



ANNEX 2: Repository

2015



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1 eBooks

1.1 A2

Summary of content	Audiobook is a recording of a complete or reduced version of a book being read. Recent technology has encouraged the proliferation of free audiobooks on web.	Skills developed	<ul style="list-style-type: none">• Listening• Speaking• Reading• Writing
Activity:	In class the use of audiobooks can help students in improving listening comprehension vocabulary, pronunciation and cultural competences.	Materials:	<ul style="list-style-type: none">• Computer with internet connection;• Headphones;• Pre-recorded track of an audio short story;• Webpage of the class;• Written transcription of the audio story.• Copy with Fill-in exercises;• Extra activity• Voice-recorder
Features	Short passages from audiobooks	Learning outcomes	<ul style="list-style-type: none">• Listen to and understand an extract from an audiobook

Warm-up

Before the class: create a web page for the class with a selection of short passages of audiobooks for A2 level students with written transcriptions, as your class virtual library.

In class: Begin the lesson with a short vocabulary brainstorming on the blackboard, to introduce the topic of the listening comprehension.

Ask them to enter to the web page you have prepared and listen to the first part of the track, using headphones.

Task

1. After the first listening, you can ask basic questions about who is speaking, where, what, to let the students understand the situation.
2. Then, play again the track and listen to the second passage and stop it. Ask the students "what do you think is the character going to do? Why?"
3. Listen to the final passage and ask the students to open the file with the audio short story transcription. Ask them to read it alone and underline the verbs that express past tense.



4. Then ask which are the verbs and write them down on the blackboard, in the sentence of the story. Ask them to give more examples for the use of those verbs and help them to discover the grammatical rules.
5. Give them a copy with some Fill-in exercises to memorize the rules.

Extra activity

6. Divide the students into small groups (max. 3 or 4 people). Ask the students to invent a short story (max 100 words) using dialogues. They have to write it down and then record themselves telling the story using different voices to interpret different characters. The teacher will upload the audio-story on the webpage, with the transcription of the story.

1.2 B1

Summary of contents	Audiobook is a recording of a complete or reduced version of a book being read. Recent technology has encouraged the proliferation of free audiobooks on web.	Skills developed	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Intercultural competence
Activity:	In class the use of audiobooks can help students in improving listening comprehension vocabulary, pronunciation and cultural competences.	Materials:	<ul style="list-style-type: none"> • Computer with internet connection; • Headphones; • Webpage of the class; • Image of a grandmother telling a story to her granddaughter; • Pre-recorded track of a national traditional story; • Written transcription of the audio story; • Copy with Fill-in exercises; • Summary scheme of the grammatical rules; • Extra activity • Voice-recorder
Features	Short passages from audiobooks, national folk tales	Learning outcomes	<ul style="list-style-type: none"> • Listen to and understand an extract from an audiobook • Learn about past tense verbs

Warm-up

Before the class: create a web page for the class with a selection of audiobooks for B1 level students with written transcriptions, as your class virtual library.



In class:

Begin the lesson showing your student an image with a grandmother telling a tale to her granddaughter.

Ask the students what they see, who are them, where are them, what are doing, and so on. And ask them if they know some national folk tales.

Task

1. Then, ask to enter to the web page you have prepared and listen to the first passage of the track, using headphones.
2. After the first listening, you can ask basic questions about who is speaking, where, what, to let the students understand the situation.
3. Then, play the track again and listen to the second passage. Stop it, and ask some other questions about the story to check if everybody understands what they are listening to.
4. Then, listen to the third passage and ask the students how the story is going to end. After a fast opinion rounds, play the final track and discuss about the role of the final moral of the tales.
5. Ask them to open the transcription file, to read it alone and to underline the verbs and words that express past tense.
6. Then ask which are the verbs and write them down on the blackboard, in the sentence of the tale. Ask them to give more examples for the use of those verbs and help them to discover the grammatical rules.
7. Give them a copy with some Fill-in exercises to memorize the rules, and a written summary scheme of the grammatical rules.

Extra activity

8. Ask the students to write a folk tale of their home country using the proper past tense, and then they have to record themselves as they were telling the tale to children. The teacher will upload the audio-story on the webpage, with the transcription of the story, so all the rest of students can listen to it. After that, the class will discuss about common elements and differences among traditional tales of different countries.



1.3 B2

Summary of contents	Audiobook is a recording of a complete or reduced version of a book being read. Recent technology has encouraged the proliferation of free audiobooks on web.	Skills developed	<ul style="list-style-type: none">• Listening• Writing• Speaking• Reading• Cultural competence: national literature
Activity:	In class, the use of audiobook can help students in improving listening comprehension, vocabulary, pronunciation and cultural competences.	Materials:	<ul style="list-style-type: none">• Computer with internet connection;• Headphones;• Pre-recorded track of an interview to the national writer;• Pre-recorded track of a passage of a national literature story;• Newspaper article review on the book listened.
Features	Short passages from audiobooks, national literature	Learning outcomes	<ul style="list-style-type: none">• Listen to and understand an extract from an audiobook• Summarize an audiobook• Learn about past tense verbs

Warm-up

Before the class: create a web page for the class with a selection of audiobooks for B2 level students, as your class virtual library.

In class:

Begin the lesson asking about national literature: if the students know some national books or writers, and so on.

Task

1. Then, ask to enter to the web page you have prepared and listen to the writer interview track, using headphones.
2. After that, ask students who is speaking, where are they, what does the writer is talking about, and write on the blackboard the main expressions to talk about books.
3. Then ask them to listen to the audio books using headphones and make the listening comprehension exercises (False/Truth and Open questions). After correcting the answers altogether, ask to read a newspaper article review on the same book. Then ask



students opinion about the passage of the audiobook, and write on the blackboard the main expressions to talk about books and to give comments.

4. Ask students to listen to the complete version of the audio book at home, and write a summary of the book they have listened using expressions to give opinion, make comments, and comparisons.

2 Radio Politics

2.1 A2

Summary of contents	Students listen to and summarize a political recording.	Skills developed	<ul style="list-style-type: none"> • Listening, • Comprehension, • Vocabulary building
Activity:	Radio is an oral transmission of sounds where language is much more important to understand as there are no images to accompany the spoken word.	Materials:	<ul style="list-style-type: none"> • A radio recording of political nature. Potentially an interview with a politician on a current topic such as schools, the Health Service, unemployment etc. • A brief description of the main political parties in the UK including Conservatives, Labour, SDP and also the Green Party and UKIP.
Features:	A radio recording of a political nature.	Learning outcomes:	<ul style="list-style-type: none"> • Listen to and understanding a radio recording • Formal/informal English

Task

1. Explain the basic political concepts to the students, then listen to the recording and identify the kind of language that is used.
2. Identify the following:
 - a. The general tone as to whether the speaker is trying to convince or give information.
 - b. List the vocabulary that is used or picked up.
 - c. Is it formal or informal and what is it that shows this?
 - d. Are there any cultural references to places, names, customs and traditions?
 - e. Are there any clues as to the allegiance of the person speaking i.e. left, centre or right wing?
 - f. Ask the student to note what it is that makes the radio recording sound British if at all.



2.2 B1

Summary of contents	Students listen to and contrast two political recordings.	Skills developed	<ul style="list-style-type: none">• Listening,• Comprehension• Vocabulary building
Activity:	Radio is an oral transmission of sounds where language is much more important to understand as there are no images to accompany the spoken word.	Materials:	<ul style="list-style-type: none">• Two party political broadcasts with a section on their manifesto.• A brief description of the main political parties in the UK including Conservatives, Labour, SDP and also the Green Party and UKIP.
Features:	A radio recording of a political nature.	Learning outcomes:	<ul style="list-style-type: none">• Listen to and understanding a radio recording• Synonyms

Task

1. Ask the student to listen to both the broadcasts and assess from your prior description, which political party is speaking.
2. British references to places, names, customs, traditions.
3. Synonyms between the 2 articles
4. Comment on the language and noting cultural clues
5. Ask the student to sympathise with 1 over the other and explain why.
6. Ask the student to prepare text in a similar format, ensure that the pupil chooses something that is of importance to them.



2.3 B2

Summary of contents	Students listen to a political recording and identify features of humour.	Skills developed	<ul style="list-style-type: none">• Listening,• Comprehension• Vocabulary building
Activity:	Radio is an oral transmission of sounds where language is much more important to understand as there are no images to accompany the spoken word	Materials:	<ul style="list-style-type: none">• A radio recording of political nature. Potentially an interview with a politician on a current topic such as schools, the Health Service, unemployment etc.• A brief description of the main political parties in the UK including Conservatives, Labour, SDP and also the Green Party and UKIP.
Features:	A radio recording of a political nature.	Learning outcomes:	<ul style="list-style-type: none">• Listen to and understanding a radio recording• Features of humour

Task

1. Select a political recording of a politician being interviewed.
2. Ask pupils to pick out the ideas and arguments that are being discussed
3. Pick out words and phrases which are specifically cultural
4. What kind of language is being used, is it friendly, argumentative, emotive language such as humour, sarcasm, empathy?
5. How does this affect your thinking?
6. Ask students to pair up and act out a similar scenario whereby they select a topic for discussion and have one student acting as interviewer and another as the politician.
7. Dependent on numbers, there could be a panel of interviewers' a round table discussion or an audience to be involved in asking question as an open debate.



3 Advertising

3.1 A2

Summary of contents:	Students read an advertisement and identify features.	Skills developed	<ul style="list-style-type: none"> • Reading • Vocabulary • Listening • Speaking • Writing • Grammar • Cultural awareness
Activity:	The purpose is to familiarize students with visual and verbal language of print ads.	Materials:	<ul style="list-style-type: none"> • Brainstorming sheet • A print ad. • A grid to be completed with basic rhetorical situation /components from the ad. • A table to classify lexical components • Several ads. with verbs tenses in bold • A lexical crossword • Overhead projector
Features:	Print advertisements	Learning outcomes:	<ul style="list-style-type: none"> • Identify imperative

Warm-up

Begin the lesson by handing out a brainstorming sheet and ask students to write keywords about the scope and importance of advertising (warming-up). In this way the teacher will have a general view of students' previous knowledge on the topic (type of products and services usually found & promoted in advertisements, advertisements they usually read, etc.). Encourage students to share their favourite print advertisement to the class.

Task

1. When students are familiar with the topic under analysis in the class, the teacher projects a print advertisement and reads it aloud very slowly. Students take notes about the basic components (layout, colour, main words and phrases used, etc.). After this general description, the teacher asks them to focus on it and complete a grid analysing the rhetorical situation of the advertisement:
 - Addresser (Author/ Company)



- Audience (Who)
 - Context (Where & When)
 - Purpose (Why)
 - Layout and Composition (Colour, Shape, Objects, Typography)
 - And Main Cultural Connotations
2. Then, students fill in a table to classify the wording of the advertisement, (chosen words: verbs, adjectives, nouns and phrases.)
 3. Grammar is taught indirectly and the teacher will show several advertisements asking about the tenses. Most of the advertisements use the imperative, so the teacher will explain the reasons and similar examples will be practiced in class.
 4. Using examples of figurative language used in advertisements, such words and synonyms of this figurative/metaphorical language and phrases should be used to create crosswords.
 5. Finally, to recapitulate, students will work in pairs and orally discuss various advertisements, looking at audience, context and purpose, and then give detailed information about it (using the grid).

3.2 B1

Summary of contents:	Students read and compare two advertisements.	Skills developed	<ul style="list-style-type: none"> • Reading • Vocabulary • Listening • Grammar • Speaking
Activity:	The purpose is to familiarize students with visual and verbal language of print ads.	Materials:	<ul style="list-style-type: none"> • Brainstorming sheet • Two printed ads (same topic both from the home and host country) • A double grid to be completed with info from the advertisements.
Features:	Print advertisements	Learning outcomes:	<ul style="list-style-type: none"> • Identify passive structures • Identify persuasive language

Warm-up

Begin the lesson by handing out a brainstorming sheet and ask students to write keywords about the role of advertising to raise cultural awareness and the importance of image/text combination, techniques to decode ads, etc. Encourage students to share their views to the whole class.



Task

1. After this brief introduction on the topic, the teacher will hand out and project two printed ads. She reads them aloud once and then asks some students to read them aloud.
2. Students will complete a double grid analysing and comparing the rhetorical situation used in two advertisements containing the same information type (host and home country):
 - Addresser (Author/ Company)
 - Audience (Who)
 - Context (Where & When)
 - Purpose (Why)
 - Arrangements (Location & Scale)
 - Appeals (Fame, Notoriety, Power, Leisure, Sale, Sex, etc.)
 - Persuasive Techniques
 - And Cultural Features and Differences to deal with the same topic.
3. Grammar will be taught through the advertisements and the teacher will show several of them containing passive structures. The teacher will explain why passive structures are used in advertising and they will practice in class.
4. Then the teacher presents a listening activity. Listen to the description of a print advertisement and try to guess the product which is being advertised and the main persuasive techniques used.
5. Focusing on language and vocabulary, students fill in a table to classify the language used (chosen words and phrases used). Main rhetorical figures and deviations (metaphors, comparison, alliteration, hyperbole, icons and symbols etc.) will be studied, explained and exemplified.
6. Extra writing activity: Explaining how tone (author /company's perspective on the issue) and main stereotypical features are presented in both advertisements (cultural awareness and differences).
7. Extra speaking activity: Students should try to convince the audience (other students) which of the advertisements promotes the product or service better according to the audience they are addressed to and the context. To use the vocabulary and rhetorical techniques learnt with a combination of images and text to appeal and persuade.



3.3 B2

Summary of contents	Students read and compare two advertisements.	Skills developed	<ul style="list-style-type: none">• Reading.• Vocabulary.• Listening.• Speaking.• Writing.• Grammar.• Cultural awareness.
Activity:	The purpose is to familiarize students with visual and verbal language of print ads.	Materials:	<ul style="list-style-type: none">• Computer and internet access• Two printed ads.• Advertising techniques list• A grid to be completed with info from the ads.• Evaluation form
Features:	Print advertisements	Learning outcomes:	<ul style="list-style-type: none">• Identify conditionals• Identify stereotypes

Warm-up

Begin the lesson by searching the internet for different advertisements from both home and host countries on the same topic.

Task

1. Students who complete the previous task can work with their own advertisements if not they will be provided with a set of advertisement from both home and host countries on the same topic. Students will describe the product and service advertised referring to the main persuasive techniques used (a list of main advertising techniques will be provided) and guessing which of the countries they belong to.
2. After that, students will complete a questionnaire by answering questions about two advertisements on the same topic:
 - a. Rhetorical situation (addresser, audience, context and purpose)
 - b. Visual features and deviations
 - c. Verbal /text features and deviations
 - d. Stereotypes
 - e. Tone
 - f. Appeals



3. The teacher focuses students' attention on some conditional sentences in the context of giving advice. An explanation of use and structure should follow with examples of use in practice.
4. Extra speaking activity: Students will explain how text and images are combined to persuade customers to buy products and services. Look at the tactics used by advertisers and discuss how well or not they work.
5. Before going into the following activity, students should bear in mind that compound nouns are also very helpful and useful when writing an attractive slogan, or sentence. The teacher sums up this point which acts as a bridge to the following activity:
 - a. Extra writing activity: Creation of an advertisement to promote a product/service followed by a whole class activity/ group activity. One student presents his/her advertisement while the others act as media evaluators (an evaluation form will be provided to the students with this role. The evaluation form will have a series of questions with a grade.
Example:
 - Is the product recognizable? 1-2-3-4-5
 - Are objectives well defined? 1-2-3-4-5
 - Is the message clearly transmitted? 1-2-3-4-5
 - Is the language appropriate to the context? 1-2-3-4-5
 - Is it creative? 1-2-3-4-5)
6. To finish the class, they will choose the best advertisement, which will be discussed and rated by the whole class.



4 Animation

4.1 A2

Summary of contents:	Students discuss and compare cartoons	Skills developed	<ul style="list-style-type: none">• Speaking• Developing writing skills and cultural competence• Grammar (comparative and superlative)
Activity:	Popular cartoons as a source of knowledge about customs and culture and as an effective tool to increase learners' language skills.	Materials:	<ul style="list-style-type: none">• Popular animated cartoons.• The pictures depicted popular cartoon characters• Vocabulary exercises (visual materials and definitions – drag and drop).
Features:	Popular cartoon characters	Learning outcomes:	<ul style="list-style-type: none">• Learning comparison techniques

Warm-up

Aim: Developing mediating and writing skills, describing and comparing images, individuals and situations.

Task

1. Before the class the teacher hangs pictures of popular cartoons in the classroom.
2. The selection of cartoons may depend on the countries of students' origin – the idea is that as many cartoon characters as possible are recognized. Students recognize the cartoon characters and describe their adventures.
3. They talk about the cartoons they watched when they were children and the cartoons watched recently (if they are currently watching cartoons) - work in groups or in pairs. Students from different countries take notes about differences and similarities of watched animated films, describing which of them are known in the world and which are popular in only one or two countries.
4. The teacher then gives students a vocabulary exercise, where students must match the words or definitions with the corresponding pictures. The exercise contains the vocabulary needed for speech about the animated film, which will be presented. Then students watch the animated film. After watching the cartoon they discuss its contents.
5. They take notes about:
 - characters' actions
 - their appearance
 - their relationships
 - behaviour in specific situations
 - character



- music
 - film recipient
6. They formulate their own opinions on the animated film; compare it with animated films watched in childhood and with contemporary animations.
 7. The summary task is to write „The heroes of my childhood” or (for artistically gifted students) to create a short comic.

4.2 B1

Summary of contents:	Students discuss and compare cartoons	Skills developed	<ul style="list-style-type: none"> • Description of situations • Description of leisure activities • Description of events/ adventures • Comparison of people, situations, leisure activities • Expressing opinions (positive and negative) • Grammar (Imperative, language direct and indirect, conditional sentences) • Developing cultural awareness
Activity:	Presentation of the classic position of animated film, approximation of customs and using it as a tool to develop language skills	Materials:	<ul style="list-style-type: none"> • Pictures depicting popular cartoon and comic characters • CD/DVD recordings containing information about the films, which students will watch? • Popular animated cartoons.
Features:	Popular cartoon characters	Learning outcomes:	<ul style="list-style-type: none"> • Expressing thoughts, ideas and opinions

Warm-up

Aim: Developing listening comprehension, mediating and writing skills. Describing and comparing images individuals, situations and expressing opinions about them. Expressing wishes, desires and condition.

Task

1. Before the class the teacher hangs pictures of popular cartoons in the classroom.
2. Selection of cartoons may depend on the students' countries of origin – the idea is that as many cartoon characters as possible are recognised. They tell the cartoons watched when they were children and the cartoons watched recently (if they are currently watching cartoons) - work in groups or in pairs. Students from different countries take notes about differences and similarities of watched animated films – which of them are known in the world and which are popular in one country.



3. Then students listen to CD/DVD recording containing the information about the animated film, which students will watch (about authors and their idea, about work on this animation).
4. After hearing this information, students answer listening comprehension questions. Then students watch the animated film. After watching they retell the contents.
5. They take notes about:
 - characters' actions
 - their appearance
 - their relationships
 - forms of leisure
 - events, adventures
 - behaviour in specific situations
 - character
 - music
 - film recipient
 - Didactic function.
6. Students should formulate their own opinions on the animated film. Working in groups they compare it with animated films watched in their childhood and with contemporary animations.
7. Students should receive a transcript of the film soundtrack to check phrases and
8. They take notes about ways of expressing proposals, desires and about conditions for realization the proposals/desires. Then students tell the content of the animated film using indirect language. In groups, students invent what could be a sequel of this film, write a scenario and play the roles of heroes.

4.3 B2

Summary of contents:	Students discuss and compare cartoons	Skills developed	<ul style="list-style-type: none"> • Speaking • Listening • Descriptions • Expressing and justifying opinions • Grammar • Developing cultural awareness
Activity:	Students undertake research and presentation of British cartoon characters and link the general economic, political climate of the time.	Materials:	<ul style="list-style-type: none"> • Internet • Images of cartoon characters • Dictionaries
Features:	Popular cartoon characters	Learning outcomes:	<ul style="list-style-type: none"> • Expressing opinions • Understanding economy and politics of specific time periods



Warm-up

Aim: Discuss the popular British cartoon characters Wallace & Gromit. For more information see http://en.wikipedia.org/wiki/Wallace_and_Gromit and talk about the typical British customs which are touched upon in the various cartoons.



Task

1. Watch some/all of the following movie: <http://www.youtube.com/watch?v=ayM68-4EioY>
2. The teacher should ask the students to pick up on key themes and discuss typically British attitudes. Drinking tea, eating cheese and crackers etc...
3. Ask the students to create a list of what are typical British habits, to include things like the pub culture, the Races at Ascot, etc.
4. Students to research the internet on the most famous British cartoon characters through the years and look at describing their appearance.
5. Moving on from the physical descriptors, the students may look at the meanings of the characters and the political time in which they were created. Assess whether the characters are linked to previous historical and/or political events.
6. Select a character per small groups and present findings of the research which should be linked to history, geography, politics, economy etc.

5 Classified

5.1 A2

Summary of contents:	Students read and create their own classified advertisements.	Skills developed	<ul style="list-style-type: none"> • Reading • Comprehension, • Vocabulary building • Speaking • Writing
Activity:	Classified advertising is a form of advertising which is particularly common in newspapers, online and other periodicals. The advertisements are grouped into categories or classes such as "for	Materials:	<ul style="list-style-type: none"> • Internet connection



	<p>sale—telephones", "wanted—kitchen appliances", and "services—plumbing", hence the term "classified".</p> <p>Classified advertisements are much cheaper than larger display advertisements and are mostly placed by private individuals with single items they wish to sell or buy.</p>		
Features:	Classified advertisements	Learning outcomes:	<ul style="list-style-type: none"> • Exchange of information • Format of classifieds

Task

1. Ask the students to research the term 'classifieds' on the internet and explain what it means. Ask them also to find examples of such online classified sites such as Viva Street, Free ads, Gumtree and Loot.
2. Once they have located some sites, pair up the students and ask them to set each other a task to find a product and a service on one of the online classified sites.
3. Ask the pairs to then transfer the information verbally to each other as to the company name, the contact telephone numbers and the price for the goods or services enabling the practice of information exchange including spellings of names and relaying numbers.
4. Ask the students to invent an item or service to buy or sell and create a short classified advertisement to post online. It should contain only made up information with invented contact numbers.

5.2 B1

Summary of contents:	Students read and create their own classified advertisements.	Skills developed	<ul style="list-style-type: none"> • Reading • Comprehension • Vocabulary building • Speaking • Writing
Activity:	Classified advertising is a form of advertising which is particularly common in newspapers, online and other periodicals. The advertisements are grouped into categories or classes such as "for	Materials:	<ul style="list-style-type: none"> • Internet connection



	<p>sale—telephones", "wanted—kitchen appliances", and "services—plumbing", hence the term "classified".</p> <p>Classified advertisements are much cheaper than larger display advertisements and are mostly placed by private individuals with single items they wish to sell or buy.</p>		
Features:	Classified advertisements	Learning outcomes:	<ul style="list-style-type: none">• Exchange of information• Format of classifieds

Task

1. Ask the students to research the term 'classifieds' on the internet and explain what it means.
2. Ask them also to find examples of such online classified sites such as Viva Street, Free ads, Gumtree and Loot.
3. From these sites, ask the students to identify the regional and national sites and their specialities if any.
4. Once they have located some sites, pair up the students and ask them to set each other a task to find a product and a service on one of the online classified sites.
5. Ask the pairs to then transfer the information verbally to each other as to the company name, the contact telephone numbers and the price for the goods or services enabling the practice of information exchange including spellings of names and relaying numbers.
6. Ask the students to invent 3 classified items to services to buy or sell, creating 3 short classified advertisements to post online. They should contain only made up information with invented contact numbers.



5.3 B2

Summary of contents:	Students read and create their own classified advertisements.	Skills developed	<ul style="list-style-type: none"> • Reading • Comprehension • Vocabulary building • Speaking • Writing • Role play
Activity:	Classified advertising is a form of advertising which is particularly common in newspapers, online and other periodicals. The advertisements are grouped into categories or classes such as "for sale—telephones", "wanted—kitchen appliances", and "services—plumbing", hence the term "classified". Classified advertisements are much cheaper than larger display advertisements and are mostly placed by private individuals with single items they wish to sell or buy.	Materials:	<ul style="list-style-type: none"> • Internet connection
Features:	Classified advertisements	Learning outcomes:	<ul style="list-style-type: none"> • Exchange of information • Format of classifieds • Telephone role play

Task

1. Ask the students to research the term 'classifieds' on the internet and explain what it means.
2. Ask them also to find examples of such online classified sites such as Viva Street, Free ads, Gumtree and Loot.
3. From these sites, ask the students to identify the regional and national sites and their specialities if any.
4. Once they have located some sites, pair up the students and ask them to set each other a task to find a product and a service on one of the online classified sites.
5. Ask the pairs to then transfer the information verbally to each other as to the company name, the contact telephone numbers and the price for the goods or services enabling the practice of information exchange including spellings of names and relaying numbers.
6. Ask the students to invent 3 classified items to services to buy or sell, creating 3 short classified advertisements to post online. They should contain only made up information with invented contact numbers.



7. In pairs, the students should then role play a telephone call to a person offering an item or service and talk about such things as pricing, what the service covers etc.
8. It is to be presented to the class can be written out to help with delivery.

6 Comedy

6.1 A2

Summary of contents:	Students watch a British comedy show and identify features.	Skills developed	<ul style="list-style-type: none">• Comprehension• Vocabulary building• Listening
Activity:	Television comedy is depicted in numerous forms and the range of television comedy is extremely broad such as: sitcom, comedy-drama, sketch comedy, stand-up comedy, improvisational comedy, game-show comedy and animated cartoons.	Materials:	<ul style="list-style-type: none">• Select a TV comedy show in any form listed in the media descriptor to present to the students.
Features:	Popular TV comedy show	Learning outcomes:	<ul style="list-style-type: none">• Identify elements of British comedy

Warm-up

Discuss with the class what comedy means to them and the different kinds of comedy types such as irony, sarcasm, humour, farce, satire, slap-stick etc.

Task

Play the comedy item to the class.

1. This could be comedy sketches such as 'Little Britain' or comedy drama such as 'Absolutely Fabulous' as examples. Ask the students if they have any favourites.
2. Ask the students to make notes on their first impression of the comedy show.
3. Discuss what kind of comedy it is as discussed earlier and what makes the show a 'British' comedy?
4. The student should ask the teacher to pause the playing of the comedy show when they do not understand certain phrases or elements of the comedy.



6.2 B1

Summary of contents:	Students watch a British comedy show and identify features.	Skills developed	<ul style="list-style-type: none"> • Comprehension • Vocabulary building • Writing • Speaking • Listening
Activity:	<p>COMEDY</p> <p>Television comedy is depicted in numerous forms and the range of television comedy is extremely broad such as: sitcom, comedy-drama, sketch comedy, stand-up comedy, improvisational comedy, game-show comedy and animated cartoons.</p>	Materials:	<ul style="list-style-type: none"> • Select a TV comedy show in any form listed in the media descriptor to present to the students.
Features:	Popular TV comedy show	Learning outcomes:	<ul style="list-style-type: none"> • Identify elements of British comedy

Warm-up

Discuss with the class what comedy means to them and the different kinds of comedy types such as irony, sarcasm, humour, farce, satire, slap-stick etc.

Task

Play the comedy item to the class.

1. This could be comedy sketches such as 'Little Britain' or comedy drama such as 'Absolutely Fabulous' as examples. Ask the students if they know of any and if so, have any favourites.
2. Ask the students to make notes on their first impression of the comedy show.
3. Discuss what kind of comedy it is as discussed earlier and what makes the show a 'British' comedy? Listing what they deem to be typically British references.
4. Take a comedy Sketch such as 'Little Britain' or the 'Catherine Tate Show' and ask the students work in small groups to draw up a list of 'British' comedy 'types' and why the principal characters are used to depict British life. Once the students have created a list, ask them each to present their findings.
5. Look at a comparative analysis of the comedy types for the student's countries and compare with the British comedy found in this lesson.



6.3 B2

Summary of contents:	Students watch a British comedy show and identify features.	Skills developed	<ul style="list-style-type: none"> • Comprehension • Vocabulary building • Writing • Speaking • Listening • Role-play
Activity:	<p>COMEDY</p> <p>Television comedy is depicted in numerous forms and the range of television comedy is extremely broad such as: sitcom, comedy-drama, sketch comedy, stand-up comedy, improvisational comedy, game-show comedy and animated cartoons.</p>	Materials:	<ul style="list-style-type: none"> • Select a TV comedy show in any form listed in the media descriptor to present to the students.
Features:	Popular TV comedy show	Learning outcomes:	<ul style="list-style-type: none"> • Identify elements of British comedy

Warm-up

Discuss with the class what comedy means to them and the different kinds of comedy types such as irony, sarcasm, humour, farce, satire, slap-stick etc. Try to list international comedians that can be listed under these various types such as Charlie Chaplin.

Task

Play the comedy item to the class.

1. This could be comedy sketches such as 'Little Britain' or comedy drama such as 'Absolutely Fabulous' as examples. Ask the students if they have any favourites and what summed up British comedy before arriving to the UK and ask if that changed when living in the UK.
2. Ask the students to make notes on their first impression of the comedy show and ask whether this is what they expected, if not, what did they expect.
3. A discussion can be had around the expectations of British comedy and how it differs to their own countries.
4. Discuss what kind of comedy it is as discussed earlier and what makes the show a 'British' comedy?



5. Take a comedy Sketch such as 'Little Britain' or the 'Catherine Tate Show' and ask the students work in small groups to draw up a list of 'British' comedy 'types' and why the principal characters are used to depict British life. Once the students have created a list, ask them each to present their findings.
6. Ask the students to choose their favourite characters and role-play using similar language.
7. Class discussion rounding up thoughts about British humour and which kinds work better worldwide and which are more specific to the British public and why.

7 Drama

7.1 A2

Summary of contents:	Students act out and discuss a dramatic scene.	Skills developed	<ul style="list-style-type: none">• Interpretative skills• Speaking: pronunciation and intonation• Team work and social skills• Body expression, imagination and creativity• Communicative skills• Reading comprehension• Listening comprehension• Writing• Cultural Knowledge: Heroes and villains.
Activity:	The purpose is that students practice their oral skills in a motivating activity that allows them to prove their understanding of a play.	Materials:	<ul style="list-style-type: none">• Video of a film based on a play• Depending on the age of the students they can be given a hand-out with the summary of the different parts of the story and the description of characters• Test with questions.
Features:	Scene from a play which has been made into a film.	Learning outcomes:	<ul style="list-style-type: none">• Discuss likes and dislikes

Warm-up

Begin the lesson by writing some films, books, writers, and directors' names on the blackboard and asking the students who they are. Later, speak about their favourite film, book, author...



Task

1. The teacher asks students if they know the basic difference between a novel and drama. Through discussion, the students get an insight into drama and its characteristics.
2. The chosen play should contain a wide range of characters and dynamic scenes, which can be easily performed. Study the plot in class and a superficial analysis of characters, their likes and dislikes and physical appearance. This analysis includes cultural aspects that can be seen in the play (traditions, clothes, religion, food...)
3. The reading of the play is combined with the watching of some scenes from the film.
4. The students are divided into groups and choose a part of the story that contains enough characters so that each of them plays a different one. These scenes are selected from the ones that are not shown in the video. The students should be listening to their partners carefully because at the end of the performance the teacher will hand out a test with questions to check that the students understood the whole story.
5. Students work on the dialogues and other aspects of the performance before acting it out in front of the class. The rest of the classmates have to guess which part it is and make comments on it so as to prove that they have understood the story.
6. Writing: Heroes and Villains: which of the characters do you like the most? Why? Describe him/her. What cultural aspects did you find that are different from your own culture?
7. To finish, the class teacher plays the different scenes so that the students can compare their performance and check their test answers.

7.2 B1

Summary of contents:	Students act out and discuss a dramatic scene.	Skills developed	<ul style="list-style-type: none"> • Speaking • Listening comprehension • Interpretative and communicative skills • Imagination and creativity • Team work and social abilities • Writing • Reading • Cultural competences: stereotypes.
Activity:	The purpose is that the students apply the language they know to a new context and make up new situations where they can use it. It is also a way to get familiar with multimodal discourse, in which body language and other effects like sound are necessary for complete and successful	Materials:	<ul style="list-style-type: none"> • Extract from a film • DVD player or computer • Worksheets where students can write the dialogue for the extract. They can include frames in order to provide some visual support. • Worksheet to identify stereotypes • Worksheet to work on vocabulary /grammar



	communication.		
Features:	Scene from a play which has been made into a film.	Learning outcomes:	<ul style="list-style-type: none"> • Making predictions

Warm-up

Students engage in conversation about cinema: films, characters, favourite actors / actresses etc. allowing the teacher to pick out and teach key vocabulary and students to familiarise with the topic.

Task

1. Students make predictions about the different stereotypes that can be found in a play
2. The teacher plays a scene from a film (preferably related to the students' interests but unknown to them) with no sound. In groups, the students make up the dialogue before dubbing it in front of the class. At the end they vote and decide the best performance.
3. The students match their predictions with the characters from the story.
4. The teacher plays the same scene with sound to see if they got close to the real story.
5. Students get in groups again and invent the next scene for the movie. They are encouraged to use as many effects as they want, namely, sounds, costumes etc. They should use appropriate language, according to the topic, characters and scenes.
6. This is a good opportunity to make them aware of some linguistic aspects that are bound to culture, for example identifying linguistic features with a stereotype.
7. After they've seen the whole movie, the students work on some vocabulary and grammar worksheets and are encouraged to participate in a debate.
8. Finally, the teacher asks the students to prepare a short but complete play based on the cultural aspects they have just learned.

7.3 B2

Summary of contents:	Students act out and discuss a dramatic scene.	Skills developed	<ul style="list-style-type: none"> • Reading • Analytical and predicting skills • Interpretative and communicative competence • Imagination and creativity • Team work and social abilities • Speaking (pronunciation) • Writing • Listening.
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Activity:	<p>SHORT PLAY OR EXTRACT FROM A PLAY.</p> <p>This activity aims at the familiarization of students with this literary genre by reading, analysing and performing a play themselves.</p>	Materials:	<ul style="list-style-type: none"> • Survey about leisure: theatre • Short play or extract from a play • Worksheet on plays layout and parts.
Features:	Scene from a play which has been made into a film.	Learning outcomes:	<ul style="list-style-type: none"> • Practice interpretative competence

Task

1. The students complete a survey about their leisure activities and are asked about drama and how familiar they are with it. As in the previous sections, this allows the teacher to pick out key words and introduce the new topic in an interesting and interactive way.
2. Before reading a short play or fragment from a longer one the teacher reads some sentences from the dialogues or shows some pictures. Students have to guess what the play is about, describe characters and state whether it is a comedy, drama etc.
3. The play should be chosen with reference to cultural issues. In this way, the students work on the cultural aspects of the play and compare them to their own.
4. Listen to the short extract only once and answer general questions. The teacher hands out the script and allows time for students to read independently, picking out vocabulary, character types, storylines, nature.....
5. Once the students are familiar with the plot, they are asked to identify those features that mostly represent the culture of their host country. They can be encouraged to complete a web quest (selecting information, writing and speaking skills) about these aspects and present it in class.
6. Students read the play as a whole class practising their interpretative competence by means of a "reader's theatre" which consists of reading the script with the appropriate intonation and dramatic attitude. By doing this, the students note the different cultural aspects and behaviours that appear in the play. The reading can be recorded as an audiobook.
7. Make a cartoon strip showing the sequence of events, and then retell the story in your words to your partner, focus your attention on the cultural aspects of the play and the behaviour of the characters.

8 Feature Film/Drama

8.1 A2



Summary of contents:	Students watch film clips and identify functional language.	Skills developed	<ul style="list-style-type: none">• Listening• comprehension• Speaking• Developing interactive skills
Activity:	Drama clip as a source of speech acts and interaction patterns typical for everyday situations. DRAMA FILM – any film, which tells a story about fictional characters.	Materials:	<ul style="list-style-type: none">• Pre-recorded several drama clips (no longer than 1-2 minutes each of them) with no more than 2-4 characters present in one scene and one clear verbal interaction in each. Episodes should portray everyday situations. The characters' speech should be not fast and held in standard accents.• Computer equipment to present film clips on a screen
Features:	Clips from drama films	Learning outcomes:	<ul style="list-style-type: none">• Identification of functional expressions.

Warm-up

Before viewing give the learners some information about a film plot and explain what a film clip is. Explain that the main aim of the activity is to collect useful functional expression (i.e. see you, hey there! not at all, you're welcome, I agree / disagree? etc.) used by film characters when they interact and to recognize what roles these expressions play in the interaction. Identify the kind of speech that they use; self-presentation, greeting, opinion, proposal etc.? Write down on the board all speech categories which may appear in the clip.

Task

1. Main activity: Divide class into groups of 3-4 people. Show clips one by one (first should be analysed together as an example). After each presentation groups select one the most useful expression, define its function and explain their choice. All expressions should be written on the board and categorized according to their function.
2. In the final stage of the lesson groups vote for the most useful expression they have learnt from the clips, explain their choices and use this expression in oral interactions. Also they may use other expressions they have learnt from the clip.
3. Ask the students to list the expressions that they have learnt whilst in the country and make a list of the most important phrases for a newcomer to the UK.



8.2 B1

Summary of contents:	Students watch film clips and identify functional language.	Skills developed	<ul style="list-style-type: none"> • Listening comprehension • Speaking • Writing • Developing • interactive skills
Activity:	Drama clip as a source of interaction patterns typical for everyday situations and culture specific behavior(s)	Materials:	<ul style="list-style-type: none"> • Drama clip (not longer than 15-20 minutes) with no more than 2-4 characters present in one scene. Film episodes should portray everyday situations; contain clear verbal interactive sequences, representing various speech acts. The characters' speech should be not fast and held in standard accents. • Computer equipment to present film clips on a screen
Features:	Clips from drama films	Learning outcomes:	<ul style="list-style-type: none"> • Identification of functional expressions.

Warm-up

Before viewing give the learners some information about a film plot. Explain that the main aim of the activity is to collect functional expressions used by film characters when they interact and to link them with communicative acts/situations such as: self-presentation, greetings, farewells, compliments, thanks, making proposals, accepting / refusing proposals, requesting, asking for opinions, expressing opinions etc. Prepare the list of categories according to the content of the clip. The task should be done in groups or in pairs.

Task

1. Each groups / pair focuses on searching for expressions which can be linked with one / two different communicative situations. They should focus on searching for expressions linked with the same communicative situations.
2. Reward the pairs / groups, which were able to seek out from the film clip the largest number of expressions.
3. All expressions should be categorised according to their interactive function and written down on the board.
 - a. In the final stage of the lesson the learners may vote for the most useful, funny, odd, or difficult to pronounce expression they have learnt from the clip.



4. At the end ask learners to find as many alternatives of functional expressions as possible (group work or homework). Ask them to use them in oral interaction (class-activity) or written dialogs (homework).

8.3 B2

Summary of contents:	Students watch film clips and identify features of conversation.	Skills developed	<ul style="list-style-type: none">• Listening• comprehension• Speaking• Writing• Developing interactive skills• Analysing conversation• Making cultural comparisons
Activity:	Drama clip as a source of interaction patterns and culture specific behavior's and stereotypes	Materials:	<ul style="list-style-type: none">• 2-3 drama clips (no longer than 3-5 minutes each of them) with no more than 2-4 characters present in one scene. Film episodes should portray culturally specific situations and contain verbal interactions with a clear beginning and end. The characters' speech may be of natural speed, but not too fast and should be held in standard accents.• Computer equipment to present film clips on a screen.• Short script (or self-made transcript) of the drama episode with underlined important markers of interactivity (it should be analysed as an example and instructions how to make conversation analysis).• Fill-in working sheets for interaction analysis.
Features:	Clips from drama films	Learning outcomes:	<ul style="list-style-type: none">• Identification of conversation features.

Warm-up



Explain that the main aim of the activity is to understand the interactive patterns ('a flow of conversation') as well as social / culture specific behaviours by analysing conversations from short drama clips. To enable cross-cultural and socio-linguistic comparisons select drama clips, which represent social situations which may differ across countries: i.e. arranging a date, teacher-student-students interactions, family members' interactions and work-related situations?

Task

1. Before viewing first drama clip ask learners to make observations on how the characters start, maintain and end the interaction. Ask them to observe cultural behaviours in order to make cross-cultural comparisons: *Would the people from your country interact in the same way?* Discuss those issues after viewing the clip.
2. Give the students a script (or self-made transcript) of this drama episode with underlined important markers of interactivity, such us: *opening / closing / maintaining conversation expressions, expressions of doubt, opinion/certainty, questions / orders / propositions and responses to them, modifiers (i.e. rather, really), and socio-linguistic / culture-specific features of interaction, such us: markers of politeness / un-politeness, formality / informality, domination / submissiveness*. It should be treated as a model of interaction analysis
3. View the clip(s) and collect the markers of interaction according to the previous model. Make notes on cultural behaviours. Use the pre-prepared fill-in work-sheet. Show a clip/clips twice, if necessary. First learners do the activity individually, then they compare their work with other learners (pair or group work)
4. Open discussion about the cultural differences in interaction patterns and the main results should be discussed in the form of an open class forum and written down.
5. Group project: Choose the film clip, present it to the class and analyse the flow of the interaction as it was done during the lesson. Make cross-cultural comparisons.
(Give the learners at least one week to complete this task.)



9 Film Trailer

9.1 A2

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
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">• 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

Begin the course by asking the students what kind of movies they like to watch. Do they like to go to the cinema? Do they like to watch the previews? Do they watch the trailer before the go to a movie? Where is the nearest cinema? Have they been there? What did they see? Once the students have had some time to talk they now should watch a movie trailer clip.

Task

1. The teacher should play a movie trailer, preferably a film not so well known and without any sound. The teacher could also select a newer film and then suggest going to see the film as a group activity.
2. The students should watch it once and then split up into groups. They should discuss what type of film it is and what the film may be about. Now the teacher should play the clip again and ask the students when the clip is over with to come up with a summary of the movie 5-8 sentences. When the groups are done, they can read their summaries aloud and see what kind of comparisons there may be. When the students are done the teacher should play the trailer one last time with sound and if necessary with subtitles. One last feedback session could be conducted.



9.2 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
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">• Computer or DVD• An A2 suitable trailer• Language Lab• Internet Connection
Features:	Trailer for a new film	Learning outcomes:	<ul style="list-style-type: none">• Watch and understand a film trailer• Create dialogue

Warm-up

Begin the course by asking the students what kind of movies they like to watch. Do they like to go to the cinema? Do they like to watch the previews? Do they watch the trailer before the go to a movie? Where is the nearest cinema? Have they been there? What did they see? Once the students have had some time to talk they now should watch a movie trailer clip.

Task

1. The teacher should play a movie trailer, preferably a film not so well known and without any sound. The teacher could also select a newer film and then suggest going to see the film as a group activity. After the students have seen clip, the students should split up into pairs and think up a dialogue for the clip they just saw. The teacher should ask the students to be creative, but correct. Correct refers to not only formal speech, but also this 'street' talk. For example, 'I am going to get you' – may be written in this dialogue as 'I'm gonna getcha'
2. Now play the clip again for the students enabling them to complete their dialogue and if necessary a third time.
3. Ask the students to re-enact their dialogues with each other. At the end play the clip with sound and conduct a feedback session about the dialogue or scenes in the clip.



9.3 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"> • Reading • Comprehension • Writing • Speaking • Listening • Intercultural Understanding
Activity:	Find a 'fun' movie theatre in the host country and share the information with the class. After some research the students should take part in a listening activity.	Materials:	<ul style="list-style-type: none"> • Internet • Computers • Movie Trailer • Speakers
Features:	Trailer for a new film	Learning outcomes:	<ul style="list-style-type: none"> • Watch and understand a film trailer • Create narration

Warm-up

Begin the course by asking the students what kind of movies they like to watch. Do they like to go to the cinema? Do they like to watch the previews? Do they watch the trailer before the go to a movie? Where is the nearest cinema? Have they been there? What did they see? Once the students have had some time to talk they now should watch a movie trailer clip.

Task

1. Students are to look up a local movie theatre in the host country. They should look at the movie programme and see what movies are available. Are there any local films playing? What different genres are there? IS there 3D or IMAX movies? What kind of rating system does the country use? What kind of extras does the movie theatre offer? Restaurant? Bar? Casino? Arcade? Can you reserve seats in advance? How will the students get to the movie theatre? Public transportation or with a car? If they take a car, is there parking available?
2. If the students do not have computer access during class time, then the teacher could either ask the students to prepare this information prior to coming to class or to hand out cinema advertisements to the class and ask the students such questions.
3. Now the teacher should play a trailer for a film, but just the sound without picture. After listening once to the trailer, ask the students to pair up and discuss what they heard in the film. After a couple of minutes of discussion, play the tone once more. Ask the students to write a description as to what is happening in the trailer – narrate it. They should add comments about the music and sounds as well. When the students have worked out an idea with their partner(s), the teacher should play the trailer from the



beginning. The teacher should conduct a feedback session and ask the students if they were correct. Were some of the dialogues misleading? Did the music fit the visual of the trailer etc.

10 Film

10.1 A2

Summary of contents:	Students watch a film to learn about cultural features.	Skills developed	<ul style="list-style-type: none">• Speaking• Listening• Intercultural Understanding
Activity:	Students should watch a short film and pay attention to specific items	Materials:	<ul style="list-style-type: none">• Computer• Internet
Features:	Short film	Learning outcomes:	<ul style="list-style-type: none">• Identify cultural features.

Warm-up

Ask the students about what kinds of films they prefer? Do they watch films in the target language? With subtitles? Who are some famous actors? Etc.

Task

1. Students are to watch a short film by a national producer and one which was produced in the host country. The teacher should provide a hand-out with questions about specifics in the film in regards to scenery, cultural gestures, greetings, slang, etc. The students should try to fill out the hand-out while watching the film.
2. After the film the teacher should facilitate a feedback session and answer any questions the learners may still have, promoting open discussion.
3. Then the teacher should develop a summary of the film together with the students. The students could practice here reported speech.



10.2 B1

Summary of contents:	Students watch a film to learn about cultural features.	Skills developed	<ul style="list-style-type: none">• Speaking• Listening• Intercultural Understanding
Activity:	Students extract vital vocabulary and cultural references from a national film and share findings.	Materials:	<ul style="list-style-type: none">• Computer• Internet
Features:	Short film	Learning outcomes:	<ul style="list-style-type: none">• Identify cultural features.

Warm-up

Ask the students about what kinds of films they prefer? Do they watch films in the target language? With subtitles? Who are some famous actors? Etc.

Task

1. The teacher should present the film to the students with some background information about the director, screenwriter, actors and plot. The film selected should be a host country film which was filmed in the host country.
2. The teacher should divide tasks among the students. Some students should pay attention to the following topics in the film and take notes on them: clothing, vehicles, houses, buildings, food, customs, greetings, language, work habits, etc.
3. After the film the class should do a collaborative summary of the film.
4. Then the students should be split up according to the topics and compare with each other different things they had noticed.
5. Then the group should come back together and discuss their findings and see if the generalisations that they came up with are stereotypical or accurate.



10.3 B2

Summary of contents:	Students watch a film to learn about cultural features.	Skills developed	<ul style="list-style-type: none">• Listening• Reading• Speaking,• Writing• Intercultural Understanding
Activity:	After listening to sports report on the radio, the students should write an article for the local newspaper.	Materials:	<ul style="list-style-type: none">• Computer• Internet
Features:	Short film	Learning outcomes:	<ul style="list-style-type: none">• Identify cultural features.

Warm-up

Ask the students about what kinds of films they prefer? Do they watch films in the target language? With subtitles? Who are some famous actors? Etc.

Task

1. The teacher should introduce a film from national producer/screenwriter that covers some kind of topic relevant to a national event or specific era, giving background information about the director, screenwriter, actors and plot. A British example would be the film “Four Weddings and a Funeral” which is set in various cities.
2. The students should think about the topic of film and the look at the various relationships that are depicted. Discuss whether these are typical British relationships and list other stereotypical relationships that come to mind as being British in nature.



11 Game show

11.1 A2

Summary of outcomes:	Students watch a game show to identify vocabulary.	Skills developed	<ul style="list-style-type: none">• Comprehension• Vocabulary building• Listening• Speaking
Activity:	A game show is a type of programming genre in which contestants, television personalities or celebrities, sometimes as part of a team, play a game which involves answering questions or solving puzzles usually for money and/or prizes. The contestants are sometimes invited from a pool of public applicants. On some shows contestants compete against other players or another team while other shows involve contestants playing alone for a good outcome or a high score.	Materials:	<ul style="list-style-type: none">• Game-show selected from the web
Features:	Popular game show	Learning outcomes:	<ul style="list-style-type: none">• Comparisons• Game vocabulary

Warm up

Ask the students if gameshows are popular in their own countries. Discuss the different types of gameshows that exist and how/if they differ with the UK.

Task

Select a game-show from the internet that would appear on one of the national TV channels.

1. Writing exercise - Ask the students to list the first things that they see from the show. This may be the kinds of contestants participating, (male/female\) age group, the context and idea of the game, the prizes on offer if any, etc.
2. Speaking exercise - Ask the student to talk about game-shows in general from their own countries, noting any similarities or differences and stating what is most popular at the current time.



3. Replay the recording and now ask the students to note the language. Ask them to list the 'game' terms and discuss other meaning of those terms outside of a game-show.
4. Ask the students to list cultural references to places, names, customs and traditions. And list the elements of that game-show that make it specific to that country.

11.2 B1

Summary of outcomes:	Students watch two game shows to identify vocabulary. Noting differences in interpretation between other languages.	Skills developed	<ul style="list-style-type: none">• Comprehension• Vocabulary building• Speaking• Listening
Activity:	A game show is a type of programming genre in which contestants, television personalities or celebrities, sometimes as part of a team, play a game which involves answering questions or solving puzzles usually for money and/or prizes. The contestants are sometimes invited from a pool of public applicants. On some shows contestants compete against other players or another team while other shows involve contestants playing alone for a good outcome or a high score.	Materials:	<ul style="list-style-type: none">• Game-shows from the web
Features:	Popular game show	Learning outcomes:	<ul style="list-style-type: none">• Comparisons• Game vocabulary

Warm up

Ask the students if gameshows are popular in their own countries. Discuss the different types of gameshows that exist and how they differ with the UK. Discuss if there are the same gameshows and if so what are the differences. Start making a list of gameshows that are internationally recognised and make lists of the various titles used in each language. Analyse if they are literal translations and note any titles with differing meanings.



Task

Select 2 game-shows from the internet that would appear on one of the national TV channels.

1. Writing exercise – ask students to take notes, asking the students to list the first things that they see from the shows. Note how they differ and who the target audience is. This may be the kinds of contestants participating, (male/female\) age group, the context and idea of the game, the prizes on offer if any, etc.
2. Speaking exercise – ask the students to talk about game-shows in general from their own countries, noting any similarities or differences and stating what is most popular at the current time. Are the 2 compared game-shows in existence in the students' country. 'Deal or no Deal' is a good example of a game-show that is aired in a high number of countries.
3. Ask the students to list the 'game' terms and discuss other meaning of those terms outside of a game-show, comparing to the terms in their own country and noting how they change.
4. Ask the students to work in pairs to list the different names of those game-shows in a few other countries and see where the differences lie compared to the current country noting down the different approaches used.

11.3 B2

Summary of outcomes:	Students watch two game shows to identify vocabulary.	Skills developed	<ul style="list-style-type: none"> • Comprehension, • Vocabulary building • Speaking • Listening
Activity:	A game show is a type of programming genre in which contestants, television personalities or celebrities, sometimes as part of a team, play a game which involves answering questions or solving puzzles usually for money and/or prizes. The contestants are sometimes invited from a pool of public applicants. On some shows contestants compete against other players or another team while other shows involve contestants playing alone for a good outcome or a high score.	Materials:	<ul style="list-style-type: none"> • Game-shows from the web
Features:	Popular game show	Learning outcomes:	<ul style="list-style-type: none"> • Comparisons • Game vocabulary



Warm up

Ask the students if gameshows are popular in their own countries. Discuss the different types of gameshows that exist and how they differ from those in the UK. Discuss popularity and note the part that gameshows play in family television. Look at an internationally popular TV gameshow such as 'Who wants to be a millionaire' and analyse the types of questions asked. Noting for example how whilst the early questions are easy for natives, they may be extremely difficult for migrants since they are based on the nationally based general knowledge such as children's nursery rhymes etc. Alternatively, discuss how the more advanced questions in the gameshow may be easier for migrants since they may be based on subjects in science, maths etc., which are not dependent on having knowledge of a particular country.

Task

Select 2 game-shows from the internet that would appear on one of the national TV channels.

1. *Writing exercise* - Ask the students to list the first things that they see from the shows. Note how they differ and who the target audience is. This may be the kinds of contestants participating, (male/female\) age group, the context and idea of the game, the prizes on offer if any, etc.
2. *Speaking exercise* – Ask students to talk about game-shows in general from their own countries, noting any similarities or differences and stating what is most popular at the current time. Are the 2 compared game-shows in existence in the students' country. 'Deal or no Deal' is a good example of a game-show that is aired in a high number of countries as is 'Who wants to be a Millionaire?'
3. Ask the students to take part in the early questions of 'Who wants to be a Millionaire?' and try to answer the lower monetary value questions which are predominantly culturally related questions and would be more difficult to answer for a migrant.
4. Ask the students to create their own game-show which could be as an existing game-show where they present it to the class. This could involve writing their own questions which have cultural references to their new country.
5. After re-enacting the show, have a class debate around whether the cultural references are valid and if not valid what could replace them.

12 Visual Web Lifestyle

12.1 A2

Summary of contents:	Students discuss possible future lifestyle changes. Analysis of changes which are advertised on the web and change our daily routine.	Skills developed	<ul style="list-style-type: none"> • Listening comprehension • Vocabulary building • Speaking • Writing • Reading • Grammar: Future-
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			Predictions.
Activity:	To compare and analyse photos which appear on the web and that affect our lifestyle to some extent.	Materials:	<ul style="list-style-type: none">• Photos showing new trends• Listening comprehension worksheet• Vocabulary hand-out.
Features:	Contemporary photos	Learning outcomes:	<ul style="list-style-type: none">• Making predictions• Future tense

Warm-up

Work in pairs to make a list of three changes you expect to take place in the next 20 years for each of the three topics:

1. Clothing fashions
2. Free time activities
3. Food preferences

Task

1. Discuss predictions and ask students to suggest reasons for them. Look at the countries that the students feel are most technologically advanced.
2. Look at four photos the Teacher has taken from the web, as a whole class discussion: describe the photos; analyse forms, colors, shapes, purpose of the exhibition of these photos.
3. Predictions – The teacher is to highlight the tense they have been using during the whole class and writes examples on the board, analyzing the construction of future for predictions. Students continue using this tense in their speech. The teacher also introduces new vocabulary in this field: advance, revolutionise, develop, fashionable, etc...
4. Writing: Which of the innovations (using previous photos) do you think are most likely to be developed in the next 20 years? Are any of these developments already possible? Write a short piece and present to the class.



12.2 B1

Summary of contents:	Students review job advertisements and prepare a cover letter.	Skills developed	<ul style="list-style-type: none"> • Listening comprehension • Vocabulary building • Speaking • Writing • Reading • Grammar: Questions with to be, questions with present simple & past simple • Cultural awareness.
Activity:	To compare and analyse photos/visual job advertisements which appear on the web and that affect your lifestyle (job and personal life) to some extent.	Materials:	<ul style="list-style-type: none"> • Photos • Cassette • Listening comprehension hand-out • Audio script • Homework focusing on grammar.
Features:	Visual job advertisements. Learning to analyse photos and small texts that appear on the web every day	Learning outcomes:	<ul style="list-style-type: none"> • Strengths and weaknesses • Present and past simple

Warm-up

Work in pairs, discussing the following situation: A friend is worried about a job interview they have next week and needs some help preparing for it. List on the board the advice that could be given.

Task

1. Look at the photo and text; can we infer some info from the image and from the text? Do you know what job is being offered? Can you guess the type of people they are looking for? Analyse the photo and text and extract as much information as possible.
2. Read the job description carefully and think of two reasons for wanting the job. In pairs discuss your strengths and weaknesses for applying this job.
3. Look at the audio script and underline the language that might be useful in a job interview. Teacher adds more vocabulary.
4. Grammar: Review of questions with to be, questions with present simple & past simple.
5. Exercises to be done at home.
6. Writing: Find out all you can about a company and write a letter explaining why you want to work with them. Include your qualifications.



7. Role-play the job interview. One student is the director of a well-known company and the other student is the person applying for the job. Teacher walks around the class supervising and answering doubts.

12.3 B2

Summary of contents:	Students review web text and photos around environmental change	Skills developed	<ul style="list-style-type: none">• Listening comprehension• Vocabulary building• Speaking• Writing• Reading• Grammar: future perfect and future continuous.
Activity:	To compare and analyse photos and which appear on the web and that affect your lifestyle to some extent.	Materials:	<ul style="list-style-type: none">• 4-5 Photos• Internet connection• Computers• Text with gaps for vocabulary building• Listening comprehension hand-out.
Features:	Web photos and texts	Learning outcomes:	<ul style="list-style-type: none">• Environmental vocabulary• Future perfect and continuous

Warm-up

You want to persuade your classmates to make some small changes to their lifestyles, but ones that will have a significant effect on the environment. Create an open discussion.

Task

1. Work in pairs: Choose two lifestyle changes then discuss them in class e.g. walk to school/use public transport ...
2. Show 4-5 green issues pictures found on the web to Students, describe photos, analyse forms, colours, shapes, purpose, slogan...
3. Teacher asks Students to surf the internet, visit some environmental pages and create on their own a list of vocabulary. Then Teacher will give them a text with gaps to complete with words they are supposed to know or at least they are supposed to have in their vocabulary hand-out e.g. fumes, gases, warming, greenhouse, panels, recycle etc.
4. Teacher reviews future perfect and future continuous. Try to use it in dialogue and in compositions.
5. Listen to a dialogue and tick the home improvements that are mentioned. Then, listen again and answer the questions



6. Writing: How could you make your home more environmentally friendly?
7. Speaking: Tell your partner about your new eco product. Create your own slogan. Would your partner buy this product? Why or why not?

13 Magazine Advertising

13.1 A2

Summary of contents:	Students analyse ads	Skills developed	<ul style="list-style-type: none"> Analysing and understanding ads Listening Code switching: from visual ad to writing and speaking Sometime ads provide also a Freephone number/Skype connection and a web site with a mail address. They can give the initial incentive to mail the company enquiring about advertised service.
Activity:	A visual ad can generally be broken down into several parts: slogan, visual/image, body copy, pack shot, trademark, logotype and payoff.	Materials:	<ul style="list-style-type: none"> A wide range of print advertising from magazines Web archive (i.e. Coloribus) A grid to be completed Podcast of radio ad A computer- graphic program A Language Laboratory
Features:	Advertisements from magazines or from web archives	Learning outcomes:	<ul style="list-style-type: none"> Analyse an ad Write an email

Warm-up

Students in small groups think and speak about a) their favourite brands in any industry and why b) things they have bought just because they have been advertised. c) Matching exercise: students link a list of products with the correspondent brand; in pairs they check the answers. In case of problems they can surf the Internet to find the answers.



Task

1. The teacher prepares a PowerPoint outline to explain the main parts of an ad and show it to the student. Hands out a visual advertisement to each pair of student.
2. PowerPoint with a list of questions designed to guide students in analysing the ad: i.e. *what do you see on this page? Is there any text or underlying message? Is it clear to understand? Is there a slogan? How is the layout? Do you think this advertising is effective? How? Does it make you want to buy the product? What is the target audience? Decide which elements (except the written language) are recognisable as country specific of the target language? List why you think so?*
3. Students present their findings to the class in the form of a presentation.
4. Class talk: Do you see any difference with ads in your country? Students share views and comments.
5. Write an e-mail to the company enquiring more about the product/service advertised.
6. Podcast some radio ads. Listening comprehension activity (grid to complete). In pairs, ask students to create their own visual ad using the information from the radio. A Computer-Graphic Program with Image editing represents an essential tool to complete this activity.

13.2 B1

Summary of contents:	Students analyse ads	Skills developed	<ul style="list-style-type: none"> Analysing and understanding ads Listening Code switching: from visual ad to writing and speaking Sometime ads provide a Freephone number/Skype connection and a web site with a mail address. They can give the initial incentive to mail the company enquiring about advertised service.
Activity:	A visual ad can generally be broken down into several parts: slogan, visual/image, body-copy, pack-shot, trademark, logotypes and payoff.	Materials:	<ul style="list-style-type: none"> A wide range of print advertising from magazines Web archives A grid to be completed Podcast of radio ad A computer- graphic program A Language Laboratory
Features:	Advertisements from magazines or from web archives	Learning outcomes:	<ul style="list-style-type: none"> Analyse an ad Compare and contrast Prepare an ad



Warm-up

Discuss a powerful advertisement and list reasons for its popularity. Ask what makes it so popular and powerful. Discuss imagery, text, music etc.

Task

1. In pairs or small group: students explore a set of ads of the same type of product (i.e. coffee) of different brands or companies.
2. Same list of questions as A2. Students compare the ads noticing differences and similarities. They also decide which elements (except the written language) are recognisable as country specific of the target language.
3. Teachers present them briefly to the class stating 1. which one is the most effective and why 2. Which one is the most culturally illuminating and why. Round up discussion
4. From a magazine teacher selects different pages of brand advertising of the same product or service. Display them on a table. Each student picks up advertising at random and prepares a description. Students with the same product join to form pairs or groups and compare ads noticing differences and similarities. They also decide which elements (except the language used) are recognisable as country specific of the target language and why. They present them briefly to the class stating which one is the most effective and why.
5. Students should browse a web archives and compare different approaches to advertising the same type of product in their countries and cultures as compared to the target language culture.
6. Show students some funny or controversial or amusing photographs so as to provoke a reaction. They should use their imagination to create an advertisement for a product adding slogan, music, imagery etc.
7. Prepare as many different ads as the number of students. They have to be level suitable. Students look at their visual ad and prepare a full description. Working in pairs, student A describes their ad to student B who without seeing student A's ad should be able to draw the description and write a slogan for that particular ad. Ask them to then do a final comparison with the original ad.
8. Each student should then search the internet to find out more about their particular ad's company and then write a report about it.

13.3 B2

Summary of contents:	Students analyse ads	Skills developed	<ul style="list-style-type: none"> • Analysing and understanding ads • Listening • Code switching: from visual ad to writing and speaking • Sometime ads provide also a Freephone number/Skype connection and a web site with a mail
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			address. They can give the initial incentive to mail the company enquiring about advertised service.
Activity:	A visual ad can generally be broken down into several parts: slogan, visual/image, body-copy, pack-shot, trademark, logo-type and payoff.	Materials:	<ul style="list-style-type: none"> • Web archive • A grid to be completed • Podcast of radio ad • a computer- graphic program • A Language • Laboratory
Features:	Advertisements from magazines or from web archive	Learning outcomes:	<ul style="list-style-type: none"> • Analyse an ad • Identify stylistic features • Email or phone a company

Warm-up

Introduce some stylistic devices (i.e. metaphors, quotations, hyperbole, onomatopoeia....) through a matching activity. Have an open debate about advertising that carries strong messages and how it can influence decisions.

Task

1. In pairs or small groups students are asked to explore and then comment on ads focusing on the stylistic devices used to attract the attention of potential consumers. Show a PowerPoint with a list of questions to prompt discussion:
 - a) Do you find this ad persuasive? If yes or no state why.
 - b) Compare it to some very effective ads you have seen recently.
 - c) Does it give people status to buy/have this particular brand?
 - d) What is the target audience?
 - e) Note country specific social and cultural aspects?
 - f) How is this product advertised in your country?

One student reports to the class.

2. In pairs, simulate a telephone conversation with a Customer Service Department of a company and enquire about goods and services, asking probing questions. Report to the class about findings.
3. Direct students to a product review site like 'What' and see how the products are depicted. Ask the students to create their own review panel and judge products. This can be done by watching 3 or 4 video clips of similar products with different brands from online sites or YouTube. Students should take down notes of key words/sentences and



decide on the best product by allocating points to each product. They use the information to create a visual ad.

4. Assign each student a visual ad. He/she decides if it is a good or a bad product and prepares his/her video product presentation including all relevant information about it. (A video camera is an essential tool)
5. Out of the classroom. Students take photographs of visual advertisements they can see in town. They report to the class introducing and explaining differences with their country (in case of second language learners)
6. Students are given a set of visual ads, without messages, slogans or trademarks and thus are "open" to interpretation. They have to speculate which product or service is advertised. Their comments are left entirely to their imagination.

14 Marketing Material

14.1 A2

Summary of outcomes:	Students analyse commercials	Skills developed	<ul style="list-style-type: none"> • Reading. • Vocabulary. • Listening. • Speaking. • Writing. • Grammar. • Cultural awareness.
Activity:	The purpose is to familiarise students with visual and verbal language of commercials and promotional material.	Materials:	<ul style="list-style-type: none"> • Brainstorming sheet • A print promotional visual • A grid to be completed with basic rhetorical situation /components and the product and the target group • A table to classify lexical components • Several commercials with grammar content in bold • A lexical crosswords • A paraphrase activity (grammar content) • Projector screen
Features:	Commercials	Learning outcomes:	<ul style="list-style-type: none"> • Figurative language



Warm-up

Begin the lesson by handing out a brainstorming sheet and ask students to write type of commercials to contextualise the topic and identify types of promotional material. Encourage students to share their favourite promotional product to the class.

Task

- When students are familiar to the topic under analysis in the class, the teacher projects a commercial and describes it aloud very slowly. Students take notes about the basic components (layout, colour, main words and phrases used, etc.). After this general description, the teacher asks them to focus on it and complete a grid analysing the rhetorical situation of the commercial:
 - Addresser (Author/ Company)
 - Audience (Who)
 - Context (Where & When)
 - Product
 - Layout and Composition (Colour, Shape, Objects, Typography)
 - Main Cultural Connotations.
- Then, students fill in a table to classify the commercial wording (chosen words: verbs, adjectives, nouns and phrases.)
- Grammar will be taught indirectly; the teacher will show several commercials and will ask about the main grammar structures used in commercials.
- Considering the figurative language used in commercials, synonyms of the most figurative/metaphorical words and phrases will be presented in a crosswords.
- Finally, to recapitulate, students in pairs will describe orally the ad (audience/ context and purposes) and then give detailed information about it (using the grid).

14.2 B1

Summary of outcomes:	Students analyse commercials	Skills developed	<ul style="list-style-type: none"> • Reading. • Importance of puns and other figures of speech. • Vocabulary analysis. • Listening. • Grammar. • Speaking. • Writing. • Cultural awareness
Activity:	Analysing Commercials. Comparing how different types of products are presented in	Materials:	<ul style="list-style-type: none"> • Brainstorming sheet • A set of printed commercials (different products and addressed to different targets)



	commercials		<ul style="list-style-type: none"> • A grid to be completed with info from the commercials • Grammar worksheet • Listening worksheet • Language analysis table • Projector Screen.
Features:	Commercials	Learning outcomes:	<ul style="list-style-type: none"> • Figurative language

Warm-up

Begin the lesson by handing out a brainstorming sheet and ask students to write keywords about how different commercials are shown, focusing also on the importance of image/text combination, techniques to decode them, etc. Encourage students to share their views to the whole class.

Task

1. After this brief introduction on the topic, the teacher will hand out and project a set of commercials. She describes one aloud and then asks some students to choose one and describe it.
2. Students will complete a double grid analysing and comparing the rhetorical situation used in a couple of commercials:
 - a. Product (What)-Addresser (Author/ Company)
 - b. Audience (Who). Target groups
 - c. Context (Where & When)
 - d. Language used (vocabulary and grammar)
 - e. Composition (Layout, colour, elements, etc.)
3. Grammar will be taught through commercials; the teacher will go back to the commercials again and explain the main grammar structures found.
4. The teacher presents a listening activity. Listen to the description of a couple of commercials. Students will guess the product which is being advertised and the features of the target group they are addressed to.
5. Now, focusing on language and vocabulary, students fill in a table to classify the language used (chosen words and phrases used).
6. Extra writing activity: Explaining how different products are shown in commercials (target group, language and composition)
7. Extra speaking activity: Students should try to convince the audience (Other Students) which of the commercials promote the product or service better according to the audience they are addressed to and the context.



14.3 B2

Summary of outcomes:	Students analyse commercials	Skills developed	<ul style="list-style-type: none">• Reading• Vocabulary• Listening• Grammar• Speaking• Writing• Cultural awareness
Activity:	The purpose is to familiarise students with visual and verbal language of commercials.	Materials:	<ul style="list-style-type: none">• Computer and internet access• A set of printed commercials• Commercials components and strategies list• A grid to be completed with info from the commercials.• Evaluation form.
Features:	Commercials	Learning outcomes:	<ul style="list-style-type: none">• Persuasive language

Warm-up

Begin the lesson by presenting a set with different commercials (warming-up). Students will describe the product and service promoted referring to the main marketing strategies used according to the target groups.

Task

1. Students will complete a questionnaire by answering questions about the commercials:
 - Rhetorical situation (products, addresser, target)
 - Visual features and deviations
 - Verbal /text features and deviations
2. Then the teacher focuses student's attention on grammar (breaking rules) and vocabulary (KISS).
3. Extra speaking activity: Students will explain how text and images are combined to persuade customers to buy products and services.
4. Extra writing activity: Creation of a commercial to promote a product/service followed by a whole class activity/ group activity. One student presents his/her ad while the



others act as media evaluators (an evaluation form will be provided to the students with this role. The evaluation form will have a series of questions with a grade.

Example:

- Is the product recognizable? 1-2-3-4-5
 - Are objectives well defined? 1-2-3-4-5
 - Is the message clearly transmitted? 1-2-3-4-5
 - Is the language appropriate to the context? 1-2-3-4-5
 - Is it creative? 1-2-3-4-5
5. To finish the class, they will choose the best commercial which will be illustrated as a model for the whole class.

15 Movie Review

15.1 A2

Summary of outcomes:	Text analysis	Skills developed	<ul style="list-style-type: none">• Reading• Speaking• Writing• Vocabulary building
Activity:	The purpose of the movie review and trailer is to understand the information and create an opinion about the movie, also to understand the language, the structure of review and recognise the tone (positive or negative).	Materials:	<ul style="list-style-type: none">• 2 simplified (adapted) articles about the same movie – the first positive and the second negative• Vocabulary list
Features:	Movie reviews	Learning Outcomes	Students are able to analyse text and create opinions

Warm-up

Start lesson by talking to students about the movies they have recently watched. The teacher asks the students their opinions/impressions and gives one group of students' positive review and the second one second negative review of the recently watched movie (new film, in some way related to real events, culture and traditions of the country).



Task

1. Students read the text and highlight new words (if necessary, students may work in pairs), translate them using dictionary and create the vocabulary list.
2. Students talk about the information contained in the reviews about the movie, specify the type of film, guess the main plot, and find cultural references.
3. Then they analyse texts, focusing on the following points: plot, actors, writer, direction, music and general tone.
4. Students in both groups write information to the appropriate place in the comparison table. On the table indicate the similarities and differences of both texts. At the end they decide if the reviews were helpful and convinced them to watch the movie or not.

15.2 B1

Summary of outcomes:	Text analysis	Skills developed	<ul style="list-style-type: none">• Reading• Speaking• Writing• Vocabulary building
Activity:	The purpose of the movie review and trailer is to understand the information and create an opinion about the movie, also to understand the language, the structure of review and recognize the tone (positive or negative).	Materials:	<ul style="list-style-type: none">• 2 articles about the same movie – the first positive and the second negative• Vocabulary list• Table to classify similar and different components
Features:	Movie reviews	Learning Outcomes	Students are able to analyse text and create opinions

Warm-up

Start the lesson by talking with students about the movies they have recently watched. The teacher asks the students about their opinions/impressions and give each student 2 reviews of the same movie (new film, in some way related to real events, culture and traditions of the country) – positive and negative, divided into a few shorter reviews.



Tasks

1. Students read the shorter reviews and identify the tone, complete the text with a list of vocabulary (if necessary, students may work in pairs), translate new words using dictionary and create the vocabulary list. Then the students talk about the information concerning the movie contained in the reviews and specify the type of the film, guess the main plot, find cultural references, compare two reviews, focusing on the following points:
2. What kind of text is it? (Movie Review)
3. What is the difference between these reviews? (one is positive, the other negative)
4. What information do they contain? What can you inquire from the review, without watching a movie? (Information about the plot, actors, set design, director, script etc.)
5. How the information is presented in one and the other review?
6. Does the text include the author's opinion? If yes, what is his/her opinion about the movie?
7. Is the review encouraging or discouraging to watch a movie? Why? What affects it?
8. What are permanent components in each review?
9. Students write the conclusions in the comparison table, marking common space to both texts and determine the permanent elements of each review. Then they write the review: *My favorite cartoon from childhood.*

15.3 B2

Summary of outcomes:	Text and video comparative analysis	Skills developed	<ul style="list-style-type: none"> • Reading • Speaking • Writing • Vocabulary building
Activity:	The purpose of the movie review and trailer is to understand the information and create an opinion about the movie, also to understand the language, the structure of review and recognize the tone (positive or negative).	Materials:	<ul style="list-style-type: none"> • Movie review • Movie Trailer of the same movie • Vocabulary list • Table to classify syntactic structures • Computer • Internet access
Features:	Movie reviews and trailers	Learning Outcomes	Students are able to analyse text and video and create opinions



Warm-up

Start lesson by talking with students about the movies they have recently watched. The teacher asks the students about their opinions/impressions and list key factors which made the movies so appealing.

Task

1. Students are given a review and should talk in pairs about the type of film, the main plot and find cultural references and tone.
2. They should then analyse the review and note down the type of text used, assess the information it contains and what the key plot is about.
3. Discuss what is understood from the review about the plot, actors, set design, director, script, etc.)
4. Look at the strap line and list words of a similar description.
5. Is the review encouraging or discouraging to watch a movie? Why? What affects it?
6. Which syntactic structures appear most frequently in the review? (Structures with examples from the text are written by students in the table).
7. Play the trailer of the same movie. Students write out the components that have appeared in the trailer: the information about the plot, actors, awards, directing. Then they compare 2 different presentations (positive and negative) from 2 different sources, indicate similarities and differences, determine the tone of the texts, including different functions of these texts.
8. Students write the conclusions in the comparison table, set permanent components of reviews/trailer and also identify their main function and the audience. In groups they should prepare the text to trailer of an older movie which should attract a younger audience.

16 Music and Current Affairs

16.1 A2

Summary of contents:	Students listen to and write lyrics.	Skills developed	<ul style="list-style-type: none"> The song as an example of the authentic language text, an effective tool to introduce and consolidate the vocabulary or syntactic structures, an excuse to practice in speaking and writing.
Activity:	The song as an example of the authentic language text, an effective tool to introduce and consolidate the vocabulary or	Materials:	<ul style="list-style-type: none"> Accessible online recording of the song, the text of which tells some story. Pictures illustrating the



	syntactic structures, an excuse to practice in speaking and writing.		lyrics. <ul style="list-style-type: none"> Cards with verses of lyrics.
Features:	Popular song lyrics	Learning outcomes:	<ul style="list-style-type: none"> Lyric writing

Warm-up

The teacher writes on the board the title and the first verse of the song and the students try to guess what the song is possibly about. Then the teacher shows paintings illustrating the lyrics and students once again trying to guess what can be its content. Next students listen to the song, trying to understand as much as possible.

Task

1. The teacher sticks numbered verse lyrics in different places in the class– e.g. the first verse on the board, the other on the door and the third on the wall in front of the blackboard. The students work in groups of three (if the song has three verses, if more - groups are correspondingly greater). One student runs to the place where is located the first verse, tries to memorise the fragment and goes back into place and dictates this fragment to colleagues.
2. After writing the first verse the first student sits down and the second student stands up and runs to the second verse to memorise it and dictate it to colleagues. When the lyrics are written by each group students are looking for the lyrics on the Internet and check if everything is well written.
3. Students ask questions to resolve doubts and understand everything. They listen to the song again following the text. After the third hearing the song they try to sing it. To consolidate a new vocabulary the students can compose sentences, starting with the first words of each verse. They try to come up with the continuation of the song, too.
4. Finally they write a story inspired by the content of the song.

16.2 B1

Summary of contents:	Students listen to and write lyrics.	Skills developed	<ul style="list-style-type: none"> Listening understanding. Developing lexical competence. Speaking. Writing. Developing cultural
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			awareness
Activity:	The song as an example of the authentic language text, an effective tool to introduce and consolidate the vocabulary or syntactic structures, an excuse to practice in speaking and writing.	Materials:	<ul style="list-style-type: none">• Accessible online recording of the song, the text of which tells some story.• Cards with difficult words and phrases from the song.• Text of the song with lexical gaps.
Features:	Popular song lyrics	Learning outcomes:	<ul style="list-style-type: none">• Lyric writing

Warm-up

Students listen to the song for the first time, close their eyes and imagine that they are watching a movie, which is the background of this song.

Task

1. Each student tells the whole group the film they have imagined. Then they receive the cards with written new words and phrases used in the song. After reading them students try to tell what the song is about. They listen to text for the second time trying to understand as much as possible. Before the next playing of the song, the students receive the cards with the lyrics but incomplete, they have to fill gaps in the text.
2. The students should search the internet for lyrics and check if the exercise is well done.
3. Play the recording a third time and sing along with the performer. At the end the students should come up with the continuation of the song.
4. Each student should present and discuss the contents of the song popular in their country and sing it if they would like to. Otherwise the student should find a recording on the internet and explain it to the class.
5. Students should write a story inspired by the lyrics of the class song.



16.3 B2

Summary of contents:	Students listen to and write lyrics.	Skills developed	<ul style="list-style-type: none"> • Listening understanding. • Developing of lexical competence. • Speaking: <ul style="list-style-type: none"> • question of information, • expressing and justifying opinions • expressing approval and disapproval, • Expressing needs and necessity. • Grammar: impersonal verb forms such as: one can, it's necessary it's worth, verb: should be. • Writing.
Activity:	<ul style="list-style-type: none"> • Audio • Web • Radio 	Materials:	<ul style="list-style-type: none"> • Broadcasts from the Internet radio (listened directly from the Internet or recorded). • Cards with the vocabulary (new words and phrases). • Dictionaries. • Listening comprehension test (multiple choice)
Features:	Popular song lyrics	Learning outcomes:	<ul style="list-style-type: none"> • Lyric writing

Warm-up

The teacher searches the web for several broadcasts about different aspects of the same problem e.g. if ecology is the main theme, the teacher may want to find content in the form of a radio broadcast on pollution, a documentary on Greenpeace or a news bulletin about genetically modified foods. The students should then examine the vocabulary used and list the vocabulary and key phrases.

Task

1. Students receive cards containing a glossary of difficult words from the teacher and syntactic constructions, which have appeared in the broadcast. After reading them, the students are divided into groups; each group draws one link and listens to the Internet broadcast. After the first time they listen to the recording, the students ask questions, clarify doubts. After the second time, they solve the multiple-choice test to check their understanding of the broadcast.



2. In groups they discuss the content of the program, express their opinions connected with the main theme and propose their own solutions.
3. Finally they write an outline radio broadcast, including their own comments and based on this outline they present the content of the program and their own opinions to other students. They also join the discussion - add their opinions and comments.
4. Students should write an essay on the discussed topic, covering all discussed aspects.

17 Music, Podcasts and eBooks

17.1 A2

Summary of contents:	Students listen to children's songs to learn new vocabulary.	Skills developed	<ul style="list-style-type: none"> • Listening understanding • Speaking • Mediating, • Developing lexical competence • Developing reading skills • Developing cultural competence
Activity:	Songs for children with the vocabulary appropriate for A2 level	Materials:	<ul style="list-style-type: none"> • CD with popular songs for children • Printed lyrics • Vocabulary tests
Features:	Popular songs for children	Learning outcomes:	<ul style="list-style-type: none"> • Learn vocabulary

Warm-up

Discuss forms of listening to music and how this has changed over the years. Find out preferences and discuss the new technology used.

Task

1. The teacher should allocate 3–4 songs for children to the students with appropriate vocabulary and ask small groups to recreate the songs in a theatre context.
2. The teacher shares out the song lyrics with gaps to test their learning from task 1 and see if they can fill the gaps.
3. As a class exercise, the students do the gap fill exercise with a slightly more testing song.
4. The teacher gives learners full text of the song. Learners check their results.



5. Learners read the text out loud, later they sing the song with a teacher or via the web through a podcast.
6. The same steps are repeated for other songs (songs should be short – 1-2 minutes).
7. The teacher divides learners into 3-4 groups (depending on the number of songs). The teacher asks the learners to prepare the pantomime presentation of the song plot. During preparation learners should communicate in learned language.
8. Groups present their pantomime to the rest of the class.
9. As homework learners should fill gaps in new prepared by the teacher text with new learned vocabulary or write some sentences with new learned vocabulary

17.2 B1

Summary of contents:	Students listen to a health podcast to practise conditionals.	Skills developed	<ul style="list-style-type: none"> • Listening understanding. • Developing lexical competence. • Speaking. • Writing. • Developing cultural awareness
Activity:	Parts of podcasts about health and healthy lifestyle	Materials:	<ul style="list-style-type: none"> • Parts of podcasts about health and healthy lifestyle.
Features:	Podcasts about health and healthy lifestyle	Learning outcomes:	<ul style="list-style-type: none"> • Conditional • Health vocabulary

Warm-up

Discuss forms of listening to music and obtaining information. How this has changed over the years? Find out preferences and discuss the new technology used and discuss if the changes are improvements to the past.

Task

1. The teacher divides the learners into 2 groups.
2. Learners listen to parts of podcasts about healthy lifestyle (preferably discuss or interview with experts).
 - a. The first group should note a few conditions of healthy lifestyle mentioned in the podcast
 - b. The second group should note a few examples of behaviour bringing a risk of illness mentioned in the podcast.
3. Later learners exchange the information with students from other group using the following questions:



4. "What should I do to be healthy?"
5. "What shouldn't I do to be healthy?"
6. The teacher explains how to create conditional sentences.
7. Learners create conditional sentences based on lexical material from the podcast.
 - a. "If I run regularly I **will not** have any problems with my heart."
 - b. "If people regularly ran, they would not have heart problems."
8. The teacher explains how to create complex sentences such as:

"The people, who run, do not have problems with their heart." 7) As homework learners should write an essay: "Is it important to have a healthy lifestyle or not?"

17.3 B2

Summary of contents:	Students read ebooks to learn about metaphors	Skills developed	<ul style="list-style-type: none"> • Listening understanding • Developing lexical competence and writing skills • Developing cultural competence
Activity:	Parts of e-book/e-books describing various objects and persons	Materials:	<ul style="list-style-type: none"> • Suitable for B2 parts of e-book/e-books describing various objects and persons • List of metaphors • "Connecting columns" tests • Exercise - filling gaps
Features:	eBooks	Learning outcomes:	<ul style="list-style-type: none"> • Metaphors

Warm-up

Discuss forms of listening to music and obtaining information. How this has changed over the years? Find out preferences and discuss the new technology used and discuss if the changes are improvements to the past. Discuss older forms of learning about news, music and books.

Task

1. The teacher gives learners the list of metaphors used in parts of e-book(s)
2. Learners are listening to 4-6 parts of an e-book. They should mark in which part the particular metaphors were used.
3. The teacher asks learners about their opinion – what is the meaning of every particular metaphor?



4. Learners complete “connecting columns” test – in one column are metaphors, in the second one their meanings.
5. Learners complete the second “connecting columns” test without looking at the list of metaphors – in one column is the beginning of the metaphor, in the second column the end of the metaphor.
6. Each learner should prepare a description of well-known person or object using minimum 3-4 metaphors from the list without calling it. The other members of the group should guess the name of the object or person.
7. As homework students fill gaps with metaphors from the list in the text prepared by the teacher.

18 News Reports

18.1 A2

Summary of contents:	Students compare two news articles	Skills developed	<ul style="list-style-type: none"> • Reading • Comprehension • Vocabulary building • Speaking
Activity:	The purpose of a news report is usually to give the reader information in an interesting but objective way.	Materials:	<ul style="list-style-type: none"> • 2 articles based on a similar topic taken from two different sources. Potentially a national and regional report to enable the student to note the different focus, approach and language differences.
Features:	News articles (national and regional)	Learning outcomes:	<ul style="list-style-type: none"> • Synonyms

Warm-up

Prompt a class discussion about news channels and news print in the countries of the students and discuss what makes them popular or unpopular.

Task

1. Select two articles that report on the same topic.
2. Upon reading the articles, the student should make notes of the following:
 - a. The general tone as to whether the news is positive or negative
 - b. Cultural references to places, names, customs and traditions.



- c. Synonyms between the 2 articles
- d. Comment on the pictorial evidence noting cultural clues.
- e. Ask the student to choose one of the images, describe it and note what make it look British

18.2 B1

Summary of contents:	Students compare two news articles	Skills developed	<ul style="list-style-type: none">• Reading• Comprehension, Vocabulary building• Writing• Speaking and Listening
Activity:	<p>A news story headline is the short descriptive text of what the reader is going to learn about; introducing the story which will follow. This appears above the article and core text.</p> <p>Headlines are made up of a word or a few words which summarise the story and attract reader attention.</p> <p>The aim of a news headline is to grab your attention. Therefore, any 'unnecessary' words are often left out.</p> <p>A news report gives you details of a news story. The reporter needs to choose the words he or she uses very carefully to make the story clear and unbiased.</p> <p>The purpose of a news report is usually to give the reader information in an interesting but objective way.</p>	Materials:	<ul style="list-style-type: none">• 2 articles based on a similar topic taken from two different sources. Potentially a national and regional report to enable the student to note the different focus, approach and language differences.
Features:	News articles (national and regional)	Learning outcomes:	<ul style="list-style-type: none">• Synonyms

Warm-up



Prompt a class discussion about news channels and news print in the countries of the students and discuss what makes them popular or unpopular. Discuss the differences in British news compared to their own national news and list what makes the British news 'British'!

Task

1. Select two articles that report on the same topic.
2. Upon reading the articles, the student should make notes of the following:
 - a. The general tone as to whether the news is positive or negative
 - b. British references to places, names, customs, traditions.
 - c. Synonyms between the 2 articles
 - d. Comment of the pictorial evidence noting cultural clues
 - e. Ask the student to choose one of the images and describe it
 - f. Write a similar short article from the student's home country asking for inclusion of references to places, names, customs, traditions and other such cultural orientations.
3. Work in pairs, swapping the student reports to discuss amongst themselves and share cultural and linguistic knowledge.

18.3 B2

Summary of contents:	Students compare two news articles	Skills developed	<ul style="list-style-type: none"> • Reading • Comprehension • Vocabulary building • Writing • Speaking • Listening
Activity:	<p>A news story headline is the short descriptive text of what the reader is going to learn about; introducing the story which will follow. This appears above the article and core text.</p> <p>Headlines are made up of a word or a few words which summarise the story and attract reader attention. The aim of a news headline is to grab your attention. Therefore, any 'unnecessary' words are often left out.</p> <p>A news report gives you details of a news story. The reporter needs to choose the words he or she uses very carefully to make the story clear and unbiased.</p>	Materials:	<ul style="list-style-type: none"> • 2 articles based on a similar topic taken from two different sources. Potentially a national and regional report to enable the student to note the different focus, approach and language differences.



	The purpose of a news report is usually to give the reader information in an interesting but objective way.		
Features:	News articles (national and regional)	Learning outcomes:	<ul style="list-style-type: none"> Identify features of news articles and headlines

Warm-up

Select two articles that report on the same topic and note the following:

HEADLINES

What do the headlines tell you? Are they attention grabbing?

Which types of words do you need to add to make the headlines full sentences?

Look at the headlines again. Try to write the headlines as complete sentences.

Task

CONTENT

- Does the lead paragraph give enough of a burst of information to understand what you are about to read?
- State whether the reports contain emotive language such as being humorous, depressing, sarcastic, empathetic, informative etc.
- How does this affect your thinking?
- Compile a list for the two reports listing comparative synonyms.
- Note down the stereotyping examples such as British institutions, typical British customs and drinks, cultural references and any generalisations.
- Compare statistics if any and note if they are from a credible source?
- Note down the difference in vocabulary used between the reports and state whether it is simple or complex giving examples.
- Why do you think these differences or similarities exist?
- Which report do you prefer and why.

IMAGES

- Note down the things that stand out from the images in each report:
 - How large or small they are
 - How many photographs



- c) How they are informative
- d) What you gauge from British customs
- e) Note any drama, comedy

11. Write a similar short article from the student's home country asking for inclusion of references to places, names, customs, traditions and other such cultural orientations.
12. Work in pairs, swapping the student reports to discuss amongst themselves and share cultural and linguistic knowledge.

19 News

19.1 A2

Summary of contents:	Students listen to a news podcast and identify topics.	Skills developed	<ul style="list-style-type: none"> • Listening comprehension • Reading comprehension • Socio-cultural awareness • Digital competence/Global competence
Activity:	The usage of a public radio in the classroom allows teachers to put students in contact with new stories, current events and the most popular stories daily. This way, students learn through challenging stories and are aware of what's going on at the same time they practice a language. Podcasts give access not only to national but to the world's most popular events.	Materials:	<ul style="list-style-type: none"> • Downloadable podcast • Printed script • Printable exercises.
Features:	News podcasts	Learning outcomes:	<ul style="list-style-type: none"> • Listen to and understand a news podcast

Warm-up

Apart from teaching a second language through a topic-based activity, the idea is to learn to use podcasts as a daily tool. In other words, once students learn how to become familiar with podcasts, the idea is to keep practicing at home. Podcasts allow learner to practice anytime and anywhere. It is an excellent exercise for commuters.



Task

1. On a website, include a selection of radio news on the web (podcast and extracts from national radio to facilitate access). Familiarising students with online environment will help them develop digital competence.
 - The teacher starts by doing a pre-listening activity focused on identifying hot news. Teachers add important vocabulary to a board and answer any questions they may have.
2. Then, ask students to access the first audio on the web site and listen to it. After the first time, teacher asks students to match the recording to one of the topics on the board, writing a headline for that news item.
3. After the first listening, you can ask basic questions about who is speaking, where, what, to let the students understand the situation.
4. Play it again and ask questions to extract basic information: What, who, when, where, why?" Teachers write the questions on the board and ask students to rewrite a headline if necessary. Students are then asked to choose the best one giving reasons. The teacher selects his/her option and gives reasons.
 - The recording is played for the last time to check answers and getting further information: They are asked to:
5. Fill the gaps exercise while listening and answer comprehension questions after listening.
 - Students are finally allowed to read the transcript to check their questions and get further insights.
6. To raise cultural awareness students are asked to identify the cultural elements /features presented in the story and tell them orally in front of the class.

19.2 B1

Summary of contents:	Students watch a news video and identify topics.	Skills developed	<ul style="list-style-type: none"> • Vocabulary • Grammar: the language of headlines • Listening comprehension • Writing • Reading comprehension • Socio-cultural awareness.
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Activity:	Videos allow getting to know daily current affairs.	Materials:	<ul style="list-style-type: none">• Video (downloadable)• Printed pre-listening activity (to get familiar with the topic)- multiple choice• Printed pre-listening activity (to get familiar with the topic)- find the words (with pics)• A matching exercise to complete while listening.• Printed script to check answers.
Features:	News videos	Learning outcomes:	<ul style="list-style-type: none">• Video vocabulary• Debating techniques

Warm-up

Find a website with a selection of sites with links to news (video) on the web is included.

Watch a short video from a national public radio or TV and note the vocabulary allowing discussion on socio cultural awareness.

Task

1. First, the teacher, helps students to build vocabulary related to the topic of the video used by using pre-activity exercises (a multiple choice activity and find the words).
2. The TV channel is played for the first time and students try to solve a matching exercise after the first watching (matching titles with the different ideas developed).
3. After they finish completing they can read the script to check their answers.
4. While reading the script, students are asked to identify the main functions and grammar structures used in headlines. Then the teacher explains the rhetoric to write headlines.
5. <http://www.wikihow.com/Write-Effective-Headlines>
6. Students are then asked to watch a new video on TV with a set of breaking news and write headlines for each one.
7. The teacher proposes a debate based on the topic presented in the news. The class is divided into 2 groups. One is in favour of the topic and the second group is against. They have 10 minutes to brainstorm and discuss in groups the main points they want to defend.
8. To work on the cultural competence, students are asked to compare the situation described in the news with a similar situation in their home country. What factor (culture, economic situation, politics, etc.) influence on the differences found.



19.3 B2

Summary of contents:	Students watch a news video and identify topics.	Skills developed	<ul style="list-style-type: none">• Listening• Reading• Writing• Speaking• Culture awareness• Digital competence/Global competence• News: headline and structure
Activity:	Podcast	Materials:	<ul style="list-style-type: none">• Computer with a camera• Internet access
Features:	News videos	Learning outcomes:	<ul style="list-style-type: none">• Compare and write headlines

Warm-up

Find a website with a selection of sites with links to news (video) on the web is included.

Watch a short video from a national public radio or TV and note the vocabulary allowing discussion on socio cultural awareness.

Task

1. The teacher starts by asking students to identify different type of news, focusing their attention on the concept "breaking News"
 - Students are asked to choose 3 breaking /latest news from the list provided and write suitable headlines.
2. Then, the teacher poses the question: are there differences between written and online headlines? After a warming-up discussion, they are provided with the link below focused on strategies to write twitter headlines
3. <http://www.wikihow.com/Write-a-Better-Twitter-Headline>
4. Conclusions on strategies to apply are drawn by the whole group.
 - Then, the teacher focuses his /her attention on the story structure and then, on the language used. For that, each student selects one of the news on the list and is asked to complete a working sheet identifying the following information: Headline / introduction /story structure /main sentence structures and vocabulary, names, quotes and attribution.



5. To get additional information students can click on:
<http://www.preservearticles.com/what-are-the-three-main-parts-of-a-news-story.html>
 - It is already time to write news for the web. Students are encouraged to choose a topic and write the following sections of a potential news:
 - (i) The headline;
 - (ii) The Introduction
 - (iii) The story
 - (iv) The name, quotes and attribution.
6. Final task: After they have the script, the teacher should check that structure and grammar is correct.
7. To work on their digital competence, students record their piece of news at home.

20 Newspapers

20.1 A2

Summary of contents:	Students read an article and rewrite it from another point of view.	Skills developed	<ul style="list-style-type: none">• Speaking• Listening• Reading• Writing• Intercultural Understanding
Activity:	Students are to re-use vocabulary from a newspaper to change the point of view. This will allow students to be creative and use some new words.	Materials:	<ul style="list-style-type: none">• At least one newspaper article, preferably from a local newspaper.
Features:	Local newspapers	Learning outcomes:	<ul style="list-style-type: none">• Identify points of view• Paraphrasing

Warm-up

This activity can be completed together as a class or in pairs. To begin this class the teacher should introduce the newspaper from which the article was taken from. Ask the students if they have seen this paper, which papers they read, which languages, etc. Then the teacher should hand out a copy of an article for each student.



Task

1. First ask the students to simply scan the article. Ask them a couple questions beforehand, such as: What is this about? Who is involved? Any vocabulary questions? After the students have an idea about the article read through this as a class. The teacher should ask follow up questions as a lead in for the group / pair activity. The students should identify whose point of view the article is written and whose not. The students should now be divided into pairs (or do this as a big group activity) and asked to re-write the article from another point of view. For example, if the story is about a house fire where a dog was rescued and the newspaper told the side of the fire fighter, perhaps the students want to rewrite the article from the point of view of the dog.
2. Extra: If the students are more advanced, then you can use a more sophisticated newspaper with more mature ideas.
3. Note: The teacher should focus a short session on the cultural bits in the article – location, language use, type of article and / or photographs.

20.2 B1

Summary of contents:	Students read an article and rewrite it from another point of view.	Skills developed	<ul style="list-style-type: none">• Reading• Speaking• Vocabulary• Writing• Intercultural Understanding
Activity:	Take a newspaper article and ask the students to consider the events which took place before and after what was written in the article.	Materials:	<ul style="list-style-type: none">• The teacher should find a newspaper which is suitable for the level of the language learners.
Features:	Local newspapers	Learning outcomes:	<ul style="list-style-type: none">• Identify points of view• Paraphrasing

Warm-up

This activity can be completed together as a class or the class could be split into pairs to work on the activity with each other. To begin this class the teacher should introduce the newspaper from which the article was taken from. Ask questions about if the students have seen this paper, what papers do they read, how often, which languages, etc. Then the teacher should hand out a copy of an article for each student.



Task

1. Start by asking the students to scan the article, looking for the main ideas. The students should only be allowed a short amount of time in order for them to be able to enhance their processing skills, but also sufficient time to skim the entire article.
2. The teacher then should facilitate a feedback session, asking the students short questions about the article.
3. Once the students have a general idea about what they are going to read, ask students to take turns in reading the text aloud. The teacher can ask the students to focus on pronunciation since the article is already familiar.
4. The teacher should prepare some additional questions to check for understanding of the article. Students should answer the questions.
5. When it is clear that everyone has understood what the article, the students should be paired up to write a before and after scene for the article. For example, if it is about a new school being opened, perhaps they want to write about the 'delayed' construction period and then the first school day for the students' point of view.

20.3 B2

Summary of contents:	Students read an article and write to a newspaper editor about it.	Skills developed	<ul style="list-style-type: none">• Reading• Comprehension• Writing• Speaking• Listening• Intercultural Understanding
Activity:	Write a letter to the editor of the newspaper expressing your opinion about something that is going locally or nationally.	Materials:	<ul style="list-style-type: none">• The teacher should prepare either one article for all of the students to respond to or several newspapers so students can choose whatever they may like.
Features:	Local newspapers	Learning outcomes:	<ul style="list-style-type: none">• Write a letter to the editor

Warm-up

To begin this class the teacher should introduce the newspaper from which the article was taken from. Ask questions about if the students have seen this paper, what papers do they read, how often, which languages, etc. The teacher should hand out a couple of short extracts of



letters to editors from newspapers. The students should read through the texts and look at the type of text which is used in such articles.

Task

1. When the students have familiarised themselves, the teacher can introduce the next article (newspaper). The students should read an article (either as a group or individually) and write a letter to the editor with their opinion to the article.
2. Then the teacher should hand out a copy of an article (or newspaper) to each student. Start by asking the students to scan the article, looking for the main ideas. The students should only be allowed a few minutes in order for them to be able to enhance their processing skills, but also sufficient time to scan the article. The teacher then should facilitate a feedback session, asking the students specific questions about the article to check for understanding.
3. If all the students responded to the same article, then each student can express their opinion to the class. If the each student has chosen their own article, then they could briefly present their article and their letter to the editor of the newspaper. The teacher should collect the articles and check for accuracy.

21 Photography

21.1 A2

Summary of contents:	Students browse Instagram photos and write comments.	Skills developed	<ul style="list-style-type: none"> • Speaking • Writing • Reading • Cooperative learning • Cultural topics: National photography
Activity:	Photography on web tools (website or social network) gives people the opportunity to appreciate famous photographs from all around the world, get cultural information about it, and to share comments and opinion with other users. The aim of this kind of media is to keep people with a same hobby together and socialise.	Materials:	<ul style="list-style-type: none"> • One computer or tablet for every 2 students; • Internet connection; • Popular website; • Funny photos made with <i>Instagram</i> application and famous photos by national most famous photographers



Features:	Instagram	Learning outcomes:	<ul style="list-style-type: none"> • Write online comments • Express agreement and disagreement
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Warm-up

Ask the students to register on Instagram and insert 5 amateur photos and 3 famous photos of the target culture in each account page. Discuss the choices.

Task

1. Begin the lesson with a brainstorming activity using the blackboard: write the word "PHOTO" and ask the students what comes to their mind reading that word, what is their relation with the photos and ask to give short opinion about that hobby, and write down all the inputs came from the students highlighting the ones that express an opinion. Then ask them if they already know the *Instagram* web tool and if they use it and why.
2. Ask the students to divide in pairs and hand out one computer (or tablet) followed by logging into the *Instagram* website with the accounts you created earlier. Then ask the students to take 5 minutes to observe the photos, concentrating into the subject, the colors and the feelings produced.
3. Next, ask the students to share their opinions with the partner (10 minutes) and then ask them to leave a comment under each photo that can be a common comment or 2 different comments.
4. Once this has been completed, students can share this online with the rest of the students including making comment. Ask to read it, and add opinions to their peers' comments (20 minutes).
5. During that, the teacher will monitor the comments and at the end of the activity will write down the most used sentences to give opinion about something we like or we don't like and express agreement or disagreement about someone else opinions, giving some hints from a grammatical point of view and so correcting the errors written in the Instagram comments.
6. Tell the students which are the National famous photos and give them some information about the photos and the photographers.
7. Ask the students to improve their Instagram pages with 6 photos created by themselves, 3 about something they like and 3 about something they don't like and leave and share comments with the class

21.2 B1

Summary of contents:	Students browse Instagram photos and write comments.	Skills developed	<ul style="list-style-type: none"> • Speaking • Writing • Reading • Cooperative learning • Cultural topics: National art
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			and photography
Activity:	Photography on web tools (website or social network) gives people the opportunity to appreciate famous photographs from all around the world, get cultural information about it, and to share comments and opinion with other users. The aim of this kind of media is to keep people with a same hobby together and socialize.	Materials:	<ul style="list-style-type: none"> • One computer or tablet for every 2 students; • Internet connection; • Correct website for <i>Instagram</i>; • Funny photos made with <i>Instagram</i> application and famous photos made by National most famous photographers; • Images illustrating cameras and the most common photography vocabulary; • Image illustrating the current massive use of photos and a black/white photos
Features:	Instagram	Learning outcomes:	<ul style="list-style-type: none"> • Write online comments • Express agreement and disagreement

Warm-up

Ask the students to register on Instagram and insert 5 amateur photos and 3 famous photos of the target culture in each account page. Start a class discussion about their choices and what would be suitable in their native countries and what would not.

Task

1. Begin the lesson with a brainstorming activity using the blackboard: write the word "PHOTO" and ask the students what comes to their mind reading that word, what is their relation with the photos and ask to give opinion about that hobby, and write down all the inputs coming from the students highlighting the ones that express an opinion. Give the students the photography specific vocabulary, helping you with images. Then ask them if they already know the *Instagram* web tool and if they use it and why.
2. Ask each student to use one computer (or tablet) and login to the *Instagram* website with the account you give them. Then ask them to take 10 minutes to observe the photos, concentrating into the subject, the colors and the feelings aroused.
3. Next ask the students to discover which one of the photos published are made by professional photographers and which are not. Ask them to leave comment under each photo expressing why in their opinion that photo is /isn't a professional one (15 minutes). Then ask them to share online their opinions with all the rest of the students and to add opinions to their mates' comments (30 minutes).



4. During that, the teacher will monitoring the comments and at the end of the activity will write down the most used sentences to give opinion about something we like or we don't like and express agreement or disagreement about someone else opinions in the field of photograph, giving some hints from a grammatical point of view and so correcting the errors entered into the Instagram comments.
5. Next, show the students the 4 famous photos and give some information about the photos and the photographers
6. Share an image on the Instagram page to reflect massive use of photos in contemporary age comparing it with black and white photos in the past century. Ask your students to give opinion about that, and to tell how much they take photos and in which context (this extra activity can be a speaking activity in class or a writing activity at home.)
7. Ask students to bring in old photos and swap with fellow students then write up an imaginary story to suit the photo.

21.3 B2

Summary of contents:	Students browse Instagram photos and write comments.	Skills developed	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading • Cooperative learning • Cultural topics: National art and photography
Activity:	Photography on web tools (website or social network) gives people the opportunity to appreciate famous photographs from all around the world, get cultural information about it, and to share comments and opinion with other users. The aim of this kind of media is to keep people with a same hobby together and socialize.	Materials:	<ul style="list-style-type: none"> • A pre-recorded interview; • Stereo; • One computer or tablet for each student, if possible; • Internet connection; • The use of <i>Instagram(website)</i>; • Funny photos made with Instagram application and famous photos made by National most famous photographers; • Images illustrating cameras and a specific photography vocabulary.
Features:	Instagram	Learning outcomes:	<ul style="list-style-type: none"> • Write online comments • Express agreement and disagreement

Warm-up

Prompt a class discussion about photography when the students were children compared to modern day photography and what our habits are in terms of how we view images and store



images. Ask the students to register on Instagram and insert 5 amateur photos and 3 famous photos of the target culture in each account page.

Task

1. Ask the students to listen to an interview of a famous photographer. After the first listening, ask them basic information "Who is speaking?" "Where are they?" and etc. After the second listening ask the students 'why has the photographer said that sentence (you may decide in advance a specific sentence about the job of photographer or the art of photography) and start to introduce the theme of photography. Ask them if they like this sort of hobby/art and if they know some National photographers. Give the students specific photography vocabulary, helping you with images. Then ask them if they already know the *Instagram* web tool and if they use it and why.
2. Ask each student to use one computer (or tablet) and to log into the *Instagram* website with the account you give them. Then ask them to take 10 minutes to observe the photos, concentrating into the subject, the colors and the feelings felt.
3. Next, ask the students to discover which of the photos published are made by professional photographers and which are not.
4. Send one Instagram private message to each student, giving them different clues to find out which are the photos made by the 3 famous photographers. In this way, the students have to cooperate together, sharing clues through online comments and help each other, expressing why in their opinion that photo is /isn't a professional one.
5. During that, the teacher will monitoring the comments and at the end of the activity will write down the most used sentences to give opinion about photograph and art in general, using specific vocabulary, and express agreement or disagreement about someone else opinions, giving some hints from a grammatical point of view and so correcting the errors wrote in the Instagram comments.
6. Once the students discover the solution, the teacher will show the 3 famous photos and will give some information about the photos and the photographers.
7. Ask the student to carry out some web based research about one famous photographer in their homeland and make an interactive report: collecting photos, videos, and written text to share on the Instagram page with all the rest of the class.



22 Audio, Visual Web Podcast

22.1 A2

Summary of contents:	Students listen to a cookery podcast to learn grammar and vocabulary	Skills developed	<ul style="list-style-type: none">• Listening• Speaking• Writing• Reading• Cultural topic: national typical food• Intercultural competence: student's homeland typical foods
Activity:	A podcast is a type of digital media consisting of an episodic series of audio, video, PDF, or ePub files subscribed to and downloaded through web or streamed online to a computer or mobile device. Audio podcasts are often listened to on portable media players and for this reason are ideally even as a self-learning tools.	Materials:	<ul style="list-style-type: none">• Selection of web audio-visual cooking podcast;• Computers with internet connection;• Headphones;• Written transcription of the receipt;• Imperative Grammatical scheme rules copy;• Audio-Video recorder.
Features:	Cookery podcasts	Learning outcomes:	<ul style="list-style-type: none">• Imperative• Cooking vocabulary

Warm-up

The teacher creates a web page of the class where add links to download selected podcasts and where to upload student homework.

Task

1. Begin the lesson by showing a typical national food, and ask students about their knowledge of national foods, and ability to cook.
2. Then ask students to navigate to the class webpage and open the online podcast file. Tell them they are going to listen to the instructions of how to make the food they have just tried, while watching the video clip.
3. Stop the video after the list of ingredients and ask the class about them. Then listen a second time and pause the recording, asking about cooking utensil names. Listen to the final part, and ask questions about the context and the receipt in general (is it easy? Would like to do it again?)
4. Then listen and watch the podcast a second time, without pausing it.



5. Give students a transcript of the recipe and ask them to fill the gap (ingredients and cooking utensils)
6. Ask students if they can tell you how to give an instruction. Write students sentences on blackboard and highlight the Imperative form of verbs. Give the Imperative Grammatical scheme rules copy and explain the rules on the blackboard.
7. Ask that students create examples of giving instructions or ordering something which is not limited to recipes.
8. Ask students to record themselves cooking a food from their homes, giving list of ingredients, utensils method of preparation.

22.2 B1

Summary of contents:	Students listen to a health podcast to learn about national healthcare	Skills developed	<ul style="list-style-type: none"> • Listening • Speaking • Reading
Activity:	A podcast is a type of digital media consisting of an episodic series of audio, video, PDF, or ePub files subscribed to and downloaded through web or streamed online to a computer or mobile device. Audio podcasts are often listened to on portable media players and for this reason are ideally even as a self-learning tools.	Materials:	<ul style="list-style-type: none"> • National health card; • Computer with internet connection; • Headphones; • A selected audio-visual podcast about national health services for foreign citizens; • Listening comprehension activities copy; • Website of the National Health Institution; • Written transcription of a typical dialogue in health context.
Features:	Health podcasts	Learning outcomes:	<ul style="list-style-type: none"> • Understand the national health system

Warm-up

The teacher creates a web page for the class to add links for downloading selected podcasts created in class. The teacher discusses this with the class in terms of how to create such a page and lists the vocabulary used in the discussion which will be technology based.

Task

1. Discuss with the class how the National Health works and how it is paid for in the UK.



2. Then ask students to navigate to the class webpage and open the online podcast file. Tell them they are going to listen to a program podcast about health and medicines.
3. On the first listening, ask the students to just listen to the audio. Play it a second time and ask about the basic information (who is speaking, about what, where, and so on). Finally, watch the video also and ask how the images change understanding.
4. Next ask students to complete the listening comprehension activities (False/True, Image matching, Information gap activities), and correct it altogether.
5. Finally ask students to navigate to the website of the National Health Institution, and ask them to read it in a pair and give a list of tasks: search for local offices timetables, how to get a doctor, how to change it, useful telephone numbers, etc.
6. Give students a written transcription of a typical dialogue between a health service employee and a citizen and one between a doctor and a patient. Divide them in pairs and ask them to choose one dialogue, to read it and then make a role-play activity.

22.3 B2

Summary of contents:	Students listen to a podcast to learn about national immigration laws	Skills developed	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing
Activity:	A podcast is a type of digital media consisting of an episodic series of audio, video, PDF, or ePub files subscribed to and downloaded through web or streamed online to a computer or mobile device. Audio podcasts are often listened to on portable media players and for this reason are ideally even as a self-learning tools.	Materials:	<ul style="list-style-type: none"> • Computer with internet connection; • Headphones; • A selected audio-visual podcast of an interview to the Director of the Immigration Office; • Listening comprehension activities copy; • Poster with a list of foreign citizens rights and duties; • Copy whit a formal email addressed to the Immigration office; • Copy of explanation and examples of formal and informal language and its uses.
Features:	Immigration podcasts	Learning outcomes:	<ul style="list-style-type: none"> • Understand the national immigration law

Warm-up



The teacher selects the video podcast from an authentic web page where students can easily go on to receive more free podcasts about Immigration services and National news.

Task

1. Ask your students if they know anything about national immigration law, concerning visas, duties and rights, etc. Discuss.
2. Write on the blackboard keywords (such as passport, visa, Police Office, family reunion, and so on) and useful expressions.
3. Then tell them to navigate to the selected website and tell them they are going to watch an interview to the Director of the Immigration Office, which will explain briefly the basics of the National Immigration law and which are the duties and the rights of foreign people.
4. During the first listening, stop the video after the introduction to the Immigration services, the explanation of Immigration Law, and finally the List of Immigrant rights and duties.
5. Let the students watch the podcast again and give them the a copy of the listening comprehension (True/False, Information gap as a Rights/Duties list to fill, Image/Words matching)
6. After completing the listening comprehension, ask students to discuss in pairs about what they have listened to, following some points: Did you already know the information you have listened to? Which one sounds new? What would you like to get more information about? In your opinion is the National Immigration law of a good standard and what is not? Do you have other experiences in other country? etc.
7. After the discussion in pairs, ask students to put together a short report of their discussion, following the points you gave them. During the discussion, the teacher can place a poster on the wall illustrating a list of foreign citizens' rights and duties.
8. Then, give students a copy of the formal email addressed to the Immigration office, written by a foreign person who is asking about family reunion visa process.
9. During the collective reading, highlight the elements which express formal language and write them on the black board. Explain the difference between formal and informal language and its uses. Ask for more examples.
10. Ask students to write an email to the local Immigration Office, about the points of the video they would like more information on.

23 Print Magazines

23.1 A2

Summary of contents:	Students read a magazine article and discuss it.	Skills developed	<ul style="list-style-type: none">• Reading• Comprehension• Vocabulary building• Speaking
Activity:	Magazines, periodicals, glossies,	Materials:	<ul style="list-style-type: none">• A selection of recent



	or serials are printed publications that are or distributed online (or other forms of electronic communication), and generally published on a regular schedule and containing a variety of content. They are generally financed by advertising, by a purchase price, by pre-paid magazine subscriptions, or all three.		magazines
Features:	National magazines	Learning outcomes:	<ul style="list-style-type: none"> Identify UK cultural features Justify opinions.

Warm-up

Prior to beginning, discuss the student's use of magazines in terms of how often they read them and which ones are of particular interest

Task

1. Ask the students to select a magazine each of their choice and give them 10 minutes to flick through and pick out articles or features that attract them.
2. Ask the students to spend a couple of minutes showing the class their choice and explain why their interest is in that feature and ask them to point out cultural references to places, names, customs and traditions within their selection.
3. Ask the students to commence pair work and pick out a feature that they can retell in their own words to their partner. This could be a recipe that they want to share and discuss English food choices or the classifieds section where they can comment on differences and similarities of what would appear in those sections in their own countries.

23.2 B1

Summary of contents:	Students read a magazine article and discuss it.	Skills developed	<ul style="list-style-type: none"> Reading Comprehension Vocabulary building Writing Speaking Listening
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Activity:	Magazines, periodicals, glossies, or serials are printed publications that are or distributed online (or other forms of electronic communication), and generally published on a regular schedule and containing a variety of content. They are generally financed by advertising, by a purchase price, by pre-paid magazine subscriptions, or all three.	Materials:	<ul style="list-style-type: none">• A selection of recent magazines
Features:	National magazines	Learning outcomes:	<ul style="list-style-type: none">• Identify UK cultural features• Justify opinions.

Warm-up

Prior to beginning, discuss the student's use of magazines in terms of how often they read them and which ones are of particular interest. Discuss why these preferences have been selected.

Task

1. Ask the students to select a magazine each of their choice and give them 10 minutes to flick through and pick out articles or features that attract them.
2. Ask the students to spend a couple of minutes showing the class their choice and explain why their interest is in that feature and ask them to point out cultural references to places, names, customs and traditions within their selection.
3. Ask the students to undertake pair work and pick out a feature that they can retell in their own words to their partner. Ask them to write an alternative title or headline' and a write a few sentences to summarise the key areas. This could be a recipe that they want to share and discuss English food choices or the classifieds section where that can comment on differences and similarities of what would appear in the those sections in their own countries.
4. Comment on the pictorial evidence noting cultural clues.
5. Ask the student to choose one of the images, describe it and note what make it look British



23.3 B2

Summary of contents:	Students read a magazine article and write their own version	Skills developed	<ul style="list-style-type: none"> • Reading • Comprehension • Vocabulary building • Writing • Speaking • Listening
Activity:	Magazines, periodicals, glossies, or serials are printed publications that are or distributed online (or other forms of electronic communication), and generally published on a regular schedule and containing a variety of content. They are generally financed by advertising, by a purchase price, by pre-paid magazine subscriptions, or all three.	Materials:	<ul style="list-style-type: none"> • A selection of recent magazines
Features:	National magazines	Learning outcomes:	<ul style="list-style-type: none"> • Identify UK cultural features • Write a magazine article

Warm-up

Prior to beginning, discuss the student's use of magazines in terms of how often they read them and which ones are of particular interest. List the categories of magazines that are available.

Task

1. Ask the students to select a magazine each of their choice and give them 10 minutes to flick through and pick out articles or features that attract them.
2. Ask the students to spend a couple of minutes showing the class their choice and explain why their interest is in that feature and ask them to point out cultural references to places, names, customs and traditions within their selection.
3. Ask the students to pick out an article that they can re-write in their own words. Ask them to write an alternative title or headline' and a write a new article with the same content, however with as many cultural references as possible to include British landmarks, customs, habits and any other such links.



24 Radio Advertising

24.1 A2

Summary of contents:	Students listen to local radio advertisements and identify features.	Skills developed	<ul style="list-style-type: none">• Comprehension,• Vocabulary building• Speaking• Listening
Activity:	Commercial radio stations make most of their revenue selling "airtime" to advertisers. Radio advertisements or "spots" are available when a business or service provides valuable consideration, usually cash, in exchange for the station airing their spot or mentioning them on air	Materials:	<ul style="list-style-type: none">• A radio to enable selecting different stations• Transcript of a radio spot
Features:	Clips from local radio stations	Learning outcomes:	<ul style="list-style-type: none">• Identify features of radio advertising

Warm-up

Discuss the types of radio stations in native countries and then the differences with UK radio stations. Which ones would be more likely to advertise?

Task

1. Give a little background as to the different radio stations explaining how the national stations are covered by the TV licence fee and others depend on advertising.
2. Select a local radio station and play about 5-10 minutes asking the students to listen out for the advertising elements, noting down as many details as possible such as what the advertising is for and who it is aimed at.
3. Ask the students to comment on what they have picked up and comment on the language used to sell goods and services across the radio waves.
4. From a local radio advertising spot, the student may be able to understand what the area's background is. For example radio spots in the Worcestershire area are highly concentrated on carpet sales, where there is a strong carpet manufacturing history.
5. Ask the student to comment on radio advertising in his or her own country and suggest what would be the main focus of advertising.



6. Ask the students to listen again and this time focus on picking up terms used in advertising such a 'buy one get one free' (BOGOF) or 'buy now, pay later'.

24.2 B1

Summary of contents:	Students listen to local radio advertisements and identify features.	Skills developed	<ul style="list-style-type: none">• Comprehension,• Vocabulary building• Speaking• Listening• Writing
Activity:	Commercial radio stations make most of their revenue selling "airtime" to advertisers. Radio advertisements or "spots" are available when a business or service provides valuable consideration, usually cash, in exchange for the station airing their spot or mentioning them on air.	Materials:	<ul style="list-style-type: none">• A radio to enable selecting different stations
Features:	Clips from local radio stations	Learning outcomes:	<ul style="list-style-type: none">• Identify features of radio advertising

Warm-up

Discuss the types of radio stations in native countries and then the differences with UK radio stations. Which ones would be more likely to advertise?

Task

1. Give a little background as to the different radio stations explaining how the national stations are covered by the TV licence fee and others depend on advertising.
2. Select a local radio station and play about 5-10 minutes asking the students to listen out for the advertising elements, noting down as many details as possible such as what the advertising is for and who it is aimed at.
3. Ask the students to comment on what they have picked up and comment on the language used to sell goods and services across the radio waves.
4. From a local radio advertising spot, the student may be able to understand what that area's background is. For example radio spots in the Worcestershire area are highly concentrated on carpet sales, where there is a strong carpet manufacturing history.
5. Ask the student to comment on radio advertising in his or her own country and suggest what would be the main focus of advertising.



6. Ask the students to listen again and this time focus on picking up terms used in advertising such a 'buy on get one free' (BOGOF) or 'buy now, pay later'. This will lead onto purchasing habits in Britain and a comparative analysis can be done with other countries in terms of buying practice.
7. Provide the students with a transcript of a radio spot and write down the meaning of certain phrases for class discussion.

24.3 B2

Summary of contents:	Students listen to local radio advertisements and identify features.	Skills developed	<ul style="list-style-type: none"> • Comprehension • Vocabulary building • Speaking • Listening • Writing
Activity:	Commercial radio stations make most of their revenue selling "airtime" to advertisers. Radio advertisements or "spots" are available when a business or service provides valuable consideration, usually cash, in exchange for the station airing their spot or mentioning them on air.	Materials:	<ul style="list-style-type: none"> • Comprehension • Vocabulary building • Speaking • Listening • Writing
Features:	Clips from local radio stations	Learning outcomes:	<ul style="list-style-type: none"> • Identify features of radio advertising

Warm-up

Discuss the types of radio stations in native countries and then the differences with UK radio stations. Which ones would be more likely to advertise? Discuss if this is acceptable or not and suggest an ideal method of advertising on the radio.

Task

1. Give a little background as to the different radio stations explaining how the national stations are covered by the TV licence fee and others depend on advertising.
2. Select a local radio station and play about 5-10 minutes asking the students to listen out for the advertising elements, noting down as many details as possible such as what the advertising is for and who it is aimed at.
3. Ask the students to comment on what they have picked up and comment on the language used to sell goods and services across the radio waves.



4. From a local radio advertising spot, the student may be able to understand what that area's background is. For example radio spots in the Worcestershire area are highly concentrated on carpet sales, where there is a strong carpet manufacturing history.
5. Ask the student to comment on radio advertising in his or her own country and suggest what would be the main focus of advertising.
6. Ask the students to listen again and this time focus on picking up terms used in advertising such a 'buy on get one free' (BOGOF) or 'buy now, pay later'. This will lead onto purchasing habits in Britain and a comparative analysis can be done with other countries in terms of buying practice.
7. Provide the students with a transcript of a radio spot and write down the meaning of certain phrases for class discussion.
8. Ask the students to create their own advertising spot to last 1 minute so key language to be used and speedy delivery.

25 Radio Music

25.1 A2

Summary of contents:	Students listen to radio stations and compare and contrast them.	Skills developed	<ul style="list-style-type: none">• Comprehension,• Vocabulary building• Speaking
Activity:	The radio plays many types of music including Children's, Classical, Folk, Traditional, Religious, Cabaret, Music Hall, Musical, Soundtracks, Popular, Blues, Country, Hip hop, Jazz, Latin, Reggae, R&B, Rock (Heavy metal, Punk rock). Most radio stations will have their own particular style and hence particular type of music.	Materials:	<ul style="list-style-type: none">• A radio to select different stations
Features:	Local and national radio stations	Learning outcomes:	<ul style="list-style-type: none">• Debating techniques• Compare and contrast

Warm-up

Ask the students if they listen to the radio and discuss which radio stations they listen to and why.



Task

1. Ask the students to write down this information and determine the following:
 - a. Are the stations national or regional and why?
 - b. What differences are there in the language used nationally or regionally?
 - c. What kind of music is played on particular stations?
 - d. What element of non-British music is played?
2. Class debate following small group debate on differences between British radio stations and their own country radio stations.

25.2 B1

Summary of contents:	Students listen to radio stations and compare and contrast them.	Skills developed	<ul style="list-style-type: none"> • Comprehension • Vocabulary building • Speaking • Listening • Role-play
Activity:	<p>The radio plays many types of music including Children's, Classical, Folk, Traditional, Religious, Cabaret, Music Hall, Musical, Soundtracks, Popular, Blues, Country, Hip hop, Jazz, Latin, Reggae, R&B, Rock (Heavy metal, Punk rock).</p> <p>Most radio stations will have their own particular style and hence particular type of music.</p>	Materials:	<ul style="list-style-type: none"> • A radio to select different stations
Features:	Local and national radio stations	Learning outcomes:	<ul style="list-style-type: none"> • Debating techniques • Compare and contrast

Warm-up

Ask the students if they listen to the radio and discuss which radio stations they listen to and why. What are the preferred stations?

Task

1. Ask the students to write down this information and determine the following:
 - a. Are the stations national or regional and why?
 - b. What differences are there in the language used nationally or regionally?
 - c. What kind of music is played on particular stations?



- d. What element of non-British music is played?
2. Class debate following small group debate on differences between British radio stations and their own country radio stations.
3. Ask the students to select a radio station that plays a good variety of music and present songs as a disc jockey in a 'British' manner that suits that radio station.

25.3 B2

Summary of contents:	Students listen to radio stations and compare and contrast them.	Skills developed	<ul style="list-style-type: none"> Comprehension, Vocabulary building Writing Speaking Listening Role play
Activity:	<p>MUSIC</p> <p>The radio plays many types of music including Children's, Classical, Folk, Traditional, Religious, Cabaret, Music Hall, Musical, Soundtracks, Popular, Blues, Country, Hip hop, Jazz, Latin, Reggae, R&B, Rock (Heavy metal, Punk rock).</p> <p>Most radio stations will have their own particular style and hence particular type of music.</p>	Materials:	<ul style="list-style-type: none"> A radio to select different stations
Features:	Local and national radio stations	Learning outcomes:	<ul style="list-style-type: none"> Debating techniques Compare and contrast

Warm-up

Ask the students if they listen to the radio and discuss which radio stations they listen to and why. How do these compare with those at home?

Task

1. Ask the students to write down this information and determine the following:
 - a. Are the stations national or regional and why?
 - b. What differences are there in the language used nationally or regionally?
 - c. What kind of music is played on particular stations?
 - d. What element of non-British music is played?



2. Class debate following small group debate on differences between British radio stations and their own country radio stations.
3. Ask the students to select a radio station that plays a good variety of music and present songs as a disc jockey in a 'British' manner that suits that radio station
4. Select a song by a British artist that is able to be paused and ask the students to work in pairs and transcribe the words with only one attempt at hearing the song, but allowing a pause for the student to transcribe the lyrics.
5. After the exercise, discuss the colloquialisms that may or may not have been picked up but which may be used in everyday language.

26 Audio Radio Politics

26.1 A2

Summary of contents:	Students listen to a political report to gather vocabulary.	Skills developed	<ul style="list-style-type: none"> • Listening (specific content understanding) • Vocabulary building • Grammar analysis • Cultural understanding • Speaking • Writing
Activity:	The purpose of a report on politics is to understand the basic structure and messages of politics discourses	Materials:	<ul style="list-style-type: none"> • A pre-recorded report on politics • Vocabulary and grammar sheet. • For teachers: http://www.livingroomcandidate.org/lessons/15
Features:	Political reports	Learning outcomes:	<ul style="list-style-type: none"> • Political vocabulary

Warm-up

Warming- up: Begin the lesson by analysing the political situation in the host country (parties, political situation, society's views on politics and politicians, etc.) Encourage students to share their views about this topic in both host and home country. While talking, add important vocabulary to a board and answer any questions they may have.

Task

1. When the students are familiar with the vocabulary, play the pre-recorded reports. After the 1st time, ask students to list the main topics presented and the main vocabulary used.



During the 2nd, ask students to take some notes on the specific details: identify presented main structure (parts) of the discourse and the presenter's view on the topic (agreement /disagreement /neutral).

2. After the second time, ask the students to share their answers (Speaking) and put all the information and notes together. Whilst talking, add important vocabulary to a board and answer any questions they may have.
3. Play the report a 3rd time to check for understanding.
4. Then, students complete a worksheet with the politics-related vocabulary they have learnt and the main structure and tenses used.
5. Writing: Create a forum and briefly answer this question: What do you think that politicians and governments should do to encourage more people to vote? If Students do not agree can answer their peers.
6. Ask students to discuss:
 - a) When and where they read or listen to information about politics.
 - b) Discuss the main differences with their home country.

26.2 B1

Summary of contents:	Students listen to a political report to gather vocabulary.	Skills developed	<ul style="list-style-type: none"> • Listening comprehension (specific content understanding) • Vocabulary building • Grammar analysis • Cultural understanding • Strategies to reach audiences • Speaking • Writing.
Activity:	The purpose of a report on politics is to understand the structure and messages of politics discourses.	Materials:	<ul style="list-style-type: none"> • A pre-recorded report on politics • Vocabulary and grammar worksheet • A reading passage with the same radio information.
Features:	Political reports	Learning outcomes:	<ul style="list-style-type: none"> • Political vocabulary

Warm-up

Begin the lesson by asking students the media they usually use keep themselves updated about political situations. Encourage students to share views about by giving examples. Whilst talking, add vocabulary to the board.



Task

1. When the students are familiar with the context, the instructor plays pre-recorded reports on the same politics topic presented by different radio stations. After the 1st time, ask students to identify the topic and the main view of the speaker about it (agree, disagree, neutral). When checking student answers, focus their attention on vocabulary and relevant structures.
2. During the 2nd play, ask students to identify the main differences on what the reporters say about the same topic (how the news are developed). Now try to put together all student answers and share view. Play the report a 3rd time to check for understanding.
3. Then, the teacher introduces the idea *how* the type of media (radio stations, newspapers, TV channels, etc.) influence on the way in which news and facts are presented. Encourage students to share views about by giving examples. Whilst talking, add vocabulary to the board.
4. Then, read a few passages from different sources covering the same radio topic. Students will focus their attention on (1) the main differences between both media and (2) the strategies used to cover the information.
5. Students complete a worksheet with the main vocabulary, functions, grammar structures and strategies to present the information in both media type.
6. Final Discussion:
7. How the media type influence on the way in which the information is covered?
8. Are the differences found more related to the media political spectrum (wing) than to the media type themselves?
9. Writing: In some countries, voting is compulsory. Do you think this is a good idea? Why or why not?

26.3 B2

Summary of contents:	Students listen to a political report to gather vocabulary.	Skills developed	<ul style="list-style-type: none"> • Listening comprehension (specific content understanding) • Language analysis • Cultural understanding Strategies to reach audiences • Speaking • Reading • Writing.
Activity:	The purpose of a report on politics is to understand the structure and messages of politics discourses and meaning understanding.	Materials:	<ul style="list-style-type: none"> • Pre-record radio reports on politics and the print out a report from the same radio programme. • A worksheet to work on the language, strategies and structure of the printed report.



Features:	Political reports	Learning outcomes:	<ul style="list-style-type: none"> Political vocabulary Write a political report
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Warm-up

Begin the lesson by introducing the idea of *how* the type of media (radio stations, newspapers, TV channels, etc.) influence on the way in which news and facts are presented. Encourage students to share views about by giving examples.

Task

1. Ask further questions about their favorite radio station or if they prefer to check news on the internet or any other media. Which is better? Are there any differences among them? Allow for a small debate between students
2. Now give students the printed report for a radio sender and have them scan through the document first. Allow them to discuss about the content, tone and text writer position about the news (agreement /disagreement /neutral). Then, ask the students to analyse and complete a worksheet to identify the language, structure and the main strategies to reach the audiences.
3. Next play the pre-recorded radio program which fits with the written report. Ask the students to discuss the effectiveness of understanding the news through two different media. Play the recording a second time to share views.
4. Now that the students have practiced listening and speaking, ask students to write a report on a political topic they are interested in, then, ask them to compare their writing with a partner and in small groups. At the end, students are asked to record the piece of news written.

27 Radio Programmes-Sport

27.1 A2

Summary of contents:	Students listen to a political report to gather vocabulary.	Skills developed	<ul style="list-style-type: none"> Listening (specific content understanding) Vocabulary building Grammar analysis Cultural understanding Speaking Writing
Activity:	The purpose of a report on politics is to understand the basic structure and messages of politics discourses	Materials:	<ul style="list-style-type: none"> A pre-recorded report on politics Vocabulary and grammar sheet.



			<ul style="list-style-type: none"> For teachers: http://www.livingroomcandidiate.org/lessons/15
Features:	Political reports	Learning outcomes:	<ul style="list-style-type: none"> Political vocabulary

Warm-up

Warming- up: Begin the lesson by analysing the political situation in the host country (parties, political situation, society's views on politics and politicians, etc.) Encourage students to share their views about this topic in both host and home country. While talking, add important vocabulary to a board and answer any questions they may have.

Task

1. When the students are familiar with the vocabulary, play the pre-recorded reports. After the 1st time, ask students to list the main topics presented and the main vocabulary used. During the 2nd, ask students to take some notes on the specific details: identify presented main structure (parts) of the discourse and the presenter's view on the topic (agreement /disagreement /neutral).
2. After the second time, ask the students to share their answers (Speaking) and put all the information and notes together. Whilst talking, add important vocabulary to a board and answer any questions they may have.
3. Play the report a 3rd time to check for understanding.
4. Then, students complete a worksheet with the politics-related vocabulary they have learnt and the main structure and tenses used.
5. Writing: Create a forum and briefly answer this question: What do you think that politicians and governments should do to encourage more people to vote? If Students do not agree can answer their peers.
6. Ask students to discuss:
 - a) When and where they read or listen to information about politics.
 - b) Discuss the main differences with their home country.

27.2 B1

Summary of contents:	Students listen to a political report to gather vocabulary.	Skills developed	<ul style="list-style-type: none"> Listening comprehension (specific content understanding) Vocabulary building Grammar analysis Cultural understanding Strategies to reach
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			audiences <ul style="list-style-type: none"> • Speaking • Writing.
Activity:	The purpose of a report on politics is to understand the structure and messages of politics discourses.	Materials:	<ul style="list-style-type: none"> • A pre-recorded report on politics • Vocabulary and grammar worksheet • A reading passage with the same radio information.
Features:	Political reports	Learning outcomes:	<ul style="list-style-type: none"> • Political vocabulary

Warm-up

Begin the lesson by asking students the media they usually use keep themselves updated about political situations. Encourage students to share views about by giving examples. Whilst talking, add vocabulary to the board.

Task

1. When the students are familiar with the context, the instructor plays pre-recorded reports on the same politics topic presented by different radio stations. After the 1st time, ask students to identify the topic and the main view of the speaker about it (agree, disagree, neutral). When checking student answers, focus their attention on vocabulary and relevant structures.
2. During the 2nd play, ask students to identify the main differences on what the reporters say about the same topic (how the news are developed). Now try to put together all student answers and share view. Play the report a 3rd time to check for understanding.
3. Then, the teacher introduces the idea *how* the type of media (radio stations, newspapers, TV channels, etc.) influence on the way in which news and facts are presented. Encourage students to share views about by giving examples. Whilst talking, add vocabulary to the board.
4. Then, read a few passages from different sources covering the same radio topic. Students will focus their attention on (1) the main differences between both media and (2) the strategies used to cover the information.
5. Students complete a worksheet with the main vocabulary, functions, grammar structures and strategies to present the information in both media type.
6. Final Discussion:
7. How the media type influence on the way in which the information is covered?
8. Are the differences found more related to the media political spectrum (wing) than to the media type themselves?
9. Writing: In some countries, voting is compulsory. Do you think this is a good idea? Why or why not?



27.3. B2

Summary of contents:	Students listen to a political report to gather vocabulary.	Skills developed	<ul style="list-style-type: none"> • Listening comprehension (specific content understanding) • Language analysis • Cultural understanding Strategies to reach audiences • Speaking • Reading • Writing.
Activity:	The purpose of a report on politics is to understand the structure and messages of politics discourses and meaning understanding.	Materials:	<ul style="list-style-type: none"> • Pre-record radio reports on politics and the print out a report from the same radio programme. • A worksheet to work on the language, strategies and structure of the printed report.
Features:	Political reports	Learning outcomes:	<ul style="list-style-type: none"> • Political vocabulary • Write a political report

Warm-up

Begin the lesson by introducing the idea of *how* the type of media (radio stations, newspapers, TV channels, etc.) influence on the way in which news and facts are presented. Encourage students to share views about by giving examples.

Task

5. Ask further questions about their favorite radio station or if they prefer to check news on the internet or any other media. Which is better? Are there any differences among them? Allow for a small debate between students
6. Now give students the printed report for a radio sender and have them scan through the document first. Allow them to discuss about the content, tone and text writer position about the news (agreement /disagreement /neutral). Then, ask the students to analyse and complete a worksheet to identify the language, structure and the main strategies to reach the audiences.
7. Next play the pre-recorded radio program which fits with the written report. Ask the students to discuss the effectiveness of understanding the news through two different media. Play the recording a second time to share views.
8. Now that the students have practiced listening and speaking, ask students to write a report on a political topic they are interested in, then, ask them to compare their



writing with a partner and in small groups. At the end, students are asked to record the piece of news written.

28 Signage

28.1 A2

Summary of contents:	Students describe and discuss signage.	Skills developed	<ul style="list-style-type: none"> • Speaking • Listening • Intercultural Understanding
Activity:	Students are to capture a picture of a sign they frequently see using a mobile phone or camera and bring the information with them to class.	Materials:	<ul style="list-style-type: none"> • A laptop/computer • Beamer and/or internet access.
Features:	Signage	Learning outcomes:	<ul style="list-style-type: none"> • Descriptions • Permission vocabulary

Warm-up

This activity requires a little preparation on the side of the teacher and it can be adapted to fit into a specific timeframe. In order for this activity to be completed, the students must take a picture of a sign with a symbol(s) they see when travelling to their language course prior to attending the class. This could be a road, city or building sign. It would be best if the students could email the sign to the teacher, in order for the teacher to save all of the pictures in the same place and be able to quickly project the signs onto the screen during class

Tasks

1. Divide the students into pairs. Ask each student to have a piece of paper and pen handy. Student A should either look at their sign or visualise it and try to describe the sign to Student B. It is important Student A does not simply read the sign, but rather describes the meaning of it. This could also describe where the sign may be found in the city to their partner. Student B should try to draw this sign. Give the students 5 minutes and then they should compare the hand-drawn picture with the realistic one and then switch roles. The teacher should act as a facilitator and assist any students who may be struggling or converse with students.
2. After the students have completed this activity, ask them questions about their signs. (It would be helpful at this point to project the various signs from the learners onto a screen.) Questions: What does this sign mean? Is it allowing something or forbidding



something? Where would you find it? Have they seen this sign before? Where is one located in the city?

Note: It may be necessary to demonstrate this activity before asking the students to do this on their own. For example, choose a sign none of the students took a picture of and ask the students to draw the picture as you describe it to them.

28.2 B1

Summary of contents:	Students describe and discuss signage.	Skills developed	<ul style="list-style-type: none"> • Reading. • Vocabulary • Intercultural Understanding
Activity:	Choose a well-known city in the host country, give the students directions and ask them to use Google Earth to find a famous building and the signs standing in front of it. This allows learners to virtually travel to other cities in their host country	Materials:	<ul style="list-style-type: none"> • The teacher should prepare for at least one city; it would be more interesting with more cities for the students to search, and write down the directions to a well-known building or place. The instructions should be able to be followed via Google Earth. The students will either need in class internet access or be able to access the internet on their own
Features:	Signage	Learning outcomes:	<ul style="list-style-type: none"> • Descriptions • Permission vocabulary

Warm-up

Discuss differences in signage between the UK and native countries. Discuss the reaction of the general public towards these signs and whether they are respected.

Tasks

1. The teacher should prepare for a city in the hosting country directions to a well-known place or building in a specific town. The teacher will give the students directions on how to get there starting from a specific point on Google Earth. When the students get the directions, then they should work with a partner or individually and try to find their way to this famous place. Of course it is not mentioned what the name is of the place, otherwise it would be too easy for the students. When the students think they have arrived at this place, then they should read the signs around it and write them down.



2. When the students feel they have finished, then they should check with the teacher and she will confirm 'yes' or 'no'. If students are searching more than one city, then they could be divided into groups. Each group should prepare a short presentation on their building/place and the signs surrounding it. They should explain what the signs mean and what would happen if you did not follow what is said on the sign. If all the students searched the same city, then the teacher should initiate a feedback session and check for understanding of each of the signs.
3. Ask the students to create their own directions to well-known place and bring to the next class as a group you could try to find the place of interest and the sign surrounding it.

28.3 B2

Summary of contents:	Students create their own signage and rules	Skills developed	<ul style="list-style-type: none"> • Reading • Comprehension • Writing • Speaking • Listening
Activity:	What does this sign mean?	Materials:	<ul style="list-style-type: none"> • The teacher should prepare several signs; these should be more sophisticated signs which are not so obvious.
Features:	Signage	Learning outcomes:	<ul style="list-style-type: none"> • Permission vocabulary

Warm-up

Discuss differences in signage between the UK and native countries. Discuss the reaction of the general public towards these signs and whether they are respected. Discuss in which other environments signage of great importance and what the implications may be if the public to not respect them.

Task

1. The students are now in charge of writing new rules or laws for the signs given by the teacher. Divide the learners into small groups, depending on your class size. Give each of the groups the same copies of signs and ask them to create a law or rule for each of the signs.
2. There should be some signs which will be new to the learners. Encourage the students to be creative and to work together on each of the signs. The rules or laws can be serious or they can be funny. It is important the students explain where the sign is found, who is to obey it, what happens if you disobey it and whatever else they may come up with.



29 Soap Opera 1

29.1 A2

Summary of contents:	Students watch a popular soap opera to identify vocabulary.	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, intonation and speech of soap opera characters.	Materials:	<ul style="list-style-type: none"> • Soap opera online and transcript • Projector screens, a laptop/TV & video • Cards/ PowerPoint showing different programme types • Worksheets: Vocabulary; • listening; reported speech • Computers and internet
Features:	Popular UK soap opera	Learning outcomes:	<ul style="list-style-type: none"> • Identify everyday vocabulary

Warm-up

Discuss the culture of British Soap Operas in the UK and list the most popular ones.

Task

Facilitate the learners in being able to understand everyday dialogues and create them.

1. Find the appropriate part of soap opera with everyday dialogues – 2-3 minutes.
2. Before listening the teacher gives learners the list of the new vocabulary and goes through it.
3. Learners listen to the dialogue twice.
4. The teacher divides learners into 2 groups. Each group has “vocabulary test” including some of the new and some of the previous known vocabulary (gaps).
5. After listening for a third time, the groups complete the test.
6. One member of the group reads the completed dialogue – the second group attempts to find mistakes and correct them. Later the member of the second group reads their text and the first group attempts to find mistakes. The teacher writes points of each group on the blackboard.
7. After the fourth listening, the learners in the same groups fill in the “True or False” tests – 2 different. Groups evaluate their tests themselves.



8. Learners get another dialogue concerning everyday life with questions and answers of only one person and the list of mixed answers and questions of the second dialog participant. They must to complete the dialogue.

Extension

Homework: learners should prepare their own dialogue on a topic proposed by the teacher.

29.2 B1

Summary of contents:	Students watch a popular soap opera to identify vocabulary.	Skills developed	<ul style="list-style-type: none"> • Listening understanding • Developing lexical competence • Speaking • Creative writing skills • Developing cultural competence.
Activity:	The purpose is to familiarise students with the language, intonation and speech of soap opera characters.	Materials:	<ul style="list-style-type: none"> • Soap opera online and transcript • Projector Screens, a laptop/TV & video • Cards/ PowerPoint showing different programme types • Worksheets: Vocabulary; • listening; reported speech • Computers and internet
Features:	Popular UK soap opera	Learning outcomes:	<ul style="list-style-type: none"> • Identify everyday vocabulary

Warm-up

Discuss the culture of British Soap Operas in the UK and list the most popular ones. Ask students to express a preference and state why.

Task

1. The students watch a clip of a soap opera and complete a gap fill exercises in connection with that clip.
2. The teacher gives the students the list of vocabulary used in the clip and the students are to match up with similar words. An online thesaurus may be used.



3. A class exercise will be introduced whereby the learner will begin with a word taken from the clip and the students will all play word association with no repeating of the words.
4. From the words used in the game, each student that has given a word must find an analogy in English and create a list for the rest of the learners to use.
5. The students go back to the clip and look at the various characters to slot them into type. The group should split off and write a small paragraph on a different type of character each describing personality.
6. Each student should write a storyline for their characters using the past tense to describe what the character has done so far and use the future tense to describe the new storyline.

29.3 B2

Summary of contents:	Students analyse popular soap operas to identify regional differences.	Skills developed	<ul style="list-style-type: none"> • Listening understanding • speaking • Developing lexical competence and writing skills • Developing cultural and linguistic competence and marketing skills
Activity:	Parts of different cultural radio programmes presented experts discusses and listeners' opinions about modern art and design.	Materials:	<ul style="list-style-type: none"> • Internet • Theatre reviews for analysis and comparison.
Features:	Popular UK soap opera	Learning outcomes:	<ul style="list-style-type: none"> • Improve marketing and comparative vocabulary

Warm-up

Discuss the culture of British Soap Operas in the UK and list the most popular ones. Ask students to express a preference and state why. Ask the students to compare with their own countries and note where the main differences are seen.

Task

1. Learners list the British Soap Operas that they are aware of and try to assess which part of the country they are from.
2. A map is used to show regions and the students are asked to name famous historical or cultural links to those regions, including famous celebrities.



3. The teacher uses the map to list linguistic differences, stereotypes of the regions, culinary specialities and landmarks which are connected to the various regions of the soap operas.
4. Learners are placed in 3 or 4 groups and are given a soap opera each to research in terms of location, language, customs, climate etc. and present on it at the end of the session. The students should present in the format of selling the soap opera to their audience as it will be made into a theatre show, so the students will be in competition with one another to find the best marketing strategy and sales pitch.
5. Following on from the sales pitch, each of the groups should divide into 2 and each being responsible for writing publicity advertisements (future tense) and theatre review (perfect tense).
6. The students should create both positive and negative reviews of the theatre show and compare this to the TV Soap opera listing the positive and negative attributes.
7. Students to write comparative reviews for British soap operas aimed at new migrants and include regional and cultural information.

30 Visual Webs Social Network

30.1 A2

Summary of contents:	Students describe physical appearance through social media	Skills developed	<ul style="list-style-type: none"> • Listening • Reading • Writing
Activity:	A social networking service is a platform to build social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user (often a profile), his/her social links, and a variety of additional services. Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. Social networking sites allow users to share ideas, pictures, posts, activities, events, and interests with people in their network.	Materials:	<ul style="list-style-type: none"> • Social network <i>Facebook</i>; • Computers with internet connection; • Headphones; • Picture showing a nice or funny image of a family • Picture showing a family tree • Video clip of a song; • Picture with adjectives which express physical aspects; • Picture with 4 different people; • Picture with adjectives which express personality; • Video of a girl describing physical aspects and personality of a family member.



	In a language learning context, social network is ideal for self-learning activities to make at home.		
Features:	Facebook	Learning outcomes:	<ul style="list-style-type: none"> • Descriptions • Write comments

Warm-Up

Discuss to what degree Social Networks encourage friendships. Is it a good thing or a bad thing?

Task

1. Create a Facebook group and invite your class students to register with Facebook. Once everyone has their own account, the teacher can then add them as members of the Facebook group.
2. Post a picture showing a nice or funny image of a family and ask students basic questions: what does the picture represent? Is it funny? Why?
3. Ask students to answer the questions as a comment to the post. Then post another picture showing a family tree with some gaps and ask students to complete it.
4. Once finished, re-post the same picture, and ask students to make their own family tree and upload it.
5. Next, post a video clip of a song which talks about family, and ask students to listen and explain they think the main theme of the song is. Then upload the song lyrics with some missing words (adjectives which describe physical aspects and personality) and ask students to fill in the gap whilst listening to the song, and then to upload it as a private message to the teacher.
6. Next, post a picture with adjectives which express physical aspects followed by posting a picture with 4 different people. Ask students to write a sentence (as a comment to the post) for each person describing their physical aspect.
7. Next, post a picture with adjectives which express personality, and ask if they understand every word, and then to explain it with examples.
8. Upload a short video of a girl describing physical aspects and personality of a family member.
9. Finally, ask students to choose a family member and to write a description as it is in the video, to post as a comment.
10. Upload materials, videos, songs etc., write period posts to keep your Facebook group active.



30.2 B1

Summary of contents:	Students visit local association Facebook pages	Skills developed	<ul style="list-style-type: none">• Reading• Writing• Listening• Speaking• Cultural topic: the role of association in the country.
Activity:	<p>A social networking service is a platform to build social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user (often a profile), his/her social links, and a variety of additional services. Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. Social networking sites allow users to share ideas, pictures, posts, activities, events, and interests with people in their network.</p> <p>In a language learning context, social network is ideal for self-learning activities to make at home.</p>	Materials:	<ul style="list-style-type: none">• Social network <i>Facebook</i>;• Computers with internet connection;• Headphones;• A list of local associations that operate in different sectors;• Video showing the role of associations that work in the field of Immigration.
Features:	Facebook	Learning outcomes:	<ul style="list-style-type: none">• Immigration laws• Facebook browsing

Warm-up



Before class:

1. Choose a list of local associations that operate in different sectors (immigration, social assistance, children, international cooperation, and so on.) that have a profile on Facebook.
2. Create a Facebook group and invite your class students to register with Facebook. Once everyone has their own account, the teacher can then add them as members of the Facebook group.

Task

During the class

1. Begin the class with writing the word “Association” on to the black board and produce a quick brainstorming activity with students. Explain the national idea of association, and its role in the country, try to make comparison with student experiences.
2. Next, post this onto the Facebook group (immigration, social assistance, children, international cooperation, and so on.) and ask students to check their profiles on their Facebook account.
3. Post a list of tasks: 1) choose an association; 2) find information about the association e.g. address, telephone number, email; 3) describe the main activities of the associations; 4) describe why you liked it and whether you would like to be a volunteer or a beneficiary of the association; 5) post this written description of the association onto the Facebook group-adding an image which could represent the association.
4. Make the correction as comments to the posts or a general correction as an individual post.

Extra activity

5. Post a video showing the role of associations that work in the field of Immigration, in your territory (it can be an interview or news). Ask student opinions about the video (do you agree/disagree – what are migrant needs in your opinion?)
6. To keep the Facebook group active, it's a good idea to select additional materials to post on the group. In particular, you can select some pages for language self-learning, local language exchange, virtual language exchange, and about information from local authorities.



30.3 B2

Summary of contents:	Students use social media to look for jobs	Skills developed	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking
Activity:	<p>A social networking service is a platform to build social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user (often a profile), his/her social links, and a variety of additional services. Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. Social networking sites allow users to share ideas, pictures, posts, activities, events, and interests with people in their network.</p> <p>In a language learning context, social network is ideal for self-learning activities to make at home.</p>	Materials:	<ul style="list-style-type: none"> • Computers with internet connection; • Headphones; • Video about the role of social networks in looking for a job; • Copy of listening comprehension activities (True/False, Questions/Answers Matching activity); • Selection of the 3 main social networks that can help in looking for a job; • Copy with list of tasks; • List of summarised instruction about how to use social networks for searching a job.
Features:	Facebook	Learning outcomes:	<ul style="list-style-type: none"> • Create a professional profile • Search for jobs using social media

Warm-up

Before class: select 3 main social networks that can assist users in looking for a job.

Task

1. Begin the class showing a video about the role of social networks in looking for a job. After the first listening ask for basic information for a global meaning. After the second



listening, give a copy of the listening comprehension activities (True/False, Questions/Answers Matching activity).

2. Make corrections of the listening comprehension reading, with student read through the list of the 3 main social networks that can assist them in looking for a job, with a short description.
3. Divide them into 3 groups for each Social Network and give them a list of tasks: 1) registrar with Social Network- creating login details; 2) complete the professional profile, adding personal data and information about job experiences and education; 3) search for job vacancies, and choose one account requirements; 4) apply for the job, send the application.
4. During the activity, the teacher will assist each group making sure they are completing the task correctly and assisting them with input and suggestions
5. When the group tasks have been completed, a representative of each group will demonstrate to the class how to search and apply for a job using a social network.
6. After the short presentations, the teacher will summaries steps to take

Extra activity

7. Ask students to write a formal email to apply for a job, describing past job experiences, and giving information about education career and future job aspirations. They should send this to the teacher for any corrections.

31 Traffic Report

31.1 A2

Summary of contents:	Students listen to and discuss traffic reports	Skills developed	<ul style="list-style-type: none"> • Speaking • Listening • Vocabulary building
Activity:	The purpose of a traffic report is to listen to rapid speech and understand what the driving prognosis is.	Materials:	<ul style="list-style-type: none"> • A pre-recorded traffic report • Vocabulary sheet.
Features:	National or regional traffic reports	Learning outcomes:	<ul style="list-style-type: none"> • Identify positive and negative reports

Warm-up

Begin the lesson by telling a story about a bad driving experience due to a traffic situation. Encourage students to also share their experiences. Whilst talking to students add important



vocabulary to a board and answer any questions they may have. Encourage students to use paper / electronic dictionaries to look up words.

Task

1. When the students are familiar with the vocabulary, play the pre-recorded traffic report. After the 1st time, ask students if they think the report was positive or negative. Students can also ask about vocabulary. During the 2nd recording, ask students to take some notes on what the reporter says. Now try to put together the traffic report with the information gathered by the students. Play the report a 3rd time to check for understanding.
2. Extra Point: Ask students what time of day they can listen to a traffic report (i.e. in the UK traffic reports are usually available ever hour)
3. Take a local map and locate the roads and cities mentioned in the report.
4. What else is usually mentioned during a traffic report (i.e. in the UK they may discuss the weather conditions which impact on the traffic).

31.2 B1

Summary of contents:	Students listen to and discuss traffic reports	Skills developed	<ul style="list-style-type: none"> • Vocabulary building • Speaking • Listening
Activity:	<p>Traffic Report</p> <p>The purpose of a traffic report is to listen to rapid speech and understand what the driving prognosis is.</p> <p>Here the students are asked to perform their own traffic report.</p>	Materials:	<ul style="list-style-type: none"> • Pre-recorded traffic report, vocabulary cards (this should include words you hear in a traffic report and the names of major roads and intersections in your area)
Features:	National or regional traffic reports	Learning outcomes:	<ul style="list-style-type: none"> • Identify positive and negative reports • Produce a traffic report

Warm-up

Begin the lesson by telling the students about a bad driving experience due to a traffic situation. Encourage students to also share their experiences about bad traffic experiences. Ask students to think about terms they have heard in a traffic report that are different than in their native language

Task



1. Now play a traffic report once. Ask students to give their opinion on the report – positive /negative.
2. Play the traffic report a second time and ask students to take notes on the important items mentioned.
3. Ask students to share the information and try to reconstruct the report.
4. Ask the students to note the flow of a traffic report. Ask the students to work in pairs and give each group a vocabulary sheet. The pairs should then be given some time to develop a traffic report with the words included in the vocabulary sheet. The teacher should check the work completed by the students and notice any repetitive errors/mistakes made by the students. When everyone has completed the task the students and teacher should address any of the repetitive errors and then ask the students to present their traffic report to the class. The peers should take notes and ask questions to check for understanding.
5. Ask students to write a traffic report of their own.

31.3 B2

Summary of contents:	Students listen to and discuss traffic reports	Skills developed	<ul style="list-style-type: none"> • Reading • Comprehension Vocabulary building • Writing • Speaking • Listening
Activity:	<p>Traffic Report</p> <p>The purpose of a traffic report is to listen to rapid speech and understand what the driving prognosis is.</p> <p>The students are asked to listen to traffic reports, but also to fill in text with blanks (this can be adapted to country information – suggestion for English language learners is a text with missing article and adjective endings and/or verbs).</p>	Materials:	<ul style="list-style-type: none"> • Pre-record to traffic report and print out a traffic report from the same radio programme report. • Take a pre-recorded traffic report and type it up as a fill in the blank for a specific grammar form (i.e. article and adjective endings for German students or verbs).
Features:	National or regional traffic reports	Learning outcomes:	<ul style="list-style-type: none"> • Identify positive and negative reports • Produce a traffic report

Warm-up



Begin the lesson by talking about a bad driving experience due to traffic, but could have been avoided had you listened to a traffic report. Ask students if they have had similar experiences or if they listen to traffic reports on a regular basis. Ask further questions about when you can listen to traffic reports and what their favourite radio station is for traffic reports or do they prefer to check the traffic information using the internet. Which is better? Allow for a small debate between students.

Task

1. Now give students the printed traffic report for a radio sender and ask them to look through the document. Allow them to ask any vocabulary based questions. Next play the pre-recorded radio programme which fits to the traffic report. Ask the students to mark on the paper which traffic warnings they heard in the radio programme. After the recording ask the students to decide as a group which items they heard and which ones they did not hear. If there are any discrepancies play the recording another time.
2. Now that the students have practiced listening and speaking, hand out the worksheet. Ask students to work individually by filling in the missing words to the traffic report. After filling in the blanks, ask the students to compare with a partner followed by in small groups. When the students have agreed on all the answers, check this through as a class.
3. Ask the students to take the text home and rewrite it in another tense.
4. Ask the students to write a traffic report for their journey home from the language course.

32 TV Advertising

32.1 A2

Summary of contents:	Students watch and discuss TV food advertisements	Skills developed	<ul style="list-style-type: none"> • Listening • Reading (potentially) • Comprehension Vocabulary building
Activity:	A TV advertisement will be a very good indication of the culture and habits of that country. The societal habits of a community and the individual elements that make up daily life within that society will be portrayed in the individual advertisements for food, sport, holidays, banking habits etc.	Materials:	<ul style="list-style-type: none"> • A food advertisement on average is approximately 15 seconds in length



	These will also serve as an indication of the community represented.		
Features:	TV food advertisement	Learning outcomes:	<ul style="list-style-type: none">• Food and meal vocabulary• UK cultural features

Warm up

Discuss the kind of TV advertising that is available in native countries and for what kinds of good and services and compare to the UK.

Task

1. Take a recorded TV food advertisement and learn what you can on that particular food. Is it aimed at children, adults or the older person?
2. Assess the language as to whether it is formal or informal and whether it has any non-UK influence.
3. Find out when it is eaten (what time of the day) and whether the item is new or old and if there is a particular shop you should buy it from.
4. Look at the environment in which the advertisement takes place and comment on the space used, the décor, the actors and their descriptions.
5. Note down what makes it look and sound British.



32.2 B1

Summary of contents:	Students watch and discuss TV food advertisements	Skills developed	<ul style="list-style-type: none"> • Reading • Comprehension, • Vocabulary building • Writing • Speaking • Listening
Activity:	<p>A TV advertisement will be a very good indication of the culture and habits of that country. The societal habits of a community and the individual elements that make up daily life within that society will be portrayed in the individual advertisements for food, sport, holidays, banking habits to name etc. These will also serve as an indication of the community portrayed.</p> <p>In the UK, the national channels are BBC1, BBC2, ITV, Channel 4 and Channel 5. The BBC does not advertise so you will need to look at the other 3 channels or perhaps the satellite and cable channels.</p>	Materials:	<ul style="list-style-type: none"> • Take 3 or 4 food advertisements from 3 or 4 different channels which on average are approximately 15 seconds long • Ensure that the advertisements are from different channels to ensure the student can compare and contrast.
Features:	TV food advertisement	Learning outcomes:	<ul style="list-style-type: none"> • Food and meal vocabulary • UK cultural features

Warm-up

Discuss the kind of TV advertising that is available in native countries and for what kinds of good and services and compare to the UK. What were the first impressions and was anything particularly unusual when seeing British TV advertisements for the first time?

Task



4. Take two recorded TV food advertisements and learn what you can on those particular foods. Is the advertising aimed at children, adults or the older person?
5. Assess the language as to whether it is formal or informal and whether it has any non- UK influence. Note down any colloquialisms and analyse the differences between the two.
6. Find out when it is eaten (what time of the day) and whether the item is new or old, noting whether there is a particular shop you should buy it from.
7. Look at the environment in which the advertisement takes place and comment on the space used, the décor, the actors and their descriptions.
8. Note down what makes it look and sound British.
9. Look at the approach to the filming and advertising of the product and note the differences between the channels.
10. Analyse at which market the advertisement is aimed, assess if the item is a regional item or a national item and discuss how convincing the publicity is.

32.3 B2

Summary of contents:	Students watch and discuss TV food advertisements	Skills developed	<ul style="list-style-type: none">• Reading• Comprehension, Vocabulary building• Writing• Speaking• Listening
Activity:	<p>A TV advertisement will be a very good indication of the culture and habits of that country. The societal habits of a community and the individual elements that make up daily life within that society will be depicted in the individual advertisements for food, sport, holidays, banking habits to name etc. These will also serve as an indication of the community depicted.</p> <p>In the UK, the national channels are BBC1, BBC2, ITV, Channel 4 and Channel 5. The BBC does not advertise so you will need to look at the other 3 channels or perhaps the satellite and cable channels.</p>	Materials:	<ul style="list-style-type: none">• Take the BBC and ITV, Channel 4 or Channel 5• Analyse their programme advertising and compare and contrast the ways in which they present their upcoming dramas, series, music programmes etc.



Features:	TV food advertisement	Learning outcomes:	<ul style="list-style-type: none"> • Food and meal vocabulary • UK cultural features
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Warm-up

Discuss the kind of TV advertising that is available in native countries and for what kinds of good and services and compare to the UK. What were the first impressions? List some cultural references picked up in this way and list what it is that makes them culturally linked.

Task

1. Compare and contrast the 2 different types of channels. Take the national channel of the BBC and assess its depiction of the shows it is promoting.
2. Then do the same with one of the other 3 channels.
3. Note down the differences in language, imagery, scenery and type.
4. Note down how much information you learn from the advertising and how informative they are. List what you learn from British customs through the programs that they are advertising.
5. Is there a specific type of programme that is more prevalent in a specific channel?
6. Work in pairs to create an idea to advertise a show that reflects how you see Britain
7. Include scenery, script, imagery, characters and settings...

33 TV Game show

33.1 A2

Summary of contents:	Students watch and re-enact a game show.	Skills developed	<ul style="list-style-type: none"> • Speaking, • Listening • Intercultural Understanding
Activity:	Teacher should choose a popular game show, present it via TV and then re-enact the game	Materials:	<ul style="list-style-type: none"> • TV game show • Media version of questions
Features:	Popular game shows	Learning outcomes:	<ul style="list-style-type: none"> • Students answer questions

Warm-up

Ask the students what kind of game shows they watch.

- When do they watch them?



- Which is their favourite?
- What kind of challenges do the game show participants need to complete?
- What kind of prizes can the contestants win?

Task

1. The teacher should play a clip from a popular game show. It would be useful if the teacher could stop the clip and ask the students for answers, before the correct answer is given.
2. Once the students are clear on how the game works, they should be put into teams.
3. A list of questions or challenges for this game show should be prepared in advance by the teacher – it would be useful to re-enact the game using media (PPT or IWB).
4. The teacher should ask the students questions and keep track of points.
5. The students with the most points could win a prize or have to do a smaller amount of homework.
6. The game should be adapted to the game show which is being introduced.

33.2 B1

Summary of contents:	Students watch and re-enact a game show.	Skills developed	<ul style="list-style-type: none">• Speaking• Listening• Intercultural Understanding
Activity:	Teacher should choose a popular game show, present it via TV and then re-enact the game	Materials:	<ul style="list-style-type: none">• TV game show• Media version of questions
Features:	Popular game shows	Learning outcomes:	<ul style="list-style-type: none">• Students answer questions

Warm-up

Ask the students what kind of game shows they watch, e.g.

- When do they watch these?
- Which is their favourite?
- What kind of challenges do the game show participants have to complete?
- What kind of prizes can the contestants win?



Task

6. The teacher should play a clip from a popular game show. It would be useful if the teacher could stop the clip and ask the students for answers, before the correct answer is given.
7. Once the students are clear on how the game works, they should be put into two teams and each should come up with a list of questions for the game show. The teacher could select a specific topic – grammar, culture, history, etc.
8. Once the teams have their questions, they should select one person to be the game show host and then the contestants should try to win points/prizes. The winning team has a smaller amount of homework or wins a prize.
9. This idea should be adapted to the game show.
10. If there is enough time, then students could use PPT to prepare the questions and possible answers

33.3 B2

Summary of contents:	Students watch and re-enact a game show.	Skills developed	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Intercultural Understanding
Activity:	Teacher should choose a popular game show, present it via TV and then re-enact the game	Materials:	<ul style="list-style-type: none"> • TV game show • Media version of questions
Features:	Popular game shows	Learning outcomes:	<ul style="list-style-type: none"> • Students answer questions

Warm-up

Ask the students what kind of game shows do they watch e.g.

- When do they watch them?
- What is their favourite?
- What kind of challenges do the game show participants have to do?
- What kind of prizes can the contestants win?



Task

1. The teacher should play a clip from a popular game show. It would be useful if the teacher could stop the clip and ask the students for answers, before the correct answer is given.
2. Once the students are clear on how the game works, they should be put into two teams and each should come up with a list of questions for the game show. The teacher could select a specific topic – grammar, culture, history, etc.
3. Once the teams have their questions, they should select one person to be the game show host and then the contestants should try to win points/prizes. The winning team has a smaller amount of homework or wins a prize.
4. This idea should be adapted the game show.

Tip: The game show ‘*Who Wants to be a Millionaire?*’, Would be a good choice since the level of questions can become increasingly difficult.

Tip: Mature or advanced students could prepare this type of game for less advanced students.

5. If there is enough time students could use PPT to prepare the questions and possible answer.

34 Web Searches

34.1 A2

Summary of contents	Students search, plan and discuss travel arrangements.	Skills developed	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing • Intercultural Understanding
Activity:	Students are to re-use vocabulary from a newspaper to change the point of view. This will allow students to be creative and use some new words.	Materials:	<ul style="list-style-type: none"> • Computers • Internet and a list of towns.
Features:	Online travel searches	Learning outcomes:	<ul style="list-style-type: none"> • Travel vocabulary • Justify opinions



Warm-up

This is an activity that can be completed in class when the students have access to computers and the internet or it should be completed outside of class. The findings can then be compared during the class time. The teacher should be prepared with a list of destinations within the host country or in the neighbouring countries. The students should use Google or another type of search engine and search for a way to get to this city. For example, the students could search for a website for the national train system, airline search, bus travel, private car hire, etc.

Task

1. Students should search the internet and find a way to get to the city. This should be written down on to the worksheet; since the students discuss this information with their peers.
2. It will be useful to write down some information about distance, costs, advantages and/or disadvantages. Each student should have the same worksheet but they should work independently. When the students have had enough time to fill out the sheet.
3. The teacher should divide the students into pairs or small groups. Together they should talk about the different choices to travel and decide as a group which of the means of travel is the best.
4. After the group work task, everyone should come back together and the teacher should facilitate a feedback discussion. It may be a good idea to make a table on the board of the different means of travel. Therefore, the students will have an idea of different ways individuals could travel in the host country. Also keep an on-going list of helpful websites, so when students are searching travel for themselves, they will be aware of what websites is reliable.

34.2 B1

Summary of contents	Students search, plan and discuss travel arrangements.	Skills developed	<ul style="list-style-type: none">• Reading• Speaking• Vocabulary• Intercultural Understanding
Activity:	Ask the students to Google different travel websites, i.e. train, airline, bus and/or car hire. The students should collect information on them and then talk about what is the best way to travel.	Materials:	<ul style="list-style-type: none">• The teacher should reserve a media lab with internet access and perhaps a list of top travel destinations in the host country.
Features:	Online travel searches	Learning outcomes:	<ul style="list-style-type: none">• Travel vocabulary• Explain opinions



Warm-up

This activity is to enable students to familiarise themselves with the host countries search engines and collect information about travel and then to verbally discuss the best ways to travel.

Task

1. To begin the class, ask the students how they prefer to travel, how they book their trips, what are the advantages/disadvantages. Whilst the students are discussing this, the teacher should write down key words / phrases onto the board.
2. As the discussion is comes to the end, ask the students to look at the key words and ask them what they may find if they enter the key word into Google search.
3. After discussing, ask the students to search Google for information on the best ways to travel in the host country – to be more specific you could give the students a specific city to travel to.
4. After the students have had some time to research ask the students to discuss why there selected method of travel is better than other methods.

34.3 B2

Summary of contents	Students search, plan and discuss travel arrangements.	Skills developed	<ul style="list-style-type: none">• Reading• Comprehension,• Writing,• Speaking,• Listening,• Intercultural Understanding
Activity:	Booking a trip, read the fine print and see what kind of legal rules and/or extra costs the students may have to pay.	Materials:	<ul style="list-style-type: none">• Students should be asked to 'book' a weekend getaway anywhere in the host country.
Features:	Online travel searches	Learning outcomes:	<ul style="list-style-type: none">• Travel vocabulary• Booking vocabulary• Justify opinions

Warm-up

To begin this class the teacher should ask the students if they book their holidays online? Or do they have other preferences? Do they like wellness or city getaways? After a short discussion the activity should be introduced



Task

1. Before booking a hotel room or flight it is very important to read the small print in order to know how the terms agreement apply, when is check-in/out, time/date, is parking available, how much is an extra suitcase etc. The students should hypothetically book a weekend getaway and keep track of all the small print. When the students have had enough time to prepare the information, they should present the information to the class. As a group, you can then make generalisations about travel within the host country; find a few reliable websites, costs of travel and keywords for searching online.
2. This activity can also be completed in pairs; however both learners should take turns to search the internet while the other takes notes.

35 Web Trailer

35.1 A2

Summary of contents:	Students watch and describe a TV trailer while examining past tense.	Skills developed	<ul style="list-style-type: none">• Listening comprehension• Vocabulary building• Speaking• Writing• Reading• Grammar: Past simple• Cultural awareness
Activity:	The purpose is to familiarise students with visual & verbal language of trailers. Description of colours, layout, images...	Materials:	<ul style="list-style-type: none">• Projector screens/ TV/Computer.• A chart to be filled.• List of vocabulary with feelings and emotions.• Past tense: irregular verbs hand-out.• Past tense exercises• Past tense exercises for homework.• Crosswords.
Features:	TV trailers	Learning outcomes:	<ul style="list-style-type: none">• Irregular verbs• Past tense• Emotional vocabulary



Warm-up

Begin the lesson by asking Students what a trailer is? The whole class should offer ideas & shares comments.

Task

1. Then Teacher asks: How often do you go to the cinema? / When was the last time you went? / Who did you go with? / What did you watch? /What did you think of the film?
2. Display a TV series trailer on the projector screen- twice. Students will be given a chart to complete with the trailer information. Some possible questions could be: name the TV series? Actors/actresses starring in the trailer? Setting? Type of film? Topic?...
3. After a general analysis, Students will watch the trailer once again paying attention to the characters, images and language used & expressions (catchy phrases). Teacher gives new words and adjectives to be used in their description: e.g. astonish, thrill, colourful, striking, humorous, powerful, ...Students in pairs will describe the TV series orally and finally the Teacher will select a pair to explain the series to the whole class. Teacher will write catchy phrases and new expressions on the blackboard.
4. Teacher writes a few sentences on the blackboard using the adjectives previously studied and past forms, e.g. The ceremony took place in The Burlington Hotel, a ticket cost £100, the audience was shocked when the iceberg hit the ship,...From these sentences Teacher reviews regular & irregular past forms and give a list of irregular verbs. Drill exercise to review English pronunciation of regular and irregular verbs. Exercises to do in class and a hand-out for homework. In pairs Students create sentences based on the films, books or TV programmes they know using past tense and vocabulary learnt during the class.
5. As for culture, Teacher plays the trailer in original version and another in the target language; Students compare the two versions and extract some cultural features: typical proper names, different tones or ways of expressing, we all know that certain elements are characteristics of the behaviour of a culture.
6. A crossword will be given to Students to complete at home. They will be provided with the definitions and they will guess the words, next they will put the words down.
7. Writing: Student will write the script of a famous TV series in groups of three. Perform the dialogue to the class and listen to the dialogues of other students. Which students will win an Oscar?

35.2 B1

Summary of contents:	Students watch and describe a TV trailer while examining passives.	Skills developed	<ul style="list-style-type: none"> • Listening comprehension • Vocabulary building • Speaking • Writing • Reading • Grammar: passive with agent (present and past) • Culture awareness.
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Activity:	The purpose is to familiarise students with visual & verbal language of trailers.	Materials:	<ul style="list-style-type: none">• Projector Screen/ TV/Computer• Hand-out containing a double grid• Cassette• Cardboard.
Features:	TV trailers	Learning outcomes:	<ul style="list-style-type: none">• Use of passive with agent

Warm-up

Begin the lesson by presenting the topic that will be analysed during the class and asking the Students where they would expect to see a film trailer (giving reasons), e.g. what types of films are at the cinema? Before, what TV programmes? Watch a cartoon trailer and a film trailer, after that Students will complete a double grid analysing and comparing the visual & verbal characteristics of both (Audience, context, purpose, techniques, cultural features, soundtrack ,,,). At the end, Teacher explains the outstanding characteristics of both types of trailers.

Task

1. Speaking activity: First of all, revision of rhetorical figures and then look for them in the videos.
2. As for grammar, Student will study the passive -present and past forms with agent
3. Students interested in cultural learning will make a study on actors, actresses or directors (likes, dislikes, other films, lifestyle, etc.) and will make a comparison to famous actors and actresses, directors in their countries. Culture not only involves customs but also meeting the people of the language learnt.
4. Listening Activity: Teacher will play cartoons and film trailers on a cassette, Teacher will provide a list of movies and cartoon titles to Students and they will guess which film/cartoon is being played. They will look for passive structures, and then in pairs they will share answers.
5. Finally, as a whole class activity the Teacher and the Students will review some vocabulary learnt during the class, this will be written on a poster, it will be useful for the next and final writing activity.
6. Writing task: In depth analysis of one of the trailer seen or listened to in the class, explaining how the author persuades the audience/ how the trailers capture audience attention.



35.3 B2

Summary of contents:	Students watch and analyse a TV trailer.	Skills developed	<ul style="list-style-type: none"> • Listening comprehension • Vocabulary building • Speaking • Writing • Reading
Activity:	Writing task: In depth analysis of one of the trailer seen or listened to in the class, Explaining how the author persuades the audience/ how trailers capture the audience attention.	Materials:	<ul style="list-style-type: none"> • Projector Screen/ TV/Computer • Internet access.
Features:	TV trailers	Learning outcomes:	<ul style="list-style-type: none"> • Passive aspect • Compare and contrast

Warm-up

Teacher asks Students: What film have they seen recently? Obviously there will be a fashionable movie everybody (the whole class) has seen; Teacher can ask them to describe the trailer.

Task

1. Watch a trailer. After seeing the trailer, Students should be able to briefly describe the overall tone of the film and topic.
2. In depth analysis of the film: catchy phrases, symbolism used to represent some topic or idea, special effects, narrative techniques (in media res, flashback, flash-forward)
3. As for grammar, all types of passive will be studied, passive sentences appearing on the trailer will be written on the blackboard and Students will rewrite them with other beginnings e.g. it is believed..., he is believed..., He got something done, etc.
4. Writing: How does the speed influence the audience? Is speed always positive? If not, in what context can it be seen as being negative?
5. Regardless of the media or method, it is essential in comparing two or more versions of the same movie materials that students consider not only what is similar or different about the two pieces examined, but also why they are similar or different. The ultimate goal is for students to gain a greater awareness of cultural differences.
6. Speaking: Which technique is more effective in attracting you to see the film, a film poster or a trailer? Why?
7. Students record their own trailer (Groups of 5).



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