but we know they exist thanks to our analytical tools. They are usually real users who are interested in what the user community wants to communicate.



Active users. They spend more time online than the Community itself, like all its photo albums, comment on the most recent status updates or retweet its comments. In this category we can find subtypes which are recognised by how they show their intentions.

The opinion leader. A fan/follower of the brand who has a certain seniority in the community and a sense of belonging. They generate content, promote interaction and even have enough knowledge to answer other users' questions, partly reducing the burden on the Community Manager.

The hyper-connected. Social network addict. Takes the time to know all their contacts' updates and will need to be handled carefully to be turned into an opinion leader.

The demanding client. Their only objective for contact through social networks is to have a problem solved, sometimes because they haven't found a solution in other ways. The Community Manager should be trained and enabled to respond and transform their negative comments into something positive, follow up and resolve the conflict.

The troll. As legendary as the internet itself, their intention is to damage the community or the brand's reputation just out of spite or to get something in return.

The spammer. A type of troll, spammers just want to promote themselves. To avoid them, edit the community rules to forbid self-promotion.

3. Answer these true/false questions about the text. (HotPotatoes)
 - a. *Social Networks only have a social function and not a business one – False*
 - b. *One of the advantages of generic communities is that they grow more rapidly than niche communities. True*
 - c. *Niche communities are only aimed at a specific, small community. False*
 - d. *Hyperconnected users spend less time online than active users. False*
 - e. *Demanding clients get in touch through social Networks sporadically to resolve occasional problems. True.*
 - f. *Community Managers have the ability to resolve any issue by transforming it into something positive. True*
4. Pair work (speaking): Would you dare to be a community manager in charge of a social network?



Ejercicio 2. Trabajo en parejas describiendo las características necesarias para convertirse en un community manager mediante chat si

5. Pair work: Discuss with your partner the characteristics to become an effective community manager (for self learning students can use chat).
6. Speaking. Click on the article [How social networks change the way we communicate](#). Discuss with your partner. Do you agree or disagree with the article? For autonomous learning, record your discussion and upload it in mp3 to the platform.

Ejercicio 3. Producción oral. En parejas de las redes sociales está influyendo en

7. What do these social network abbreviations stand for? Write the full word (HotPotatoes).

ru	are you
OMG	Oh my God
lol	laughing out loud
cu	see you
l8r	later
2moro	tomorrow



8. Read about [how to express your opinion](#).
9. Choose at least 5 comments /tweets from your favourite social network and express your opinion about them using the structures you have just learnt.
10. Fill in the table with the vocabulary, structures, expressions and concepts you have found in exercise 9.

Vocabulary	
Structures (B2)	
-Expressions	- Holanda enseñó a España a caer (Lenguaje figurativo)
-Visual content	-

11. Compare your table with your partner's table and add the words/expressions you have not added. Then discuss and try to guess the meanings and revise grammatical structures you found.

Vocabulary

12. Read this vocabulary.

Vocabulary	Network user types	Communities
	<i>Lurker</i>	<i>virtual</i>
	<i>Active user</i>	<i>interact</i>
	<i>The opinion leader</i>	<i>work dynamic</i>
	<i>The hyper-connected</i>	<i>socialisation</i>
	<i>The demanding client</i>	<i>recreation.</i>
	<i>The troll</i>	<i>Generic</i>
	<i>The spammer</i>	<i>Niche</i>



Extension activities

13. Create a community of users interested in language and culture learning in your favourite social network, and act as the community manager.
14. Listening: Podcasts: many social networks and webs have incorporated podcasts (brief extracts of audios). Listen to one of the podcasts recommended in [this article](#), and leave a comment about the podcast in one or more social networks.

Music



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A2

Summary of contents:	Drawing on a range of music, students will have the opportunity to use discussion and interactive games to learn language/grammar such as nouns, adjectives and verbs.	Skills developed :	<ul style="list-style-type: none">• Listening• Speaking• Grammar• Reading• Writing• Vocabulary• Cultural competence
Activity:	The purpose is to familiarise students with the language used in lyrics and to provide exposure to different genres of music in the UK.	Materials:	<ul style="list-style-type: none">• Internet• YouTube
Features:	<ul style="list-style-type: none">• Iconic bands/artists• Iconic tracks	Learning outcomes:	<ul style="list-style-type: none">• Discovering language through music lyrics.• Understand nouns, adjectives, verbs• Gain confidence through discussion and group work• Familiarity and cultural competence regarding UK music.

Warm-up (Teacher and Student)

1. In pairs or groups, discuss the following questions:
 - Do you listen to music every day?
 - What kind of music do you like?
 - How do you listen to music? Radio? iTunes?

Exercises and Tasks (Student)

2. Match the singers and the type of music they sing. (Matching game)



rap - Dizzie Rascal



opera – Lesley Garrett



rock - Queen



pop – One Direction



big band – Jools Holland

3. Listen to [Yesterday](#) by the Beatles and fill in the gaps. (Hot Potatoes)
Find out more about [the Beatles](#).
4. Listen to [Yesterday](#) again and put the lyrics in the correct order. (Hot Potatoes)
5. Are these words from the song nouns, adjectives or verbs. Fill in the table below, then check your answer.

believe, came, easy, far, hide, know, looks, man, seemed, shadow, stay, wrong, yesterday

Vocabulary



	Music Genres	Common Verbs
Vocabulary	<ul style="list-style-type: none">• Rap• Pop• Opera• Country• Disco• Big band• Rock	<ul style="list-style-type: none">• Believe• Come• Hide• Know• Look• Seem• Stay

Extension

5. Answer the following questions:
- Do you like “Yesterday”? Why or why not?
 - How do you feel when you listen to “Yesterday”?



B1

Summary of contents:	Drawing on a range of music, students will have the opportunity to use discussion and interactive games to learn language/grammar such as nouns, adjectives, verbs and similes.	Skills developed :	<ul style="list-style-type: none"> • Listening • Speaking • Grammar • Reading • Writing • Vocabulary • Cultural competence
Activity:	The purpose is to familiarise students with the language used in lyrics and to provide exposure to different genres of music in the UK.	Materials:	<ul style="list-style-type: none"> • Internet • YouTube
Features:	<ul style="list-style-type: none"> • Iconic bands/artists • Iconic tracks 	Learning outcomes:	<ul style="list-style-type: none"> • Discovering language through music lyrics. • Understand nouns, adjectives, verbs • Understanding similes • Gain confidence through discussion and group work • Familiarity and cultural competence regarding UK music.

Warm-up

16. Answer the following questions:

- How important is music to you?
- How do you use it in everyday life?
- With your family or friends when do you listen to music, or sing and dance?

Exercises and Tasks (Student)

17. Listen to the beginning of "[A hard day's night](#)" by the Beatles and fill in the gaps. (Hot Potatoes)

18. Answer these questions about the song. (Hot Potatoes)



19. Match the similes. (Hot Potatoes)

“Working like a dog” and “sleeping like a log” are similes (we compare one thing with another). We use similes to describe things. Some common similes use verb + “like a” + noun.

20. With your partner, choose three of these similes and use them to describe someone you know. (Pair work)

Vocabulary

	<i>Time</i>	<i>Farmyard Animals</i>
<i>Vocabulary</i>	<ul style="list-style-type: none">• Day• Night• Noon• Afternoon• Morning• Tomorrow• Today• Yesterday	<ul style="list-style-type: none">• Horse• Pig• Chicken• Goat• Cow• Sheep

Extension

1. Answer the following questions:
 - a. Do you use these similes in your language?
 - b. What other similes do you use?
 - c. Can you translate similes from your language into English?



B2

Summary of contents:	Drawing on a range of music, students will have the opportunity to use discussion and interactive games to learn language/grammar such as nouns, adjectives, verbs, similes and metaphors.	Skills developed :	<ul style="list-style-type: none"> • Listening • Speaking • Grammar • Reading • Writing • Vocabulary • Cultural competence
Activity:	The purpose is to familiarise students with the language used in lyrics and to provide exposure to different genres of music in the UK.	Materials:	<ul style="list-style-type: none"> • Internet • YouTube
Features:	<ul style="list-style-type: none"> • Iconic bands/artists • Iconic tracks 	Learning outcomes:	<ul style="list-style-type: none"> • Discovering language through music lyrics. • Understand nouns, adjectives, verbs • Understanding similes and metaphors • Gain confidence through discussion and group work • Familiarity and cultural competence regarding UK music.

Warm-up

1. Answer the following questions:
 - a. How can we express feelings with music?
 - b. Can you name a song which expresses a particular feeling?
 - c. In your culture, do couples usually have a special song which expresses their love for each other?

Exercises and Tasks (Student)

1. List the activity and the type of activity it should be (i.e. Hot Potatoes, Moodle Poodle, Moodle Quizzes, Flash, Drag and Drop etc.)
2. Listen to '[Bonfire Heart](#)' by James Blunt and fill in the gaps. (Hot Potatoes)
3. With your partner, read the [lyrics](#). What is a 'Bonfire Heart'? (Pair work)



Vocabulary

4. The lyrics contain some similes (we say one thing **IS LIKE** another) and some metaphors (we say one thing **IS** another). For example, “Your love **is like** a soldier” is a simile and “Your mouth **is** a revolver” is a metaphor.

With your partner, choose two of the emotions below. Create two similes and two metaphors to describe these emotions.

	<i>Emotions</i>	<i>Emotion Metaphors</i>
<i>Vocabulary</i>	<ul style="list-style-type: none"> • Love • Hate • Jealousy • Anger • Fear • Disgust • Happiness 	<ul style="list-style-type: none"> • Green with envy • Red with anger • The blues • Purple with rage • Pink with embarrassment • White with fear • Black with fury

21. Your teacher will split you into groups. With your group, listen to one of these songs, and read about how it tried to change society.

- [Listen](#) to and [read](#) about Feed the World – Band Aid
- [Listen](#) to and [read](#) about Between the Wars – Billy Bragg
- [Listen](#) to and [read](#) about Messed up Kids – Jake Bugg
- [Listen](#) to and [read](#) about Games without Frontiers – Peter Gabriel

22. With your group, answer these questions about the song you listened to:

- What did the singer want to change?
- Who did the singer want to change?
- What happened after the song was released?
- Was the singer successful in changing what they wanted to change?

Extension

- Answer the following questions:
 - Can music influence groups, or only individuals?
 - Can music change society?



Magazines

A2

Summary of contents	Communicative functions: - Talk of family and interpersonal relationships - Describe people and situations - Narrate events in the past lexicon - The family - Interpersonal relationships Grammar - Past tense cultural competence - Popular English magazines	Skills Developed	reading speaking and writing intercultural understanding
Activity	To recognise popular English magazines	Materials	Computer with an Internet connection Printed or online dictionary
Features	- English magazines - English TV celebrities	Learning Outcomes	The ability to describe photos Narrate past events Speak about relationships

Warm-up

Oral activity to introduce the theme and group discussion - (Both teachers and students)

1. Discussion on the use of magazines.
 - a. Do you read magazines?
 - b. Do you have a favourite one?
 - c. Are you a subscriber?



d. Do you buy magazines or read them online?

Exercises & Tasks

2. **Group work** Follow the link: <http://www.magazine.co.uk/best-selling-magazine-subscriptions> Match the magazines to the genres below:

- television
- tourism
- health and wellbeing
- science and culture
- fashion
- recipes
- art
- gardening and nature

3. Which magazine would you read? Explain your choice. In pairs or groups, discuss your hobbies and personal interests.
4. What elements within this magazine would you recognize as being British?
5. Fill the gaps by inserting the correct form of past tense. - Verbs are not in order (Hot potatoes Gap fill - **Teachers and students**)

News headlines

- The gorgeous actor _____ his wife and children because he _____ with a young colleague whom he _____ in his latest film. (fall in love - meet - leave)

-The First Division player _____ recognize the girl with whom he _____ an affair.
(has – does not)

- A man _____ his wife and then _____ the body. The police _____ an investigation, but no evidence _____ of the crime. (kill - begin – is found - to hide)

- The two singers _____ after 5 years of marriage, but after a few months _____ together for the sake of the children. (get back - separate)

- The two beautiful actors _____ in a private ceremony with a few guests and _____ immediately for their honeymoon . Not even the paparazzi _____ their secret relationship for years! (get married - notice - leave)

- Thieves _____ the seaside villa of the director and _____ through the window. Luckily they _____ nothing of value. (steal – break in - enter)



6. Written exercise Visit <http://www.magazine.co.uk/>. Select a category of your choice, read the titles, describe the people on the cover. Write who they are and where, what happened and when, and what is happening now
7. Create your own front page. (teachers and students) Students log on to an editing programme, follow instructions to create their own cover: they use a picture of themselves and other pictures. They choose the genre of magazine, pictures from copyright-friendly sites, the titles of the topics

Vocabulary

	<i>Magazine genres</i>	<i>Celebrities</i>
Vocabulary	<ul style="list-style-type: none">• television• tourism• health and wellbeing• science and culture• fashion• recipes• art• gardening and nature	<ul style="list-style-type: none">• <i>Actor</i>• <i>Singer</i>• <i>Pop star</i>• <i>Football player</i>• <i>Model</i>• <i>Director</i>

Extension

8. Which are the most widely read magazines in your own country? Discuss why and what differences you have found in the UK



B1

Summary of contents	communicative functions describe a photo / place present facts and information about a place geography adjectives cultural competence English geography regions	Skills developed	reading speaking and writing
Activity	become familiar with the geography of England	Materials	computer and Internet connection online dictionary of geography paper outline of Great Britain
Features	The British landscape regions	Learning Outcomes	learn the geography of England describe places Understand the history name-adjective agreement

Warm-up

1. *Discuss the following in pairs or groups.* Oral activity to introduce the theme and group discussion - (teachers and students)
 1. *Do you read magazines?*
 2. *Do you have a favourite one?*
 3. *Are you a subscriber?*
 4. *Do you buy magazines or read them online?*



Exercises & Tasks

2. Group work Follow the link: <http://www.magazine.co.uk/best-selling-magazine-subscriptions> Match the magazines to the genres below:
 - a. television
 - b. tourism
 - c. health and wellbeing
 - d. science and culture
 - e. fashion
 - f. recipes
 - g. art
 - h. gardening and nature
3. Geography of Great Britain (Students). Go to <http://www.britain-magazine.com/> Select the West Midlands from the map and read the article on: '[England's second city: Birmingham](#)' Answer the interactive questions.
 1. Birmingham is listed as 'the city of a thousand _____'? (trades)
 2. In which part of the country is Birmingham located? (centre)
 3. What has been Birmingham's greatest asset? (its people)
4. Oral exercise **Students and teacher** Look at this [cover](#) and analyse the images, colours, font, graphics, layout. What kind of emotions does it convey?

Happiness, sadness, loneliness?

Summertime, wintertime, cold, hot?

Holiday, work, play?
5. Written and oral exercise **Students and Teacher** Search <http://www.britain-magazine.com/> for information about a geographic area and prepare a short presentation for the class, Explain where it is, how to go there, what is to see/to do, food etc.
6. How many famous British landmarks do you know? Try this [Sporcle quiz](#).



Vocabulary

	<i>Landmarks</i>	<i>Cover features</i>
Vocabulary	<ul style="list-style-type: none">• <i>Tower</i>• <i>Statue</i>• <i>Sculpture</i>• <i>Stately Home</i>• <i>Ruins</i>• <i>Abbey</i>	<ul style="list-style-type: none">• <i>Image</i>• <i>Graphics</i>• <i>Layout</i>• <i>Font</i>• <i>Headline</i>• <i>Text</i>

Extension

7. With an editing programme, create a magazine front cover depicting a selected landmark and write up a short visitor's guide. (Students and Teacher)



B2

Summary of contents	communicative functions Read and understand a piece of text Write a biography adjectives derived from names cultural competence biography of a royal figure	Skills developed	Reading, writing and speaking
Activity	understand history and culture understand the biography of a character	Materials	Computer with Internet connection online dictionary Reproductions of works of art
Features	notions of history	Learning Outcomes	<ul style="list-style-type: none">• read and understand an expository text• select information within a text• write a biography

Warm-up

1. If your face could be on the cover of a magazine of any country, what publication would you choose, and why?

Exercises and tasks

2. Visit the website: <http://www.pinterest.com/oldandshabby/diana-on-magazine-covers/>
Look at the cover, describe it and predict the main topic of each magazine. What do you know about Princess Diana? Why is she still so popular? Explain your choice. (**Students and Teachers**)
3. Read this [article about Princess Diana](#) then answer the questions. (HotPotatoes – multiple choice (Students))
4. Fill the spaces by inserting an adjective derived from the word in brackets (HotPotatoes – gap fill) (Students and teachers)



5. Put the verbs into the text (**Hot potatoes – gap fill**) (**Students and Teachers**)
(Wikipedia link) http://en.wikipedia.org/wiki/Death_of_Diana_Princess_of_Wales

On 31 August 1997, Diana, Princess of Wales died as a result of injuries sustained in a car crash in the Pont de l'Alma road tunnel in Paris, France. Her boyfriend, Dodi Fayed, and the driver of the Mercedes-Benz W140, Henri Paul, were also pronounced dead at the scene; the bodyguard of Diana and Dodi, Trevor Rees-Jones, was the only survivor. Although the media pinned the blame on the paparazzi, the crash was found to be caused by the reckless actions of the chauffeur, who was the head of security at the Ritz and had earlier goaded the paparazzi waiting outside the hotel. An 18-month French judicial investigation found in 1999 that the crash was caused by Paul, who lost control of the car at high speed while drunk. His inebriation may have been made worse by the presence of an anti-depressant and traces of a tranquilizing anti-psychotic in his body. The French investigation concluded that the photographers were not near the Mercedes when it crashed.

6. **Written exercise:** Write a story about how you think Diana's life could have developed if she were alive and write this as a reporter for a magazine article. (**Students and Teachers**)

Vocabulary

	Reporters	Accidents
Vocabulary	<ul style="list-style-type: none"> • Paparazzi • Long-range camera • Injunction • Expectation of privacy 	<ul style="list-style-type: none"> • Sustain injuries • Pronounce someone dead • Drive recklessly • Lose control • Investigation

Extension

7. With an editing programme and a photograph of themselves or their favourite artist, students create the cover of their ideal magazine. They choose pictures, the title of the cover story, other topics, font, colours and other pictures. Also prepare a summary of the main topics.