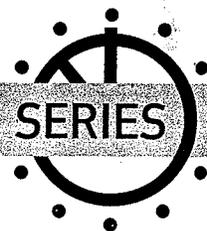


SHORT COURSE SERIES



Clockwise

advanced

Teacher's
Resource Pack

PHOTOCOPIABLE

Maggie Baigent &
Paul Clark

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Contents

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03 READY, STEADY, COOK!	Team game and presentation based on food and cooking	Vocabulary for food items and preparation
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Activity	Description	Language
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01

AS A MATTER OF FACT

Aim

To help the students get to know each other better

To practise asking and answering questions and contradicting

Language

The use of *Actually*, *As a matter of fact*, etc. to contradict politely (*Actually, she isn't really a ballet dancer; He's only twenty-two, actually*)

Skills

Speaking

Lesson link

Use after Classbook Lesson 01

The activity can also be used as an initial 'getting to know you' activity with a new group

Materials

Copy of one *True or false?* card per student

Pre-activity (10 minutes)

- Before the lesson, write down ten facts about yourself, some true and some false. Make sure the false facts are believable!
- In class, read out your sentences to the students and ask them to decide which ones are true and which false. If they guess wrongly, contradict them using sentences with *Actually*, *As a matter of fact*, or *As it happens*, e.g. *Actually, I do have three children*. Point out the ways in which stress and intonation can affect the politeness of the contradiction, e.g. a heavy stress on *do* and *actually* in the above example can make the contradiction sound sarcastic.
- If the students don't know you very well, invite them to ask you more questions, either based on the facts you told them or more general ones.

Procedure (30 minutes)

- 1 Divide the class into groups of four and ask the students to note down two or three questions that they would like to ask each other. When they are ready, get them to ask and answer their questions in their group.
- 2 Give out one *True or false?* card per student. As a group they decide on three facts for each group member, two true and one false. They can use details that came up in 1, or other information. They complete the *True or false?* cards, with the true facts next to the ticks and the false fact next to the cross.
- 3 As a class, the groups take it in turns to read out the facts (make sure they read them in random order!) about their team members. If the other team can identify the false fact, they win a point. If they choose wrongly, the team whose turn it is should contradict them using a sentence with *Actually*, etc., e.g. *Actually, Simona did climb Mont Blanc last summer*, and they then win a point for themselves. Continue until all the cards have been used. The group with the most points at the end wins.

Extension activity

- Ask the students to write a profile of one of their classmates which they bring to the next lesson. They read their own profiles and contradict any information which is not correct.

01

AS A MATTER OF FACT

True or false?

Name _____ ✓ _____ ✓ _____ x _____	Name _____ ✓ _____ ✓ _____ x _____
Name _____ ✓ _____ ✓ _____ x _____	Name _____ ✓ _____ ✓ _____ x _____
Name _____ ✓ _____ ✓ _____ x _____	Name _____ ✓ _____ ✓ _____ x _____

02

TIME MANAGEMENT

Aim

To practise reading and summary skills

Language

Vocabulary related to time management (*set goals, prioritize calls, unwelcome interruptions*)

Skills

Reading for the main points of a text, summarizing, note-taking, speaking

Lesson link

Use after Classbook Lesson 02, Reading

Materials

Either one copy per student or an OHT of *Pie chart A (Pre-activity)*

Two copies of *Pie chart B* per student (*Pre-activity* and *Extension activity*)

One copy of *Text A, B, C, or D* per student

Suggested answers**Text A****Analysing your goals**

- Have long-term and short-term personal and professional goals.
- Write them down.
- Think about how you can achieve them and how long it will take.

Text B**Avoiding interruptions**

- Arrange your office or your desk so you can see but not be seen too much.
- Use tactics / body language to keep interruptions short.

Text C**Making phone calls**

- Make all your phone calls at a particular time of day.
- Make the most important calls first.
- Plan what to say before you phone.
- Don't spend too much time chatting.

Text D**Scheduling time off**

- Take breaks; they will raise your energy levels.
- Take holidays.
- Spend time with friends and family.
- Take exercise and eat properly.

Pre-activity (15 minutes)

- Show the students *Pie chart A* on an OHT, or give them a copy each. Explain the chart shows how someone spends a typical week. Ask them to make deductions about the person's age, occupation, commitments, etc.
- Give each student a copy of *Pie chart B* and ask them to break it down according to how they spend a typical week.
- Ask the students to work in pairs and, using their pie charts, tell each other about what they spend most of their time doing.

Procedure (40 minutes)

- 1 Write *Time Management* on the board, and ask the students what the expression means (the concept of analysing how we spend our time and how we could use it more efficiently).
- 2 Ask the students to brainstorm ways in which they waste time / their time is wasted at work or in their studies and how time-wasting can be avoided. Lead whole-class feedback on the discussion.
- 3 As a lead-in to the text, write the following nouns on the board and ask the students in pairs to think about which verbs or adjectives can collocate with the nouns.
targets intrusions phone calls a business stress interruptions
goals workload time

Possible answers

set / reach targets	avoid / (un)welcome interruptions
unwanted intrusions	set / achieve goals
prioritize / make / answer phone calls	reduce / organize your workload
run / set up a business	lose track of / waste / save time
reduce / cause stress	

- 4 Lead whole-class feedback and explain that some of these collocations appear in the texts they are going to read.
- 5 Divide the class into four groups, A, B, C, and D. Hand out copies of *Text A* to group A, *Text B* to group B, etc. Explain that the texts come from a book called *Manage your time*. Ask the students to read their text, underline the collocations from 4 that they notice, and note down the main points. Set a time limit of five minutes.
- 6 When they are ready, divide the class into A / B / C / D groups to compare their texts and opinions of the advice given. Monitor and assist the students (see *Suggested answers*).
- 7 Lead whole-class feedback on the discussion.

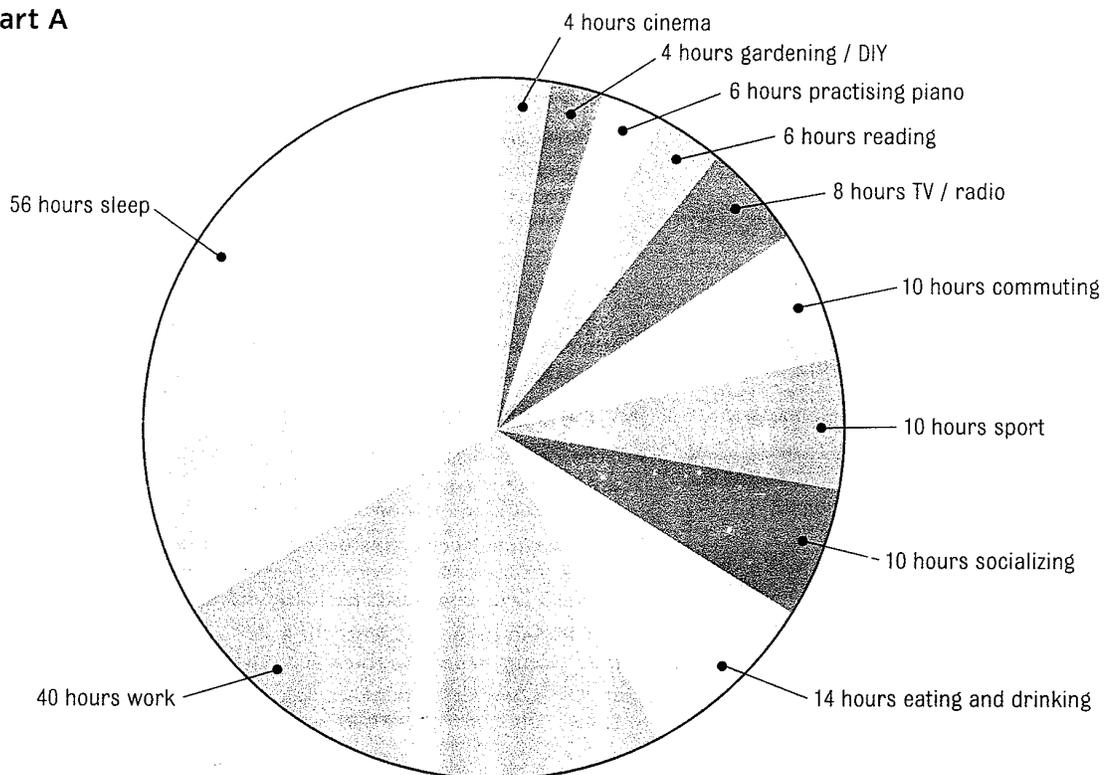
Extension activity

- Ask the students to imagine that, for one week, they have an unlimited amount of time to spend on learning English. Give each student a copy of *Pie chart B* and ask them to decide how they would spend their week.

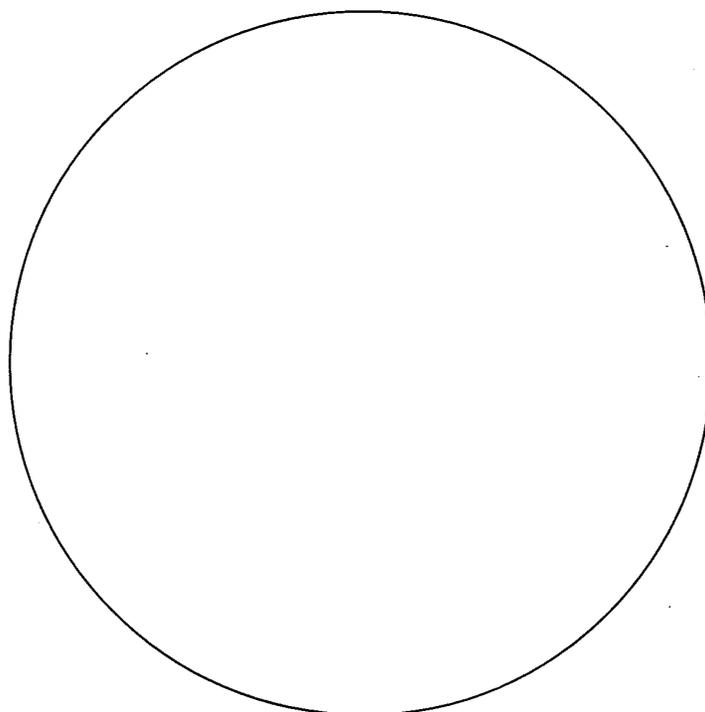
02

TIME MANAGEMENT

Pie chart A



Pie chart B



02

TIME MANAGEMENT

Text A

ANALYSING YOUR GOALS

Long-term personal and professional goals are essential when it comes to setting overall targets. But in the short term a personal goal, such as starting a family, may take temporary precedence over long-term aims such as running a business. Any plan to improve your use of time depends on being clear about your goals.

SETTING GOALS

Write down all your goals and then divide them into short- and long-term, personal and professional. Consider whether your goals are realistic; while you cannot change your physical attributes, you can learn new skills at any time. Think about which skills you need to acquire to achieve the goals you have set. As the traditional idea of one job for life disappears, you may have to update certain skills in order to remain employable, and this means your professional goals can be richly varied. Finally, set a timetable; decide when you would like to achieve each of your goals.

PLANNING CAREER GOALS

To help you achieve your goals, it is important to make long- and short-term career plans that you can bear in mind as you plan your use of time from day to day.



Break down long-term plans into weekly and daily action plans.

Text B

AVOIDING INTERRUPTIONS

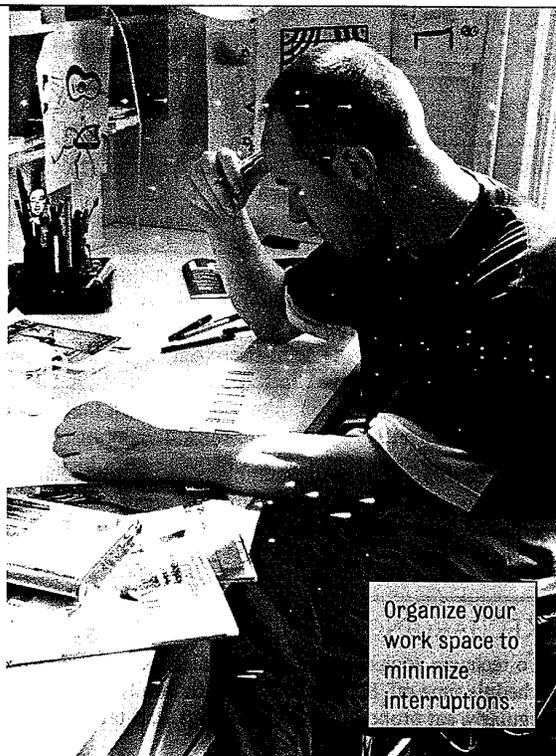
Welcome interruptions are fine, but everyone needs to work undisturbed at certain times. Make your working day as productive as possible by discouraging interruptions by colleagues, and reorganizing your office so that you are less visible.

RETHINKING WORK SPACE

You are especially vulnerable to interruptions if it is easy for passers-by to catch your eye. Position your desk so that you can see who is approaching the door. Keep your office door closed when you do not want to be interrupted. Even if you work in an open-plan office, you can minimize interruptions by making changes to the layout of your work space; repositioning your desk behind filing cabinets, for example, or placing your computer monitor directly in front of you. Once you make yourself less visible to staff and colleagues, they are less likely to disturb you unnecessarily.

DISCOURAGING INTERRUPTIONS

Use negative body language to fend off unwanted intrusions. Turn your head, but not your whole body towards the visitor. Use signals such as glancing at your watch.



Organize your work space to minimize interruptions.

02

TIME MANAGEMENT

Text C

MAKING PHONE CALLS

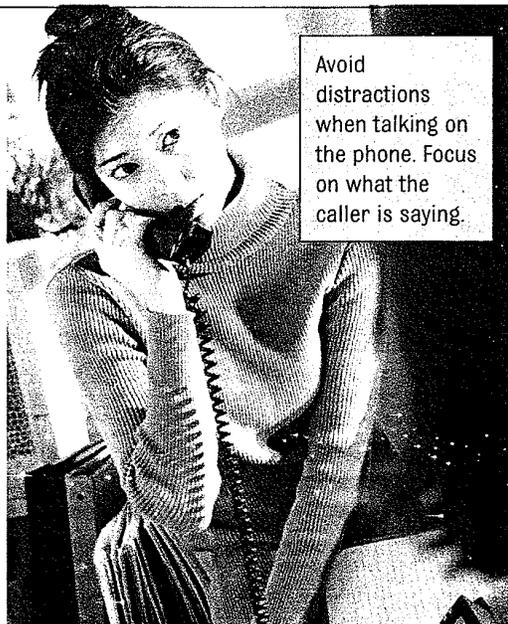
There is hardly a business that does not depend on the phone for rapid and direct communications. Its effective and appropriate use can dramatically improve your efficiency and performance.

CHOOSING WHEN TO CALL

Set aside a specific time of day for making phone calls, and list all the calls that you need to make every day. Be clear about the purpose of each call and draw up a brief agenda for each as if the call was a meeting. Then make sure you cover all the items on the agenda during the conversation. Prioritize your phone calls in order of importance, to ensure that you concentrate your time and resources on the most important and urgent calls.

KEEPING ON TRACK

Do not let a phone conversation stray too far from your agenda unless there is a good reason, such as dealing with an unexpected problem. Take notes, and tick off items on your agenda as they are covered. You may find it easier to lead your conversation if you stand up and walk about. It is easy to lose track of time when speaking to someone whose conversation you enjoy, but try to keep this in check.



Avoid distractions when talking on the phone. Focus on what the caller is saying.

Assess the purpose of the call; for example, can you be brief or do you need to spend time building up a rapport or placating an angry customer?

Text D

SCHEDULING TIME OFF

Managing time successfully involves more than just organizing your workload. Work will suffer if you do not schedule regular breaks to recharge your batteries. Try to make time for family and friends, hobbies, and leisure activities.

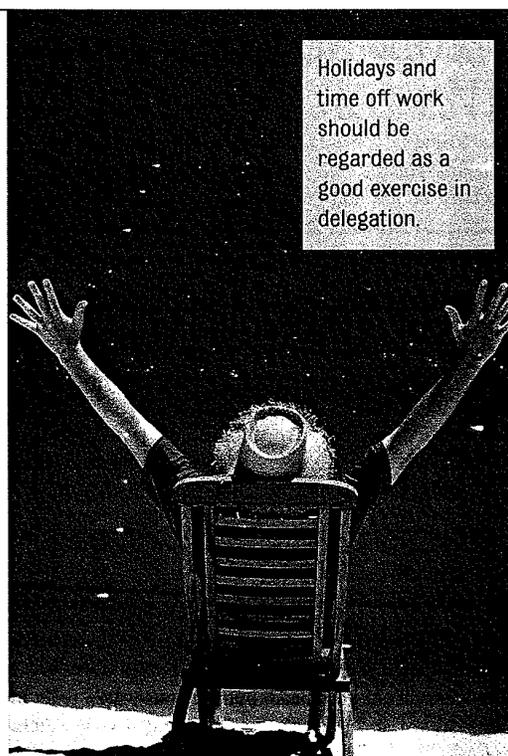
TAKING DAILY BREAKS

Some business leaders include a regular period in their day when they briefly take time off. Similar to a siesta, it is often taken after lunch. Their doors are shut to interruptions, allowing them to take a short period of semi-sleep (only about 10 minutes), which has a recuperative effect upon the body. Schedule a set time each day to switch off; pick a quiet period that fits in with your personal energy rhythm and work obligations.

It can be difficult to find a suitable place to take such a break. Open plan offices lack privacy and are noisy, making it difficult to relax. Try to find a vacant room or office away from all disturbances.

RECHARGING BATTERIES

To recharge your batteries you must lead a well-balanced life and schedule time off. Spend this time with family and friends, exercise regularly, eat properly, learn new things, and take holidays.



Holidays and time off work should be regarded as a good exercise in delegation.

03

READY, STEADY, COOK!

Aim

To recycle food and cooking-related vocabulary

To develop fluency and confidence in making presentations

Language

Vocabulary for food items (*cream, spinach, asparagus*) and food preparation (*grate, chilled, slice*)

Skills

Reading, speaking

Lesson link

Use after Classbook Lesson 03

Materials

One copy per two students of the *Are you a good cook?* quiz (Pre-activity)

One copy of *Set A cards* and *Set B cards*, cut up (two of each set if you have more than sixteen students)

Suggested answers

- 1 You would probably chop spinach, garlic, and parsley.
You would probably slice a lemon, cheese, and bread.
- 2 You would probably toast nuts, bread, and cheese.
You would probably sauté potatoes, mushrooms, and onions.
- 3 You would probably serve a cheese soufflé, fish kebabs, and a baked pasta dish hot.
You would probably serve an avocado dip, a liver pâté, and a marinated fish dish chilled.
- 4 You would probably boil potatoes, asparagus, and eggs.
You would probably grill fillet steak, tomatoes, and salmon.
- 5 You could sprinkle grated cheese, breadcrumbs, sugar, chopped nuts, grated coconut, nutmeg, parsley or other chopped herbs, salt, grated chocolate, sesame or other seeds, etc.

Pre-activity (15–20 minutes)

- Ask the students how they rate themselves as cooks. Tell them they are going to do a quiz to check out their cooking ability (the activity is, of course, testing their cooking vocabulary rather than their ability and it is up to you at which point in the activity you decide to point this out).
- Ask the students to work in pairs and give out the quiz. They have ten minutes to answer the questions, using a dictionary if they wish.
- Call time and go through the answers. Ask them to add up their points and read *What's your score?*
Note The quiz answers might depend on the country you are teaching in and the culture and nationality of the students, so be prepared to accept variations.
- Check / clarify any vocabulary queries.

Procedure (25 minutes + depending on the size of the class)

- 1 If you are working in the UK, ask your class if they have seen the television programme *Ready, Steady, Cook*. Otherwise, explain that it is a programme where professional cooks are given a selection of food items and have to invent and prepare on television a dish using only these ingredients, within a given time limit. Tell them you are going to challenge them to do the same, with imaginary ingredients, unfortunately!
- 2 If there are sixteen students in the class or fewer, divide them into four groups. If there are more than sixteen students, divide them into teams of four. You will need two copies of the *Set A cards* and *Set B cards*.
- 3 Spread out the *Set A cards* and the *Set B cards* separately and face down on the table. Ask each team to take two cards from each set, then another two cards from either set (six in total).
- 4 Tell the students their challenge is to create a delicious dish, using only the ingredients they have picked. They can, however, use unlimited amounts of water, oil, salt, and any herbs or spices they want. They should also give their dish a name and will have to present it and describe how it is made to the rest of the class. They have a time limit of ten minutes to create their dish.
- 5 Ask each team in turn to present their dish to the class. Set a time limit of two minutes for each presentation. Ask the students to vote for the winning dish (they can't vote for their own!). In the event of a tie, the teacher's vote decides the winner.

Extension activity

- The students write the recipe for a favourite dish of theirs or a typical dish of their country or region. These could be put up on the walls of the classroom and / or photocopied and distributed to the other students.

03

READY, STEADY, COOK!

Quiz

Are you a good cook?

1 Would you normally chop or slice the following?

- a lemon
 spinach
 cheese
 bread
 garlic
 parsley

6

2 Would you normally toast or sauté the following?

- nuts
 potatoes
 bread
 cheese
 mushrooms
 onions

6

3 Would you normally serve the following hot or chilled?

- a cheese soufflé
 an avocado dip
 a liver paté
 a marinated fish dish
 fish kebabs
 a baked pasta dish

6

4 Would you normally boil or grill the following?

- fillet steak
 tomatoes
 potatoes
 asparagus
 eggs
 salmon

6

5 Name four things you might sprinkle on top of a dish.

4

TOTAL SCORE

30

What's your score?

0-5 Oh dear! Don't invite me to dinner at your place!

6-15 Hmm. Ever thought of buying a recipe book?

16-25 You're doing all right. Keep experimenting!

26-30 You're real foodies! When can I come to dinner?!

03

READY, STEADY, COOK!

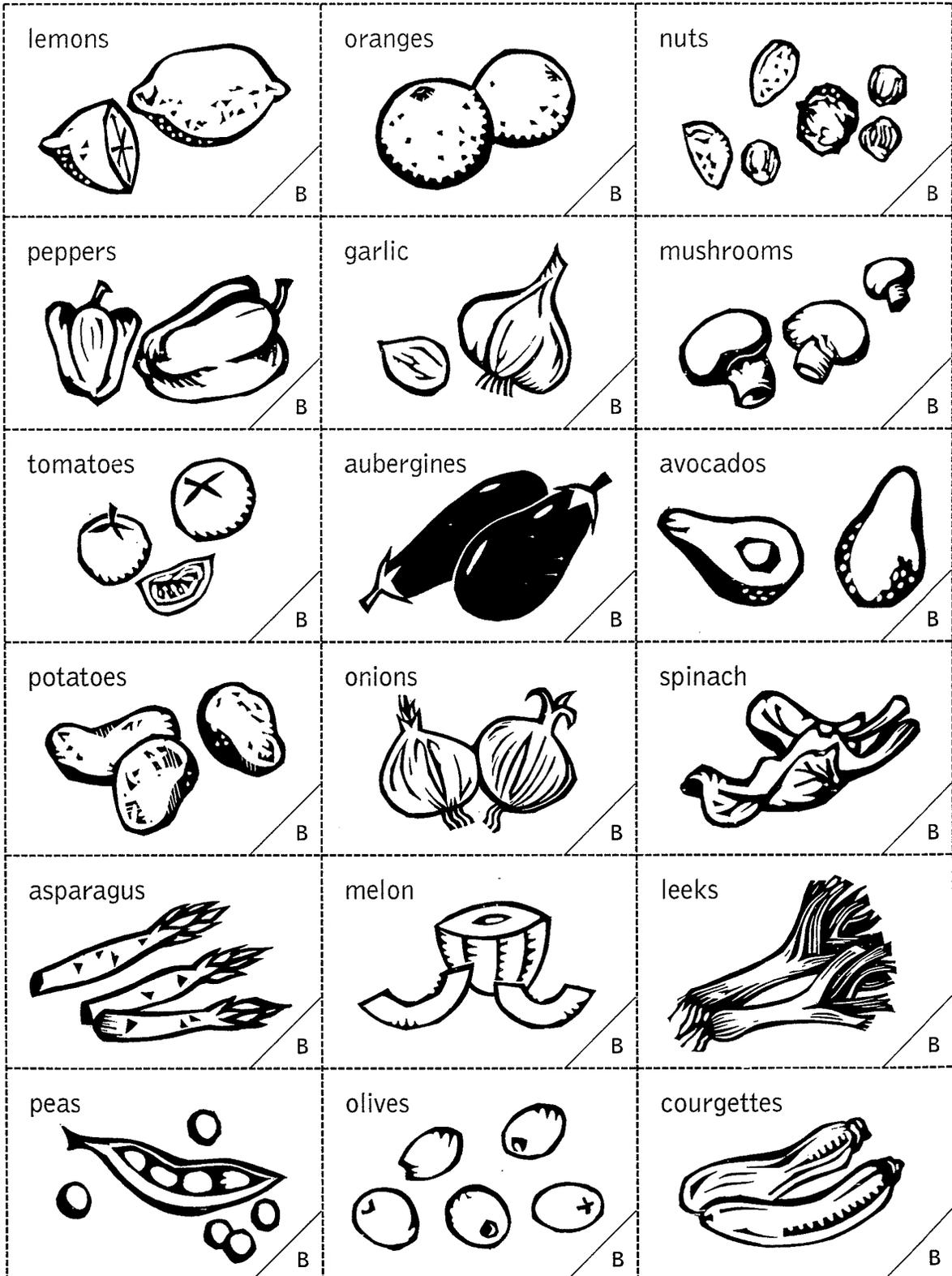
Set A cards



03

READY, STEADY, COOK!

Set B cards



04

KNOW YOUR RIGHTS

Aim

To develop fluency and extend vocabulary in discussing work-related matters

Language

Vocabulary related to rights at work and conditions of employment (*maternity leave, made redundant, racial discrimination*)

Language of speculation

Skills

Reading, speaking

Lesson link

Use after Classbook Lesson 04

Materials

Three or four copies of the *Introduction* to put up round the class (*Pre-activity*)

One copy of the *Introduction* per pair of students (*Pre-activity*)

One copy per student of the *Questions and Answers*

Answers

age limit
go on strike
maternity leave

terms and conditions
company policy

unfair dismissal
industrial action
racial
discrimination
fill in a form
Sunday trading

Answers

1c 2f 3m 4g 5e 6d 7k
8l 9i 10h 11a 12j 13b

Pre-activity (10–15 minutes)

- Use the *Introduction* text for a 'running dictation'. Put up three or four copies of it around the class but don't let the students read it.
- Ask the students to work in pairs, one to dictate and the other to write. The 'runner' must successfully dictate the text on the wall to their partner by carrying it in their memory between wall and partner. They can return to the wall as often as they like but must not stand and shout from the wall; they must return to their partner each time and speak quietly or even whisper.
- Ask the runner to check the writer's version including spelling and punctuation.
- Give a copy of the *Introduction* to each pair and ask them to check it together.

Note If you prefer, or if a running dictation is not practicable in your class, dictate the text yourself.

Procedure (25–30 minutes)

- 1 Ask the students where they think the *You and your work* text is from (it's the blurb from the back of a self-help book informing people of their rights in the workplace under UK law). Elicit the kind of information / areas the book might cover (contractual conditions, pay, health and safety, discrimination and harassment, maternity rights, termination of employment and redundancy).
- 2 Write the following words on the board in two columns. Set a time limit of three minutes and ask the students in pairs to find as many matches as they can.

A	age	go	maternity	terms	and	company	unfair	industrial	racial
	fill	in	Sunday						
B	discrimination	a	form	action	trading	limit	policy	leave	conditions
	disrnissai	on	strike						
- 3 Give out the *Questions* sheet. Ask the students to discuss the questions in groups of three or four. Emphasize that they will probably not know the answers but should use their own knowledge and experience as well as common sense.
- 4 After about ten minutes, or if the discussion flags before then, give out the *Answers* sheet and ask the students to match them to the correct questions.
- 5 Conduct a whole-class feedback session on anything the students found surprising or very different from their country's law.

Extension activity

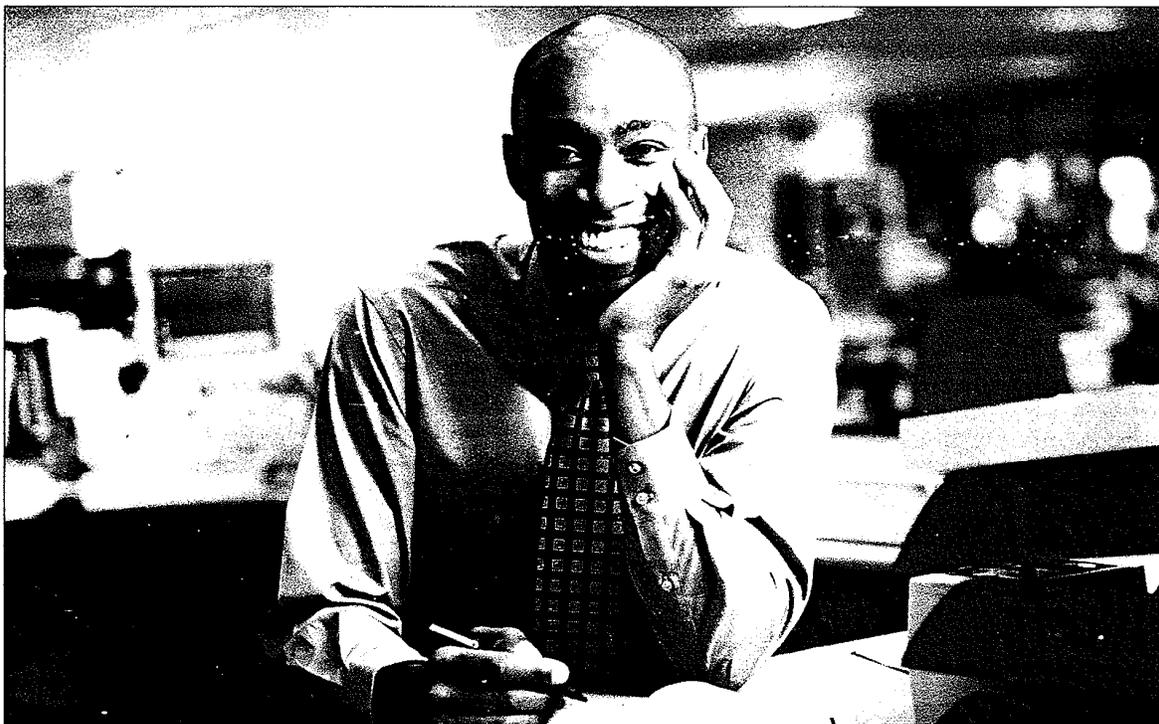
- Bring in (or ask the students to bring in) a selection of job adverts from newspapers and see how they back up what the students have discovered in this activity. For example, they might find adverts specifying non-smokers, or some actively encouraging applications from minority groups.

04

KNOW YOUR RIGHTS

Introduction

You and your work



It is more important now than it has ever been to understand your rights and entitlements relating to work. *You and your work* seeks to provide the answers to the most common questions asked by employees at some time in their career, from when you first get a job and need to know what your contract must include to when things go wrong at work. This comprehensive, up-to-date guide is essential reading for everyone, whether in or out of work.

04

KNOW YOUR RIGHTS

Questions

- 1** I want to apply for a job in a café but the advert specifies 'waitress'. Can I apply even though I am a man?
- 2** I have been looking for a job since I was made redundant at the age of fifty-one. Many advertisements seem to specify an age limit below this. Is this legal?
- 3** The application form I have to fill in for a job asks me to state my ethnic origin. Doesn't this suggest racial discrimination?
- 4** I recently had an interview for a job in a supermarket but they told me that I would have to wear their uniform which includes a knee-length skirt. My religion and culture do not allow me to wear such clothes. What can I do?
- 5** I have been offered a job which I would like to accept. However, there is only two weeks' paid holiday in the first year of working. Can I reasonably ask for more?
- 6** There is no work to do at the moment so I have to fill my days doing crosswords and reading novels. I'm bored silly. Does my employer have to provide me with something to do?
- 7** If I go on strike will I still be paid?
- 8** We can't go to work at the moment because a bomb has destroyed the office. Does our employer have to pay us?
- 9** I've worked for the same employer for twelve years and have always been provided with a company car, even though my contract does not state I am entitled to one. My job isn't changing but from next year I will have to provide my own car. Is this fair?
- 10** During my maternity leave everyone in my company was offered computer training. My employer says that I can't have it. Can they do this?
- 11** My company wants to introduce a ban on smoking in the office. Although I have been a heavy smoker for over twenty years, I actually believe this is a good move. However, we have been told there will be no smoking areas at all in the building. Is this fair?
- 12** I have been working for a company for the last eight months and have just been dismissed with one week's notice. My employer refuses to discuss the reason for this. Can I claim unfair dismissal?
- 13** I have been working in a clothes shop for over ten years. The management now wants to introduce Sunday opening. My contract specifies five days' work between Monday and Saturday; can I be made to work on Sundays?

04

KNOW YOUR RIGHTS

Answers

- a** Smoking is a matter of company policy. Employers can specify whether they want to employ smokers or non-smokers, and to put smoking-related terms and conditions into contracts. If your employer wants to introduce a no-smoking policy they can as long as everyone is informed individually of the ban, plenty of warning is given, and help is offered to give up. There is no legal right to smoking rooms or smoking breaks.
- b** Although Sunday work is now common you cannot generally be forced to do it or be sacked if you refuse. If you were employed with a company before the *Sunday Trading Act* was passed in August 1994 you count as a 'protected shop worker' and do not have to work Sundays even if you are requested to. Dismissal, or any other less favourable treatment, on account of refusal to work Sundays is automatically unfair.
- c** It is unlawful for an advert to discriminate on the basis of sex, except where there is a genuine reason. It is unlikely that there is a genuine need for a female employee in a café, so they must consider applications from men and women equally.
- d** It depends. The traditional view is that as long as an employer is paying you for setting aside time for work they do not, necessarily, have to provide you with work. Recent cases have questioned this stance. You may try to argue that your employer has a duty to provide you with work if, for example, you are engaged in specialized or technical work and you have to work to maintain your skills.
- e** Yes. Employees are entitled to a minimum of four weeks' paid holiday per year.
- f** Unfortunately there are no laws which specifically protect people from discrimination on the basis of their age. This has meant unemployment for thousands of very capable men and women in their fifties.
- g** It is illegal to treat an individual less favourably because of their race, nationality, colour, ethnic origin, or national origin. In this case, there is indirect discrimination against women whose culture forbids them to wear short skirts. You should seek legal advice from a Citizens Advice Bureau.
- h** No. If you are denied a training course because you are pregnant or on maternity leave you may have a case for sex discrimination.
- i** No. Any pay that you receive on a regular and consistent basis over a long period of time may become part of your contract by 'custom and practice'. An employer cannot change these terms without being in breach of contract. A company car, as well as bonuses and benefits such as holiday pay, count as pay for legal purposes.
- j** No. If you have been employed for less than two years you may be dismissed with notice for any reason, providing it is not discriminatory. However, after two years your employer may only dismiss you for valid reasons such as incompetence or poor conduct. You must be given written reasons and at least two weeks' notice.
- k** No. Employers do not have to pay you if you are on strike or taking any sort of industrial action.
- l** No. If circumstances wholly beyond his / her control prevent you from working, your employer does not have to pay you. You may be suspended without pay until the office is returned to a safe condition.
- m** Probably not. Companies are encouraged to monitor the race of job applicants and selected candidates in order to spot any discrimination that is happening, intentional or not. Questions about national status and ethnic origin on an application form are therefore not discriminatory unless some evidence can be provided that they are being used in this way.

05

WEDLOCK OR HEMLOCK?

Aim

To read and interpret quotations
To develop fluency and confidence in speaking in a light-hearted debate

Language

Language of opinion and persuasion
(*I really think ...*, *I agree that ...*,
As far as I can see ..., *Don't you think ...?*)

Skills

Reading, speaking, writing (*Extension activity*)

Lesson link

Use after Classbook Lesson 05

Materials

One set per group of the *Quotations cards (Pre-activity)*
One copy per student of the *Article*
Paper / card for name cards
(*Procedure 3*)

Possible answers

Allow any interpretation that the student can justify.
wedlock
1, 2, 8, 10, 11, 12
hemlock
3, 5, 7
neutral
4, 6, 9

Pre-activity (10 minutes)

- Write *Wedlock* and *Hemlock* on the board and ask the students if any of them recognize these words. They probably won't, so tell them that they will find them in what they are going to read (some quotations about marriage) and that one is an old word for 'marriage' and the other is a kind of poison. They work out which is which!
- Divide the class into pairs and give out the *Quotations cards*. Ask the students to read the cards and divide them into three piles according to whether they think those quoted are in favour of marriage (wedlock), against (hemlock), or neutral.
- Conduct whole-class feedback. Encourage students to justify their answers. As a variety of interpretations is possible for some of the quotes, allow any reasonable interpretation.

Procedure (approx 40 minutes)

- 1 Tell the students the quotation from *The Independent* is taken from a recent editorial in the paper. Give them a copy of the *Article* and ask them to read it quickly to see if they find it convincing. Also briefly ask them which of the people from the *Pre-activity* stage they think would agree with the article.
- 2 Tell the class that you are going to have a panel discussion on the subject, *Marriage is no longer necessary in the twenty-first century*. The speakers will be taken from the writers of the quotations!
- 3 Divide the class into groups of three or four. Each group should choose one of the quotation-writers (make sure each group takes a different person) and has a few minutes to prepare their arguments on the subject. While they are doing this, prepare a name card for each speaker on the panel (fold a piece of A4 paper so it stands on a desk and write the name clearly on it).
- 4 After about ten minutes, ask each group to choose a spokesperson to act the role and put forward their ideas. Ask the speakers to come to the front of the class and sit in a horseshoe facing the rest of the group. Introduce the speakers and ask them to show their name cards.
- 5 Explain that the guest speakers have ten minutes in which to discuss the subject, after which the class will vote on the motion. You should act as chair (sit in the middle of the speakers) but only intervene if the discussion threatens to die or become too heated.
- 6 After ten minutes, draw the discussion to a close and ask the rest of the class to vote for or against the proposition.

Variations

- As above, but omit the roleplaying aspect.
- Use just the quotations sorting activity as a warmer / introduction to the subject of the Classbook lesson.
- Use just the editorial to lead into a general debate.
- Skip the newspaper article stage if you feel your students will have plenty of ideas of their own.

Extension activity

- Students write a composition / magazine article on the same subject as the roleplay.

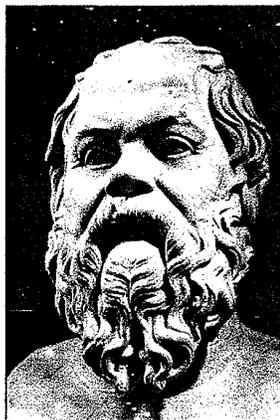
05

WEDLOCK OR HEMLOCK?

Quotations cards

1

By all means marry.
If you get a good wife
you'll become happy; if
you get a bad one, you'll
become a philosopher.



Socrates,
Greek philosopher, 469–399 BC

2

Marriage is a great
institution, but I'm not
ready for an institution
yet.



Mae West,
American film star, 1892–1980

3

I would rather be a
beggar and single than a
queen and married.



Queen Elizabeth I,
Queen of England, 1533–1603

4

It is always
incomprehensible to a man
that a woman should ever
refuse an offer of marriage.



Jane Austen,
English novelist, 1775–1817

5

Marriage is like a dull
meal with the dessert at
the beginning.



Henri Toulouse-Lautrec,
French painter and lithographer,
1864–1901

6

The collapse of marriage
in Britain is the unseen
revolution of the past
two decades.



The Independent,
British daily newspaper, 2000

05

WEDLOCK OR HEMLOCK?

Quotations cards

7

Though women are angels, yet wedlock's the devil.



Lord Byron,
English poet, 1788–1824

8

Marriage has no *natural* relation to love. Marriage belongs to society; it is a social contract.



Samuel Taylor Coleridge,
English poet and critic, 1772–1834

9

Marriages not infrequently break up because the more compliant partner eventually feels compelled to re-assert his or her lost, separate identity.



Anthony Storr,
British psychiatrist, born 1920

10

Only one marriage I regret. I remember after I got that marriage licence I went across from the marriage bureau to a bar for a drink. The bartender said, 'What will you have, sir?' And I said, 'A glass of hemlock.'



Ernest Hemingway,
American writer, 1899–1961

11

Marriage has many pains, but celibacy has no pleasures.



Dr Samuel Johnson,
English lexicographer,
critic, and poet, 1709–1784

12

Marriage is an act of will that signifies and involves a mutual gift, which unites the spouses and binds them to their eventual souls.



Pope John Paul II, born 1920

05

WEDLOCK OR HEMLOCK?

Article

The decline of marriage may not be such a bad thing

The collapse of marriage in Britain is the unseen revolution of the past two decades. Overwhelmingly, this has been a good thing. Women have far greater equality; relationships tend to be flexible and negotiated; abuse, violence and psychological tyranny are no longer tolerated. People have more control over when to have children, and tend to do so later, often after having lived together for some time. Public policy is mostly focused on provision for children rather than trying to give people tax breaks for an institution which no longer has universal cultural purchase.

It took a long time for the revolution to gather pace, of course. The reform of divorce law in 1967 ended the bizarre charades required to prove adultery, and yet it was not until the 1980s that it suddenly became quite normal to have children without getting married.

The law is not yet neutral towards marriage, of course. Married people are still legally bound to support their spouses financially, and can pass assets to them free of inheritance tax when they die. But marriage has become, to a quite unexpected degree, an optional state.



The Independent

06

EXCLUSIVE!

Aim

To familiarize students with the grammar of newspaper headlines and develop their skill in predicting the stories to follow

Language

Vocabulary of newspaper headlines (*tax cuts, PM, top ministers, drugs swoop, blaze, fraud allegations*)

A range of verb forms and structures, especially passive forms, the present perfect, and future forms

Skills

Speaking

Lesson link

Use after Classbook Lesson 06

Materials

One sheet of plain paper per student and one set per group of *Headline cards*

One copy per group of *Instructions*

One copy per group of the original *Story summaries*

Recent headlines and stories cut from newspapers (optional, see *Variation* and *Extension activity*)

Pre-activity (5–10 minutes)

- Write on the board:
Astronauts fix space station
US youths on trial for Germany murder
Babies to get hearing test two days after birth
- Ask the students what these are (newspaper headlines) and how they recognize them as such (reduced or missing verb forms, no articles or numbers, abbreviated syntax).
- Ask them to try expanding / transforming them into a normal sentence to summarize the stories.

Possible summaries

Two astronauts have carried out repairs on their space station.
Three American teenagers are / will be on trial for murder in Germany.
New-born babies are going to get a hearing test just two days after they are born.

- If the students had difficulty with this, highlight the differences in grammar in these examples.

Variation

- Use headlines from recent newspapers stuck on the board or on an OHT.

Procedure (15–20 minutes)

- 1 Tell the students that they will need to use their skill at spotting a story from a headline in the game they are going to play, called *Exclusive!* Explain what this means in the context of the media (a great story which only one newspaper manages to get hold of).
- 2 Ask the students to work in groups of three or four and give them a copy of the *Instructions* per group and a sheet of plain paper per student. When they are ready, give them a set of *Headline cards*.
- 3 Monitor / arbitrate while the students are playing the game but as far as possible let them work out and negotiate their own judgements. Their story summaries do not need to be grammatically perfect, as long as they show that they have understood the meaning of the headlines and have made some attempt to consider articles, pronouns, and verb forms.
- 4 Give each group a copy of the original *Story summaries* or write them on an OHT. Ask them to compare the original stories with their own versions. Point out that newspaper articles often begin with this kind of one-sentence expansion of the headline. If you noticed areas of difficulty you could give some feedback on language points or draw the students' attention to the forms used in the summaries compared with the headlines.

Variation

- Give out the *Story summaries* and the students invent the headlines before comparing them with the originals.

Extension activity

- Give out some more headlines from a recent paper; the students brainstorm and write their own story in groups and compare it with the original.

06

EXCLUSIVE!

Instructions

EXCLUSIVE!**How to play**

Play the game in groups of three or four. You are rival newspaper editors, keen to fill your paper with the freshest and most exclusive stories, particularly on the front page. You can do this by spotting a good story from the headlines submitted to you by freelance journalists.

Each player chooses a name for their newspaper: *The Daily Correspondent*, *The Daily Investigator*, *The Daily Enquirer*, or *The Daily Observer*, and writes it at the top of their plain sheet of paper.

Put the *Headline cards* face down in the middle of the table.

Each player picks one *Headline card*. These are the headlines of exclusive stories which you have received from journalists and you must choose four to fill your front page.

Each player in turn reads their headline and summarizes the story in a sentence. For example, if the headline is:

Granny (85) wins £3m lottery prize!

You must say something like:

'An 85-year-old grandmother has won three million pounds in the lottery.'

(Remember you will need to add articles and pronouns and usually change or complete the verb form.) The other players will decide if your interpretation (and your English!) is correct. If it is, you can have the story. If you or the other players are not sure about your interpretation, ask your teacher. Place the headline in a space on your 'front page' and write in your one sentence summary. If your suggestion is not accepted, you lose the story and it is the next player's turn.

Continue playing, with each player in turn taking a headline card until everyone has filled their front page (you need four stories) or until there are no headlines left. The winner can either be the first player to finish or you could have a class vote at the end of the activity for which editor has the most interesting front page.

EXCLUSIVE!**EXCLUSIVE!**

06

EXCLUSIVE!

Headline cards

1 EXCLUSIVE! Tax cuts promised in budget	2 EXCLUSIVE! General vows to restore democracy
3 EXCLUSIVE! Abandoned turtles killing native wildlife	4 EXCLUSIVE! Marchers to meet PM for talks
5 EXCLUSIVE! Tube removes fire extinguishers	6 EXCLUSIVE! Man held over Majorca murder
7 EXCLUSIVE! Passengers hurt in air turbulence	8 EXCLUSIVE! Australia to boost kangaroo profits
9 EXCLUSIVE! Young jobs to be hit if wages rise	10 EXCLUSIVE! Law firms in £40m merger talks
11 EXCLUSIVE! Lottery winnings divided by four	12 EXCLUSIVE! Railman held in drugs swoop
13 EXCLUSIVE! Bus lane improves all traffic	14 EXCLUSIVE! Beauty contest organizers held

06

EXCLUSIVE!

Headline cards

<p>15</p> <p>EXCLUSIVE!</p> <p>Blaze kills 55 trapped in karaoke club</p>	<p>16</p> <p>EXCLUSIVE!</p> <p>Top minister faces fraud allegations</p>
<p>17</p> <p>EXCLUSIVE!</p> <p>400 jobs to be lost as coal mine closes</p>	<p>18</p> <p>EXCLUSIVE!</p> <p>Army to recruit criminals from jail</p>
<p>19</p> <p>EXCLUSIVE!</p> <p>50% dropout rate in drug addict test plan</p>	<p>20</p> <p>EXCLUSIVE!</p> <p>Banana boat hits lighthouse</p>

Story summaries

- | | | |
|---|---|--|
| 1
The government has promised to cut taxes in the next budget. | 7
A number of passengers were hurt during turbulence on their flight. | 14
The organizers of a beauty contest have been arrested. |
| 2
A general has promised to restore democracy in his country. | 8
Australia wants to increase the profits it makes from kangaroos. | 15
A fire has killed 55 people who were trapped in a karaoke club. |
| 3
Pet turtles which have been abandoned are killing native wildlife. | 9
The number of jobs for young people will fall if wages rise. | 16
Allegations of fraud have been made against a senior minister. |
| 4
Marchers on a demonstration are going to have a meeting with the Prime Minister to discuss their case. | 10
Two law firms are discussing a £40 million merger. | 17
400 jobs will be lost when a coal mine closes. |
| 5
The London Underground has decided to remove fire extinguishers from stations. | 11
The lottery prize has been shared between four winners. | 18
The Army is planning to recruit new soldiers amongst criminals in prison. |
| 6
A man is being held by the police in connection with a murder committed in Majorca. | 12
A railway worker has been arrested during a raid by police looking for drugs. | 19
50% of the drug addicts who were on an experimental programme failed to complete it. |
| | 13
The new bus lane has improved the flow of all traffic. | 20
A boat carrying bananas has crashed into a lighthouse. |

07

TRIVIAL TRIVIA

Aim

To practise polite question forms and polite responses to requests for information

Language

Indirect questions (*Do you know ...? Do you have any idea ...?*)

Expressions for responding (*I've no idea, I haven't a clue, I haven't the faintest idea, I'm pretty sure ...*)

Skills

Speaking

Lesson link

Use after Classbook Lesson 07

Materials

One copy of the *Question sheet* per student

One or more *Answer cards* per student (if you have more than twelve students, you need to copy the *Answer cards* sheet twice)

Pre-activity (10 minutes)

- Ask the students for an indirect way to ask questions like *What time does the next bus leave?* and how they would answer politely if they didn't know the answer or were not sure. Write their suggestions for question starters and responses on the board.

Suggested answers**Indirect questions**

- Do you know ...?
- Do you happen to know ...?
- Any idea ...?
- Do you have any idea ...?
- Guess what / how many / who ...
- I bet you don't know ...

Responses

- No, I haven't a clue.
- Not off-hand, no.
- Not off the top of my head, no.
- Sorry, I haven't the faintest idea.
- I've no idea.
- I've a feeling it's ...
- As far as I know ...
- I'm pretty sure ...

- Divide the class into groups of four and ask them to practise asking and answering questions using the expressions. If they need ideas for questions to ask, write this list on the board or show it on an OHT.

Where is the nearest cash point?

How far is it to the station?

How much is it to get in to the National Gallery?

How long does it take to get to the airport?

When's our next meeting?

Do you know a good book on vegetarian cooking?

What's the best restaurant round here?

When's Jon coming back from holiday?

Procedure (20 minutes)

- Give each student a copy of the *Question sheet* and explain that they are going to play a quiz game where they have to find the answers to all the questions. Check that the students understand all the questions.
- Give out all the *Answer cards*. In a class of twelve or more students, make sure each student has one card. In a smaller class, each student may have one, two, or three cards.
- Explain that the students have to find all the answers by going up to a classmate and asking just one question politely. The classmate must answer the question if they know the answer; otherwise they should use a polite expression to show that they don't know.
- Demonstrate the game by walking up to one student (who you know hasn't got the appropriate *Answer card*) and asking the first question. They use a polite response, then you ask another student. Keep asking different students until you get the right answer.
- Ask the students to mill round and ask each other questions in the same way. Monitor and make sure they practise the target language and that they only ask each other one question before going on to the next student.
- Lead whole-class feedback on the answers.

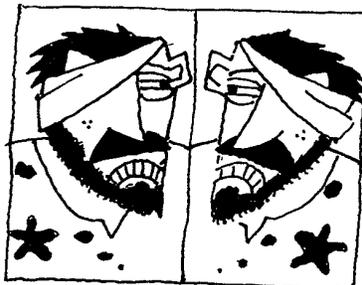
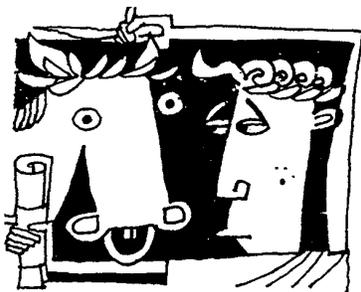
Note If the students ask you about /l/ and /t/ in Question 7, point out that /l/ is pronounced slightly differently in 'look' and 'ball', as /t/ is pronounced slightly differently in 'top' and 'stop'.

07

TRIVIAL TRIVIA

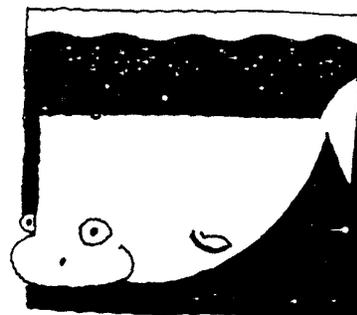
Question sheet

- 1 How many constellations of stars are there?
- 2 When and where did the card game poker originate?
- 3 Which professional footballer scored the most goals in one year?
- 4 Which Roman Emperor made his favourite horse a consul?



- 5 Which ear did the painter Vincent Van Gogh cut off?
- 6 In which event did Plato compete in the ancient Greek Olympic Games?
- 7 How many different sounds are there in the English language?
- 8 Which member of *The Beatles* died just before the group became famous?

- 9 How many different kinds of vitamins are there?
- 10 How many languages are spoken in the world today?
- 11 Why are interesting but useless facts sometimes called *trivia*?
- 12 How long can a sperm whale stay under water?



Answer cards

<p>The International Astronomical Union recognizes eighty-eight constellations.</p>	<p>Poker was first played in New Orleans in the 1820s, but the modern rules date from about 1870.</p>	<p>Pelé, the great Brazilian player, who scored an astonishing one hundred and twenty-nine goals in 1959.</p>
<p>Caligula, who was Emperor of Rome from 37 to 41 BC, and was probably insane.</p>	<p>Van Gogh cut off part of his left ear while suffering from depression.</p>	<p>Plato wrote and performed philosophical dialogues, which was one of many non-sporting events at the ancient Greek Olympic Games.</p>
<p>It is generally agreed that there are forty-four phonemes (sounds which affect meaning) in English. However, some phonemes, such as /l/ and /t/, have more than one pronunciation, depending where they come in a word.</p>	<p>The fifth Beatle was Stuart Sutcliffe, a close friend of John Lennon, who died in 1962. He thought of the name <i>The Silver Beatles</i> and was the first to have a <i>Beatles</i> haircut.</p>	<p>There are thirteen vitamins: Vitamin A, eight types of Vitamin B, plus Vitamins C, D, E, and K.</p>
<p>About 6,000 languages are spoken worldwide, but people often disagree about whether two communities speak two dialects of the same language or two different languages.</p>	<p>The word <i>trivia</i> comes from the <i>trivium</i>, the three subjects studied as part of a Classical Greek or Roman education: grammar, rhetoric, and logic.</p>	<p>Sperm whales can stay under water for up to two hours.</p>

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08

A SEASIDE RESORT

Aim

To give a formal presentation

Language

The language of formal presentations and proposals (*What we are proposing is ...*, *To begin with, ...*, *First of all, ...*, *There is no doubt that ...*, *The simple fact of the matter is ...*, *What we must do is ...*, *And finally, ...*)

Skills

Reading and speaking

Lesson link

Use after Classbook Lesson 08 or Lesson 15

Materials

One copy per student of the *Article*
One *Proposal card* per group of students
A map of the UK (optional)

Pre-activity (5 minutes)

- Ask the students to decide what they would do and where they would go if they had a two-week holiday in the UK. (If you have a map in the classroom, encourage them to look at it for ideas.)
- During feedback, raise the issue of whether or not the UK is a good seaside holiday destination.

Procedure (1 hour)

- 1 Give out one copy of the *Article* to each student and ask them to read it. (Point out that Warmington is not a real town.) Check that they understand why the Development Agency has been created and what it has to decide.
- 2 Divide the class into four groups and give out one *Proposal card* to each group. (If you have a small class, you can use just three *Proposal cards* or take a role yourself.) Explain that they are going to prepare formal presentations using the information on their *Proposal card*.
- 3 Before the students prepare for the presentation, lead a language focus slot. Write the headings below on the board and read out the phrases one by one in a random order. As you read them out, ask the students to decide which phrase goes with which heading, and write them on the board as a record. Model the stress and intonation patterns of the phrases. Ask students to suggest any other useful phrases they know.

Starting and ending the talk

We intend to talk about ...
What we're proposing is ...
Are there any questions?
Does anyone have any points they'd like to make?

Signposting

To begin with, ...
First of all, ...
Which brings me to ...
And finally, ...
To sum up, ...

Making a point

There is no doubt that ...
Plus the fact that ...
What we must do is ...
The simple fact of the matter is ...
Quite honestly, ...

- 4 Ask the students to prepare their presentation. Encourage them to think about how they will begin and conclude, what questions other groups might ask them about their proposal, what problems there might be with their proposal, and whether or not they want to illustrate their presentation, e.g. with graphs or maps on the board.
- 5 When they are ready, ask each group in turn to present their proposal to the class. Act as chairperson and encourage questions and debate. Monitor the students' use of the phrases in 3, and note down any common or recurring errors.
- 6 When all the groups have done their presentations, ask the students to vote for which proposals the Development Agency should accept.
- 7 Lead a whole-class feedback and correction slot on the language used in the preparation and presentation stages.

Extension activities

- Video or audio record the presentations and review the language used.
- The students prepare a press release or write a newspaper article, giving details of the Development Agency's decision.

08

A SEASIDE RESORT

Article

Warmington Bay

a resort for the 21st century

Since the 1920s, Warmington Bay, home to 40,000, has been a typical south coast of England seaside resort, with its mile-long sandy beach, its hotels and guest houses, its fish and chips, and cheap gift shops.

However, the town has been in decline for the last thirty years. The main reason is that it has become as cheap for a British family to fly to Spain for two weeks of guaranteed sunshine as to drive to Warmington for two weeks spent nervously eyeing the weather forecast.

For many years, the local authority has been trying to find ways of reinvigorating the local economy. They have been looking for the right combination of private investment and state funding, and at last they have found it. The government, the European Union, and the local council have established the Warmington Development Agency, which has a budget of £20m. This is a one-off opportunity for the town to shrug off years of decline and turn Warmington Bay into a resort for



the 21st century. All that has to be decided now is what best to spend the money on and inevitably, this is causing heated local debate. ■

Proposal cards

<p>1 The Warmington Council Transport Committee</p> <p><i>Proposals</i></p> <ol style="list-style-type: none"> 1 Improve the town's railway link to London so that there is a direct train, reducing journey time from 2 hours to less than 90 minutes. Cost £3m. 2 Improve the road link to London, reducing travel time from 2½ hours to less than 2 hours. Cost £5m. 3 Improve the car parking facilities in the town. Cost £1m. <p><i>Reasons</i></p> <ul style="list-style-type: none"> ■ Decline in the number of long-stay tourists is irreversible. ■ Need to attract day trippers and weekend trippers, especially from London. ■ Need to compete with other south coast resorts. 	<p>2 The Warmington Chamber of Commerce</p> <p><i>The Chamber of Commerce represents most of the businesses in the town, including hotels and shops.</i></p> <p><i>Proposals</i></p> <ol style="list-style-type: none"> 1 Build a large conference centre. Cost £4m. 2 A major redevelopment of Warmington's shopping centre. Cost £6m, plus £1m to improve car parking facilities. <p><i>Reasons</i></p> <ul style="list-style-type: none"> ■ Warmington cannot continue to rely only on tourism. It must find other ways to attract visitors. ■ Conferences and business training will fill up hotels outside the summer.
<p>3 The Warmington Council Tourism and Leisure Committee</p> <p><i>Proposals</i></p> <ol style="list-style-type: none"> 1 Build a large leisure centre with an indoor water park, indoor and outdoor sports, and shopping. Cost £5m. 2 Build a marina for pleasure boats. Cost £12m. 3 Renovate the seafront. Cost £2m. <p><i>Reasons</i></p> <ul style="list-style-type: none"> ■ Tourism will always be the backbone of the local economy. ■ The town must modernize in order to attract 21st century tourists. ■ The marina will attract massive investment in shops, housing, and leisure facilities situated around it. The population of Warmington could increase by 50% in 10 years. 	<p>4 The Warmington Tower Consortium</p> <p><i>This group of private companies has a radical proposal for the town.</i></p> <p><i>Proposal</i></p> <p>Build the tallest building in the UK in Warmington, with shopping and leisure facilities, plus spectacular views of Warmington Bay from the restaurants and viewing galleries at the top. Cost £9m plus £1m for improved car parking facilities.</p> <p><i>Reasons</i></p> <ul style="list-style-type: none"> ■ Warmington can only survive as a holiday destination if it has something that other resorts do not have. ■ Warmington's beautiful bay is ideal for a view tower.

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09

JUDGEMENT DAY

Aim

To extend the theme of crime and punishment with a task in which the students have to decide what punishments are appropriate for a number of different offenders

Language

Vocabulary related to crime and punishment (*manslaughter, assault, drink-driving, imprisonment*)

Language of giving opinions, agreeing and disagreeing (*In my opinion ... , As far as I can see ... , Yes, I think so too, I'm not sure I agree with that*)

Skills

Speaking, reading

Lesson link

Use after Classbook Lesson 09

Materials

One copy of the *Real-life cases* worksheet per student

Suggested answers

There are no correct answers here, but these are actual punishments handed out by British courts in the cases on which this activity is based.

- 1 Men selling their own goods on trains: nine months imprisonment.
- 2 Confidence trickster specializing in old age pensioners: six years in prison.
- 3 Shoplifter: £150 fine.
- 4 Burglary and assault: three years youth custody and prison.
- 5 Driving offender: six months in prison.
- 6 Drunk: £25 fine.

Pre-activity (10 minutes)

- Ask the students to brainstorm possible punishments available to courts when dealing with criminals who have committed the following crimes (see *Suggested answers*):
 - murder manslaughter armed robbery theft assault drink-driving
 - fraud extortion vandalism

Suggested answers

murder / manslaughter	the death penalty, imprisonment
armed robbery	imprisonment
theft / assault	imprisonment, suspended sentence, probation
drink-driving	suspended sentence, fine, loss of licence
fraud / extortion	imprisonment, suspended sentence
vandalism	community service

Procedure (40 minutes)

- 1 Explain to the students that they are going to read about some real-life cases from British courts, and that their task will be to decide what sort of punishment (if any) is appropriate.
- 2 Give one copy of the *Real-life cases* worksheet to each student and ask them to read each one and think about appropriate punishments.

Note (Case 6) In Britain, it is not against the law to be drunk but it is against the law to be 'drunk and incapable', i.e. so drunk that the police have to arrest you for your own safety.

- 3 Divide the class into groups of two or three students and ask them to discuss the cases and agree on the exact punishment. If a fine, how much; if prison, how long for; if probation, how many weeks, etc. They may decide not to punish at all. Make the groups as mixed as possible, with mixed nationalities if possible, or a gender and age mix.
- 4 When the students have finished, lead a whole-class discussion on the cases and the issues raised.
- 5 Tell the students what punishments British courts gave in each case. Ask them for their reactions and encourage them to speculate what the punishments might have been in their own country/-ies.

Variations

- 1 Cut up the worksheet and give each student one case. Ask the students to mill round and survey each other about appropriate punishments for 'their' offender and then report back to the class.
- 2 Give one case to two different pairs. One pair has to prepare the prosecuting lawyer's final speech in which he / she demands a severe penalty. The other pair prepares the defence lawyer's final speech in which he / she admits the client's guilt but gives reasons why the punishment should not be severe. These speeches are read out to the rest of the class, who decide on the most appropriate punishment.

Extension activity

See *Variation 2*.

09

JUDGEMENT DAY

Real-life cases

Below are a number of true-life stories taken from British courts. In each case the defendants have pleaded guilty, and their guilt has been proven. You are the judge, and you must decide how they should be punished. You can pass a community service order, put them on probation, give them a suspended sentence, fine them, or sentence them to a period in prison.

1 Two men in their thirties who work selling snacks and hot drinks on trains. Unknown to their employers, for the past three years they have been selling their own tea, coffee, chocolate bars, etc. on trains rather than the company's, and keeping the money the customers gave them. They have made a great deal of money doing this.

Both men have families and no previous convictions. Their defence is that 'Everybody does it, we're just the ones who got caught.'

2 A fifty-six-year-old man who specializes in persuading old age pensioners to invest their savings in non-existent businesses. He is known to have stolen £45,000 from six people and believed to have stolen from others, too. Some of his victims have lost all their life savings.

This man has spent a total of eighteen years in prison for similar offences.

3 An unemployed nineteen-year-old girl who lives with her parents. She tried to steal a bottle of shampoo from a supermarket.

She has no previous convictions.

4 An unemployed seventeen-year-old youth. While burgling the house of an eighty-three-year-old woman, he was unable to find her money. He waited for her to come home and hit her several times in an effort to get her to say where she kept it. Eventually he left with £15. The elderly lady spent over a week in hospital.

He was expelled from his school for bullying and fighting, he has previous convictions for being drunk and disorderly and for assault, and he may be a drug addict (though he denies this). He comes from a very violent home. His father has been arrested twice (but never prosecuted) for assaulting his mother.

5 A twenty-eight-year-old building worker with three children. Even though he was already banned from driving (for drink-driving), he stole a car when drunk, broke the speed limit, crashed into another car injuring the other driver, and ran away from the scene of the accident.

He has never been to prison but has seven previous convictions for drink-driving and speeding.

6 An unemployed, divorced woman of fifty-two. The police found her lying drunk and semi-conscious in the street at two o'clock in the morning.

She has fifteen previous convictions for similar offences, and owes a lot of money in fines which she says she is unable to pay.

10

HEAD, SHOULDERS, KNEES, AND TOES

Aim

To revise and extend students' knowledge of expressions which include parts of the body

Language

Expressions including parts of the body (*set foot in, catch somebody's eye, turn your back on*)

More idiomatic expressions (*a shoulder to cry on, give your right arm for, tongue-in-cheek*)

Skills

Dictionary use

Inferring meaning of idiomatic expressions from context

Lesson link

Use after Classbook Lesson 10

Materials

One copy per student of the *Crossword*

One copy of the *Crossword solution* on an OHT (optional)

One copy per student of the *Vocabulary extension* worksheet

One set of *Idioms and definitions* cards, cut up, per pair of students

Answers**(Vocabulary extension)**

2 finger	8 tongue
3 shoulder	9 leg
4 toes	10 head
5 foot	11 ear
6 knees	12 eye
7 back	

Pre-activity (5–10 minutes)

- Write this question on the board or show on an OHT. *Which part(s) of your body would you normally ...?* Then read out (or reveal on the OHT) the following verbs and elicit quick answers from the class.

shrug cross raise shake tap blow nod fold

Suggested answers

shrug	shoulders	tap	feet, fingers
cross	legs, fingers	blow	nose
raise	eyebrows, arm, hand	nod	head
shake	head	fold	arms

- Change the question to *Which part(s) of your body would you normally use to ...?* and elicit quick answers for the following verbs.

point wink sniff beckon someone

Suggested answers

point	finger	sniff	nose
wink	eyes	beckon someone	finger

Procedure (40 minutes)

- Give each student a copy of the *Crossword* and ask them to work in pairs to complete it. Set a time limit of five minutes. (This is a springboard to the *Vocabulary extension* and the students shouldn't find it difficult, hence the time limit.)
- Check the answers orally, or by showing the *Crossword solution* on an OHT.
- Give out a copy of the *Vocabulary extension* worksheet to each student and divide the class into pairs. Explain that in each group of sentences, the gapped word is the same 'part of the body' word. In each group, the first sentence is a compound noun or a common extension of the meaning of the word, the second is a literal expression including the word, and the third is an idiomatic expression.
- Check the first example with the class. Ask the students to continue in their pairs, checking their ideas in their dictionary.
- As students get towards the end, check that they all have the correct answers. Encourage them to keep a record of all the expressions they didn't know.
- As a quick check, give each pair a set of *Idioms and definitions* cards. Set a time limit of two minutes and ask them to match the idioms with the mini-definitions.

Answers**(Idioms match)**

1d 2j 3k 4l 5f 6l 7b 8a 9e 10h 11g 12c

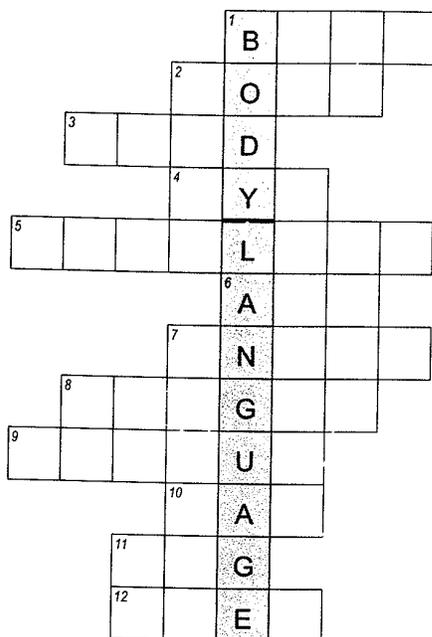
Extension activity

- Individually or in pairs, the students write gapped sentences containing some of the expressions from the *Vocabulary extension* worksheet. Use these at the beginning of the next lesson as a recycling activity.

10

HEAD, SHOULDERS, KNEES, AND TOES

Crossword



- 1 Her son was lying peacefully on his _____.
- 2 He kept on running in spite of the pain in his _____.
- 3 She shook her _____ sadly.
- 4 She went into hospital for an operation to restore the sight to her right _____.
- 5 He ripped the handbag from her _____ and ran off.
- 6 She put her _____ around his neck and kissed him.
- 7 She lay on the floor with her _____ bent and her hands behind her head.
- 8 He slipped the wedding ring onto her _____, next to her engagement ring.
- 9 Place the tip of your _____ behind your front teeth as you pronounce this sound.
- 10 He leaned over and whispered something in Philip's _____.
- 11 He leant back in his chair and crossed his left _____ over his right.
- 12 Can you touch your _____ with your fingertips?

10

HEAD, SHOULDERS, KNEES, AND TOES

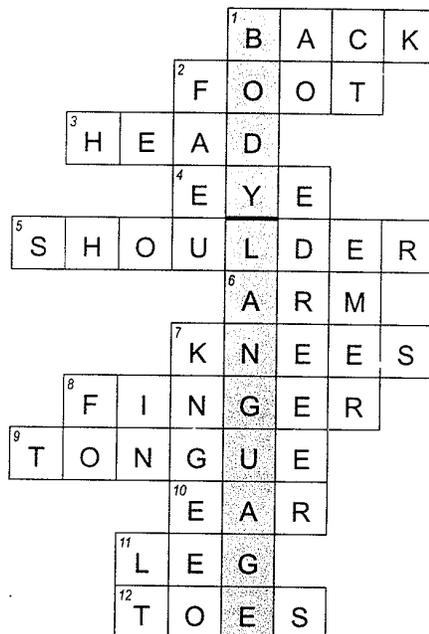
Vocabulary extension

- An ashtray was balanced on the of a chair.
I remember strolling arm in arm along the boulevards of Paris.
He would give his right for a job at the BBC.
- We all have unique prints, even identical twins.
I'm crossing my s that I'll be OK to play again.
It's hard to put your on exactly what the problem is.
- The bag comes with a handle and adjustable strap.
Looking over his , he saw Mrs Howard and braked sharply.
She desperately needs a to cry on and a sympathetic listener.
- Maria's socks had holes in both .
He was standing on his tip- so he could see over the wall.
He keeps us all on our just by setting a great example.
- The house stood by a stream at the of a little hill.
He is the only senior statesman to set in the country since the bombardments.
Last weekend she finally put her down and refused to go to the match.
- He's got holes in both of his jeans and a t-shirt ripped at the side.
I got down on my hands and and reached under the table.
The country was brought to its by the cost of the war.
- He woke up on the metal floor in the of a truck with no idea how he had got there.
He stood up, turned his on Blake and walked over to the window.
My ex-wife had talked to my lawyer behind my but I didn't realize.
- Young children usually enjoy puzzles, jokes, -twisters, and riddles.
She held her ; what could she say?
The soundtrack to the video included Madonna's -in-cheek song, Material Girl.
- I decided to go for the chicken in tomato sauce.
He saw the police coming and decided to it.
The defendant clearly did not have a to stand on.
- He has since been promoted to Deputy of the Metropolitan Police.
Including breakfast, the price per for the weekend package is £185.
Off the top of my , I can't think of anything else.
- What you need is a hands-free mobile with an phone, so you can drive safely.
He had a good for languages and had already picked up Dutch.
I'll just have to play it by as I've no idea what they will ask.
- He suffered a black , blurred vision, and a suspected broken nose.
He tried to catch the waiter's so he could order.
There's a lot more to that job than meets the .

10

HEAD, SHOULDERS, KNEES, AND TOES

Crossword solution



Idioms and definitions

1 give your right arm for	2 put your finger on	a ironically	b without telling s.o.
3 a shoulder to cry on	4 keep s.o. on their toes	c more complex than it looks	d would love to have
5 put your foot down	6 bring s.o. to their knees	e have no chance in an argument	f be assertive
7 behind s.o.'s back	8 tongue in cheek	g without a definite plan	h without taking time to think
9 not have a leg to stand on	10 off the top of your head	i almost destroy s.o.	j identify what's wrong
11 play it by ear	12 more to sth than meets the eye	k s.o. to tell your problems to	l make sure s.o.'s alert

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11

LANGUAGE CHAT ROOM

Aim

To practise the use of discourse markers in making an argument in a simulated Internet chat room
To introduce some of the conventions of chat room discourse

Language

Conversational discourse markers
(*Surely ... , Anyway, ... , No way!*)
Common chat room abbreviations
(BTW, u, 4)

Skills

Speaking, writing, reading

Lesson link

Use after Classbook Lesson 11

Materials

One copy of the *Conversations* per pair of students (*Pre-activity*)
One *Useful language* worksheet per student
Writing paper and marker pens
Blu-tack™ to stick paper on the board

Note A chat room is a place for people to 'meet' on the Internet, either socially or to discuss a particular topic. People type and enter their comments and read what everyone else says.

Often there is more than one conversation going on at any one time, so it can be quite difficult to follow what is being said (see the 'Conversations' worksheet).

Chat rooms have their own linguistic conventions. Capital letters are optional and participants use a number of abbreviations (see the 'Useful language' worksheet).

Pre-activity (5 minutes)

- Divide the students into pairs and give each pair a copy of the *Conversations* worksheet. Ask how many conversations are going on and where they are taking place (see *Suggested answers*).

Suggested answers

There are two conversations:

Ali H and RX100 are speaking about RX100's mother, who is in hospital.

Peter Piper and Red Sonia are talking about Peter Piper's day at a Theme Park with his children.

They are 'speaking' in an Internet chat room.

Point out BTW (by the way) and the use of u for you and lower case i for I.

Procedure (30 minutes)

Note This activity is an adaptation of *Community Language Learning* to the classroom, using a simulated Internet chat room as a vehicle. The teacher's role is to act as a consultant who the students can use to check that their contributions to the chat room are accurate.

- 1 Explain to the students that they are going to simulate a chat room discussion about language learning by writing comments on paper and sticking them on the board.
- 2 Give each pair a supply of paper, a board pen, and some Blu-tack™. Ask them to give themselves a name, e.g. Peter Piper, and to begin every contribution with their name plus 'says:'.
- 3 Give each pair a copy of the *Useful language* worksheet. Ask them to use the given chat room conventions and discourse markers in their contributions to the chat room.
It may help to play music in the room so that the students do not feel so self-conscious as they compose their messages.
- 4 Open the discussion with a question, e.g. 'Martian says: i find new vocabulary very difficult to remember. has anyone got any suggestions?'. If you find that the students digress from language learning and become engaged with a different topic, then allow that to develop.
- 5 From time to time, feed in new topics with questions or controversial statements, for example:
IMHO grammar is a complete waste of time.
u should never make mistakes when u speak.
Surely vocabulary is more important than grammar.
shouldn't u always get one piece of grammar right before u try to learn the next?
- 6 As the board fills up, remove earlier messages to make room for new messages.

Note This written version of *Community Language Learning* could be used as an introduction to or way of discussing any topic.

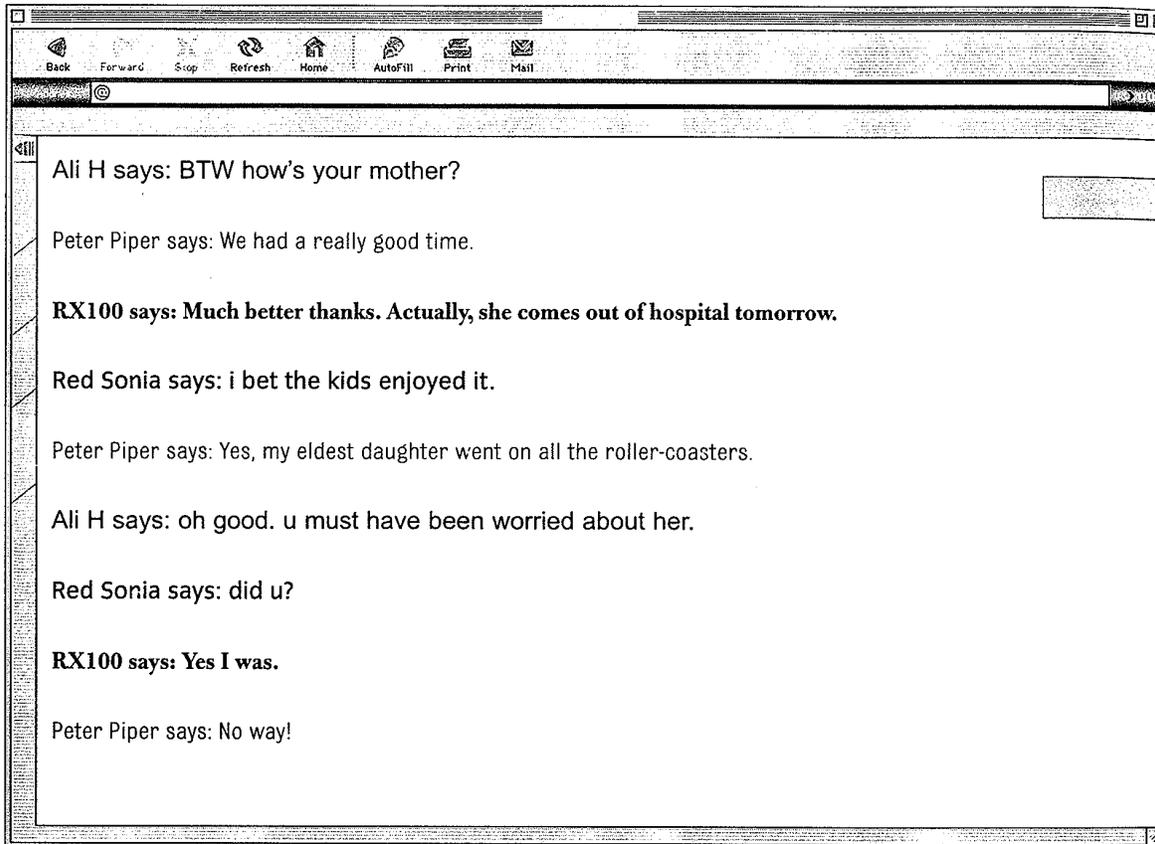
Extension activities

- Discuss topics raised in the chat room.
- Look at language difficulties experienced by the students.
- Encourage the students to visit Internet chat rooms for language learners.

11

LANGUAGE CHAT ROOM

Conversations



Useful language

Some chat room conventions

BTW	By the way ...
i	I
GMTA	Great minds think alike (= we agree)
u	you
4	for
IMHO	In my humble opinion
IMNSHO	in my not so humble opinion (stronger)
VBW	very best wishes
BFN	bye for now

Discourse markers

Surely ...	I reckon ...
After all, ...	Come on!
Shouldn't we ...?	No way!
Anyway, ...	So ...
Actually ...	I suppose so, but ...
Yes, but ...	I guess ...
True, but ...	To be honest ...
In any case, ...	As I said, ...

12

INTERNET INTRODUCTIONS

Aim

To imagine and tell the story of how a relationship developed

Language

Narrative tenses

Narrative devices (flashbacks and fronting *And there he was, So off I went*)

Language to describe feelings (*nervous, curious, excited*)

Active listening expressions (*Right, Oh no! So what happened then?*)

Skills

Reading, listening, speaking

Lesson link

Use after Classbook Lesson 12

Materials

One copy per student of *Worksheet A* and *Worksheet B*

Pre-activity (5 minutes)

- Ask your students if they use e-mail or the Internet for social correspondence. Ask them in groups of two or three to talk about why they like or dislike this as a means of 'talking' to people.

Procedure (25–30 minutes)

- 1 Write the title of the article (*She's got male*) on the board and ask the students if they can identify the play on words involved. (*You've got mail* is the message some systems give when you receive electronic mail.)
- 2 Give out a copy of *Worksheet A* to each student and ask them to read the article fairly quickly, then check their understanding of the title in this context. (Yvonne got a *male*, i.e. a husband, through an Internet service). Ask the students what they think are the advantages of this way of finding a partner.
- 3 Divide the class into two equal groups. Explain that one group must imagine they are Yvonne and the other Richard. Give out *Worksheet B* and ask the students to work in pairs with another member of the same group to imagine the development of their relationship, using the questions as prompts.
- 4 Reorganize the students into Yvonne / Richard pairs. Explain that they are going to take turns to tell each other their story as if talking to another friend. Remind the students to be active and show interest when they are listening, e.g. by their body language and expressions like *Really? Oh no! So what happened then?*
- 5 When they have each told their side of the story, ask them to decide how compatible they seem and how successful the marriage is likely to be and to report briefly back to the class.

Note If there is an odd number of students in the class, at Procedure 4 one student should listen to an Yvonne / Richard pair and at 5 this student should report back to the class.

Extension activity

- The students write a paragraph telling the story of Richard and Yvonne (any version!) to be used in future publicity by the Internet dating service.

12

INTERNET INTRODUCTIONS

Worksheet A

She's got male

Yvonne Krasner is a brave woman, according to her friends. 'People said to me, "Oh, you were very brave." But when you are looking for a relationship, you have to help yourself.'

Nine months ago, she posted a message on Arkline.com, an Internet dating service. She is twenty-nine, a charity worker from London with her own teeth and a personality. It was a courageous move.

'A friend of mine twisted my arm,' she says, after checking with her fiancé that the circumstances of their introduction can be revealed without mortification. 'My friend persuaded me that no one would get hold of my home details.'

But, whadyaknow? Someone got hold of her heart instead and she and Richard Cohen, thirty, a marketing manager from London, were engaged to be married a week last Sunday.

While it will always be easy to sneer at introduction services, whatever their medium, the impact that the web is having on dating conventions is such that 'we met over the net' is fading as an admission of desperation and fast becoming a standard line.

Joe Johnson is twenty-nine, his fiancée, Deborah, twenty-seven. The two 'met' three years ago in an obscure US chatroom. 'I was telling a joke,' says Joe, 'and before I could type out the punchline, Deborah had finished it for me.



It was apparent that we had the same sense of humour.'

The slow trajectory of their relationship is typical of web-spun affairs. First, they revealed the real names behind their log-ons. Then they exchanged e-mail addresses. Finally, they swapped phone numbers. 'It was four or five months before we actually met up,' says Joe. He travelled down from Wigan to see Deborah in London and on New Year's Eve, 1998, asked her to marry him.

'You get to know each other slowly over the web, which stands you in good stead when the arguments come later.'

'Using the web is a lot less nerve-racking for making first contact,' says Guy Morris, the operations director for DatelineUK. 'Whereas you might be nervous about making a phone call, you can send an e-mail saying hello with very little emotional effort.'

The Guardian

12

INTERNET INTRODUCTIONS

Worksheet B

You decided to join an Internet introductions service. Why? How did you feel about it?

You received an introduction to your partner. Who made the first contact? What were your first impressions?

How long did you communicate by e-mail? How often did you write? What did you write about? What were your thoughts / feelings about the correspondence?

It was a big decision to go further than e-mail. Who suggested it? How did you feel about it?

You spoke on the phone. Who rang who the first time? What was it like to hear a *real* voice? What did you talk about? How did you feel before and after that first phone call?

You continued to phone each other. How often? Did you keep e-mailing?

You finally met each other in person. When? Whose idea was it? Where did you meet? What did you do? Were you at all disappointed in your partner? (Be honest!) How did you feel before and after that first meeting?

Whose idea was it to get married? Was it a difficult decision? How do you feel about the future?

13

QUOTE UNQUOTE

Aim

To practise using a variety of reporting verbs

Language

Verbs for reported speech (*admit, advise, claim, deny, suggest*)

Skills

Reading, writing

Lesson link

Use after Classbook Lesson 13

Materials

One copy of *Wordsearch* per student (*Pre-activity*)

One copy of *Wordsearch* and *Transformations solutions* per student (*Pre-activity*)

One copy of *Transformations* per student (*Pre-activity*)

One copy of *Worksheet A* per pair for half of the class, one copy of *Worksheet B* per pair for the other half

Suggested answers**Worksheet A**

Mrs Thatcher denied that ... explaining that ...

Queen Elizabeth admitted that ... but insisted that ...

Molotov suggested inserting ...

Robert Kennedy denied being ... and threatened to ...

Keith Richard agreed that ... but denied that ... He claimed that ...

Clemenceau described America as ...

Henry Kissinger claimed that ...

Harry Truman called Nixon ... and alleged that ...

Richard Nixon denied that ...

When Bessie Braddock accused ... he replied that ... and reminded her that ...

Worksheet B

Jimmy Carter admitted that ...

Mr Gorbachev complained that ...

Napoleon once claimed that ...

Mayor Koch advised people not to ... and suggested that if ... they should ...

Jean-Paul Sartre accepted that ... adding that ...

Mao denied that ... but claimed that ...

Quentin Crisp suggested that ... because ...

Henry Kissinger claimed that ...

Josh Billings advised people not to ... but suggested that if ... they should ...

John Kenneth Galbraith once claimed that ...

Pre-activity (15–20 minutes)

- Give each student a copy of the *Wordsearch*. Tell the students they have ten minutes to find fifteen reporting verbs. The words run from left to right and top to bottom.
- Give a copy of *Transformations* to each student / pair of students. Ask them to complete the sentences and compare ideas. Go through the answers as a class.

Procedure (30 minutes)

- 1 Write on the board this quote from Michael Jackson.
'All of Hollywood has plastic surgery! I don't know why they point me out. The press has exaggerated it. It's just my nose, you know.'
- 2 Ask the students how they would report this sentence and write up the answers they suggest. Point out that it is not necessary to 'report' every word but to convey the sense of what was said.

Possible answer

He complained that the press had exaggerated and that he had only had his nose done; everybody had plastic surgery.

- 3 Divide the students into two groups, A and B. Give a copy of *Worksheet A* to group A and *Worksheet B* to group B. Ask the students to read their quotations and say what they think of them / which ones they like.
Explain that, in pairs, they have to report each of the statements on their sheet in writing. They are not allowed to use the words *said* or *told* and should try to use as many different reporting verbs as possible. Monitor and help the students as they write.
- 5 When they have finished, ask the group A students and group B students to swap their reported statements.
- 6 Ask the students to try to write the original words spoken using the reports as a guide. Monitor and help the students as they write.
- 7 When they have finished, ask the students to compare the original words with what they have written.

Extension activities

- Ask the students to research more quotations in English from a quotations dictionary or a website and bring five that they particularly like to the next lesson.
- The students collect quotations in their language and bring them to the next lesson. They explain who said them, why, when, and what they mean.

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13

QUOTE UNQUOTE

Wordsearch

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

Transformations

- 'Why don't we go to Peru?'
He suggested _____
- 'If you don't hurry up, I'll leave without you!'
She threatened _____
- 'Rob, you ate all the chocolate biscuits!'
I accused Rob _____
- 'You should open a savings account.'
He advised _____
- 'I'm really sick of working at weekends.'
She complained _____
- 'It wasn't me! I never smoke in the house.'
He denied _____
- 'Don't forget to pick up your prescription.'
My sister reminded _____
- 'Yes, OK, it was me. I was trying to park and I scraped the car on the fence.'
I admitted _____

Wordsearch solution

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

Transformations solution

- He suggested going / that we should go to Peru.
- She threatened to leave without me / that she would leave without me if I didn't hurry up.
- I accused Rob of eating / having eaten all the chocolate biscuits.
- He advised me to open a bank account / that I should open a bank account.
- She complained about working at weekends / that she was sick of working at weekends.
- He denied smoking / having smoked in the house.
- My sister reminded me to pick up my prescription.
- I admitted scraping / having scraped the car on the fence.

13

QUOTE UNQUOTE

Worksheet A

- | | | |
|---|---|----------------------------|
| <p>1 'There is no such thing as society. There are only individuals and their families.'</p> <p><i>Margaret Thatcher, British Prime Minister, in a television interview.</i></p> | <p>6 'America is the only nation in history which miraculously has gone from barbarism to degeneracy without the usual interval of civilization.'</p> <p><i>Georges Clemenceau, French politician.</i></p> | <p>1</p> <p>Q</p> <p>W</p> |
| <p>2 'I know I have the body of a weak and feeble woman, but I have the heart and stomach of a King.'</p> <p><i>Queen Elizabeth I of England, to her troops before battle.</i></p> | <p>7 'Ninety per cent of politicians give the other ten per cent a bad name.'</p> <p><i>Henry Kissinger, American politician.</i></p> | <p>2</p> |
| <p>3 'I propose that we insert <i>not</i> before every verb in the text.'</p> <p><i>Vyacheslav Molotov, Soviet Foreign Minister, during negotiations with the Americans.</i></p> | <p>8 'Richard Nixon is a no-good liar. He can lie out of both sides of his mouth at the same time, and even if he caught himself telling the truth, he'd lie just to keep his hand in.'</p> <p><i>Harry S Truman, American President, speaking ten years before Nixon became President.</i></p> | <p>3</p> <p>4</p> |
| <p>4 'People say I am ruthless. I am not ruthless. And if I find the man who is calling me ruthless, I shall destroy him.'</p> <p><i>Robert Kennedy, American politician.</i></p> | <p>9 'I am not a crook.'</p> <p><i>Richard Nixon, American President, speaking in 1973, less than a year before he was forced by scandal to resign.</i></p> | <p>5</p> |
| <p>5 'Subversive? Of course we're subversive. But if they really believe you can start a revolution with a record, they're wrong. I wish we could. We're more subversive at live appearances.'</p> <p><i>Keith Richard, Rolling Stones guitarist.</i></p> | <p>10 'Winston, you're drunk!' 'Madam, you're ugly. But tomorrow, I shall be sober.'</p> <p><i>Bessie Braddock and Winston Churchill, British politicians.</i></p> | <p>5</p> |

13

QUOTE UNQUOTE

Worksheet B

- 1 'Our fear of communism led us to embrace any dictator who joined us in that fear.'

Jimmy Carter, former American President.

- 2 'Nobody obeys my instructions.'

Mikhail Gorbachev, last President of the USSR.

- 3 'I pay attention only to what people say. I have little interest in what they think.'

Napoleon I, former French Emperor.

- 4 'Don't give money to beggars. If you feel guilty, see a priest.'

Edward Koch, Mayor of New York City.

- 5 'Conservative people are undoubtedly right in their distrust and hatred of science, for the scientific spirit is the very spirit of innovation and adventure; the most reckless kind of adventure into the unknown.'

Jean-Paul Sartre, French philosopher.

- 6 'We do not want war; but war can only be abolished through war, and in order to get rid of the gun it is necessary to take up the gun.'

Mao Ze-dong, Chinese Communist Party leader, speaking ten years before his party fought its way to power.

- 7 'There was no need to do any housework at all. After the first four years the dirt doesn't get any worse.'

Quentin Crisp, British humorist.

- 8 'I am being frank about myself in this book. I tell of my first mistake on page 850.'

Henry Kissinger, American politician, talking about his autobiography.

- 9 'Don't borrow or lend, but if you must do one, lend.'

Josh Billings, American humorist.

- 10 'The happiest time of anyone's life is just after the first divorce.'

John Kenneth Galbraith, American economist and diplomat.

14

WHEN IN ROME ...

Aim

To learn / revise common proverbs through a matching and memory game

Language

Common proverbs (*Once bitten, twice shy, When in Rome do as the Romans do*)

Skills

Speaking

Lesson link

Use after Classbook Lesson 14

Materials

One copy of the *Match the meaning* worksheet per student (*Pre-activity*)

One copy of *Half proverbs*, cut up, per group of four students

Pre-activity (20 minutes)

- Ask the students to work in pairs. Give out one copy of the *Match the meaning* worksheet per student and ask them to match proverbs 1 to 20 to definitions a to t. Monitor and assist the students as they work. (The proverbs and definitions have been divided; proverbs 1-10 match definitions a-j, proverbs 11-20 match definitions k-t.)
- When the students have finished, check the answers.

Answers

1b 2f 3d 4c 5g 6i 7h 8j 9e 10a 11o 12m 13t 14n 15l 16p 17q
18k 19r 20s

Procedure (30 minutes)

- Divide the class into groups of four and give out one set of the *Half proverbs* cards to each group.
- Explain to the students that they should put the cards in the middle of the group and take it in turns to pick one up. They should try to complete the half proverb on their card from memory. If they remember correctly, they keep the card. If not, the card goes to the bottom of the pack.

The winner is the student with the most cards at the end of the game.

Extension activities

- Ask the students about equivalent proverbs in their own language. This could also be done after the *Pre-activity*.
- The students think of situations in which they think these proverbs might be used and write mini-dialogues to exemplify their ideas.

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14

WHEN IN ROME ...

Match the meaning

- | | |
|--|--|
| <p>1 One man's meat is another man's poison.</p> <p>2 The grass is always greener on the other side of the fence.</p> <p>3 Once bitten, twice shy.</p> <p>4 All work and no play makes Jack a dull boy.</p> <p>5 When in Rome, do as the Romans do.</p> <p>6 No news is good news.</p> <p>7 Great minds think alike.</p> <p>8 Too many cooks spoil the broth.</p> <p>9 The early bird catches the worm.</p> <p>10 Easier said than done.</p> | <p><input type="checkbox"/> a Some things are more easily talked about than put into practice.</p> <p><input type="checkbox"/> b Things liked by one person may be distasteful to another.</p> <p><input type="checkbox"/> c People who work / study too hard become uninteresting.</p> <p><input type="checkbox"/> d An unpleasant experience makes you cautious.</p> <p><input type="checkbox"/> e The person who does something first or early is more likely to succeed.</p> <p><input type="checkbox"/> f Other people's situations always seem better than your own.</p> <p><input type="checkbox"/> g When you go abroad, adapt to the customs / habits of those around you.</p> <p><input type="checkbox"/> h People with good ideas often have the same ideas.</p> <p><input type="checkbox"/> i You can assume all is well unless you hear otherwise.</p> <p><input type="checkbox"/> j If too many people are involved, the task will not be done well.</p> |
| <p>11 Two wrongs don't make a right.</p> <p>12 A bird in the hand is worth two in the bush.</p> <p>13 Where there's a will there's a way.</p> <p>14 Better late than never.</p> <p>15 It's no use crying over spilt milk.</p> <p>16 Blood is thicker than water.</p> <p>17 Two heads are better than one.</p> <p>18 Beggars can't be choosers.</p> <p>19 First come, first served.</p> <p>20 Old habits die hard.</p> | <p><input type="checkbox"/> k People with no other options must be content with what is offered.</p> <p><input type="checkbox"/> l There's no point regretting something that's already happened, when there is nothing you can do about it.</p> <p><input type="checkbox"/> m It's better to be content with what you have than risk losing everything in trying to get more.</p> <p><input type="checkbox"/> n It's better to do something late than not at all.</p> <p><input type="checkbox"/> o The fact that someone has done something unjust to you doesn't mean you should act in a similar way.</p> <p><input type="checkbox"/> p Family relationships are stronger and more important than anything else.</p> <p><input type="checkbox"/> q You will find a solution more quickly if there are two people thinking about it.</p> <p><input type="checkbox"/> r People will be dealt with in the order in which they arrive or apply.</p> <p><input type="checkbox"/> s It's difficult to do something differently that you've always done the same way.</p> <p><input type="checkbox"/> t Determination will overcome anything that stands in the way of what you want.</p> |

14

WHEN IN ROME ...

Half proverbs

One man's meat ...	The grass is always greener ...
Once bitten, ...	All work and no play ...
When in Rome, ...	No news ...
Great minds ...	Too many cooks ...
The early bird ...	Easier said ...
Two wrongs ...	A bird in the hand ...
Where there's a will ...	Better late ...
It's no use crying ...	Blood is thicker ...
Two heads ...	Beggars can't ...
First come, ...	Old habits ...

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15

ON THE ROAD

Aim

To practise making your point strongly in the context of a board game

Language

Modal forms (*should/n't, must/n't, need to*)

Emphatic constructions (*It's terrible that ..., The fact is ..., What we want is ..., simply ...*)

Vocabulary related to driving and road safety

Skills

Speaking

Lesson link

Use after Classbook Lesson 15

Materials

One copy of the *Board game* and one set of *Topic cards*, cut up, per group of three or four students

Dice and counters per group

Possible answers

personal safety

crash helmet (*wear, put on*)
 cycle helmet (*wear, put on*)
 seat belt (*wear, put on*)
 child seat (*install, put (the child) in*)
 air bag (*inflate, install*)
 pedestrianized areas (*build*)
 cycle lanes (*build, maintain*)

police / legal action

on-the-spot fine (*impose, issue, pay, get*)
 parking fines / tickets (*issue with, pay, get*)
 speeding fines (*issue with, pay, get*)
 points on your licence (*get*)
 random / compulsory vehicle checks (*implement, enforce*)
 breathalyser tests (*carry out, have*)

offences

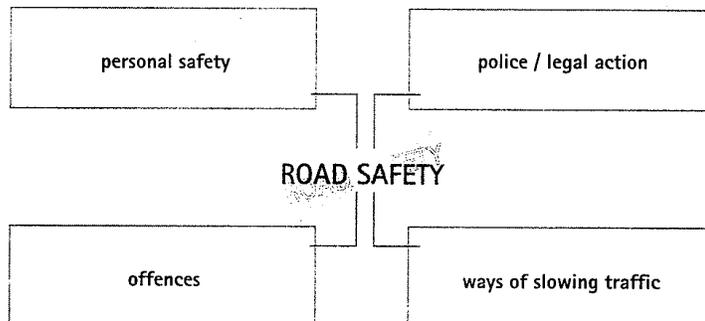
drink-driving (*charged with, prosecuted for, banned for, convicted of*)
 speeding (*finned for, stopped for, pulled over for*)
 reckless driving (*guilty of, prosecuted for, convicted of*)
 illegal parking (*finned for*)

ways of slowing traffic

speed limits (*impose, enforce, observe, break, exceed*)
 pedestrian crossings (*build*)
 speed cameras (*install*)
 roundabouts (*build*)

Pre-activity (15 minutes)

- Copy the spidergram onto the board. Ask students in pairs to brainstorm as many related words and phrases for each sub-group as possible in five minutes.



- Stop the group brainstorm and collect suggestions from the class, writing them up on the board as the students call them out. Keep this phase as brief as possible.
- Deal with any vocabulary queries and add or check useful collocations (given in *italics* in *Possible Answers*). Leave the vocabulary on the board for reference during the main activity.

Procedure (20–25 minutes)

- Explain that the students are going to play a board game where they will have to give their opinions on road safety. Ask students to get into groups of three or four.
- Give out a copy of the *Board game* and a dice and counters to each group. Also give them a set of topic cards which should be placed face down in the space on the board. Explain that they must throw the dice to move their counter around the board. After each move they should take a *Topic card* from the centre and give an opinion on this topic using the phrase or word on the square they land on. The *Topic cards* should be replaced at the bottom of the pack and used more than once, as necessary.
- Before you start the game, ask the students to think about what the stress and intonation patterns of some of the expressions on the *Board* might be, e.g. *What we should not be doing is ...*, *I think it's terrible that ...*, *What we need to do is ...*, *What worries me is ...*
- As students are playing, monitor the language being used and their pronunciation and note any problems (or particularly effective sentences!) for class feedback afterwards.
- As the groups finish, ask them for any radical opinions that came out; if the students are interested, allow this to develop into a general class discussion.

Extension activity

- Students write an article giving their opinion on one of the aspects of road safety discussed.

15

ON THE ROAD

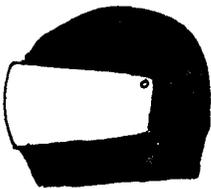
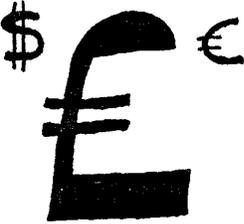
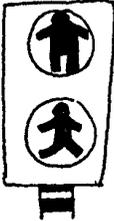
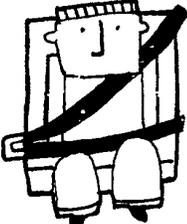
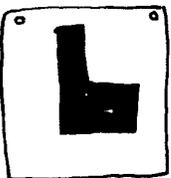
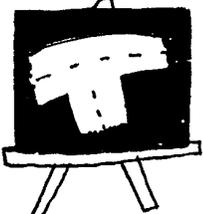
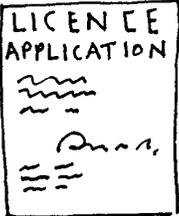
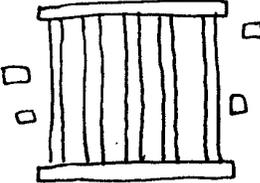
Board game

START →	There's no doubt that ...	What we should not be doing is ...	simply	I think it's terrible that ...	The fact is ...	simply					
FINISH ↑						I find it incredible that ...					
simply						What we need to do is ...					
Quite honestly, ...						simply					
I find it astonishing that ...						What worries me is ...					
simply						It's vital that ...					
It is essential that ...						simply					
It's simply not true that ...						simply	The simple fact of the matter is ...	It seems to me that ...	simply	Quite frankly, ...	We shouldn't ...

15

ON THE ROAD

Topic cards

			
crash helmets	minimum age for driving	on-the-spot fines	pedestrian crossings / subways
			
random police checks	seat belts	minimum age for riding a motorbike	children in cars
			
learner drivers	road safety education for children	compulsory regular checks for cars (brakes, lights, etc.)	maximum age for driving
			
speed limits in towns	pedestrianized areas	drink-driving	driving tests
			
punishments for careless or dangerous driving	driving tests for motor-cyclists	medical examinations for drivers	speed limits on motorways

16

ANY PLANS, MR PAVAROTTI?

Aim

To practise talking about personal plans

Language

Verb forms used to talk about plans (*I probably won't be ... , I'm planning to ... , I might ...*)

Colloquial expressions and multi-word verbs connected with plans (*call off, snowed under, put my feet up*)

Skills

Speaking, reading

Lesson link

Use after Classbook Lesson 16

Materials

Either one copy per student of the *Word pool* for the pre-activity or an OHT

One copy per pair of students of the *Speech bubbles* worksheet and the *Celebrity photos*

Scissors and Blu-tack™ to stick pictures to the board

One enlarged (A3 or more) copy of *Celebrity photos*

Pre-activity (10 minutes)

- Give each student a copy of the *Word pool* or show the class an OHT of this. Set a time limit of five minutes for them to find expressions connected with plans and to put them into two columns under the heading *I'm ...* or *I'm going to ...*, adding an object where necessary, e.g. *I'm up to my eyes in paperwork*.

Answers**I'm ...**

up to my eyes in ...
tied up
snowed under
at a loose end

I'm going to ...

wind down
call off ...
crash out
put my feet up
stick with ...
pull out of ...

- Check with an OHT or write on the board, and elicit suggestions for suitable endings for the sentences. Leave these expressions on the board to prompt students to use them in the following activity.

Note If the students haven't done the Classbook lesson, an alternative to the Pre-activity is to divide them into three groups, allocate three or four of the expressions per group, and get them to check meaning / style / use in a dictionary. Re-group the students and ask them to peer teach their verbs.

Procedure (15 minutes)

- Tell the students you want them to imagine the short- or longer-term plans of some well-known people and give out one copy of the picture sheets per pair of students.
- Give out a sheet of speech bubbles per pair of students and ask them to choose and complete bubbles for six of the people in the photos. Give them an example for Pavarotti, e.g.
Any plans for the tour, Mr Pavarotti?
Well, I'm performing in Paris so I'm hoping to visit some of my favourite restaurants there.
- Ask the students to cut out their completed speech bubbles and pass them to another pair of students. The new pair should put the bubbles against the people they consider most appropriate. The original pair then check / comment. While the students are doing this, stick the blown up copy of the famous people pictures on the board.
- Ask each pair to choose their favourite caption and to come and stick it on the board; encourage the students to come up and read the various captions. (In a large class, if this is impracticable, conduct a brief oral feedback of favourite captions.)

Extension activity

- Magazine articles (especially music or teen magazines) often have a straight question / answer structure in interviews with well-known personalities. If you have access to some of these, take them into class and ask students to see what forms and expressions are actually used to ask and talk about plans in the interviews. If not, ask the students to look out for this type of interview themselves.

16

ANY PLANS, MR PAVAROTTI?

Word pool

snowed my feet stick wind up off up tied
 down out up to at end of eyes put under
 crash loose in out pull call my with a

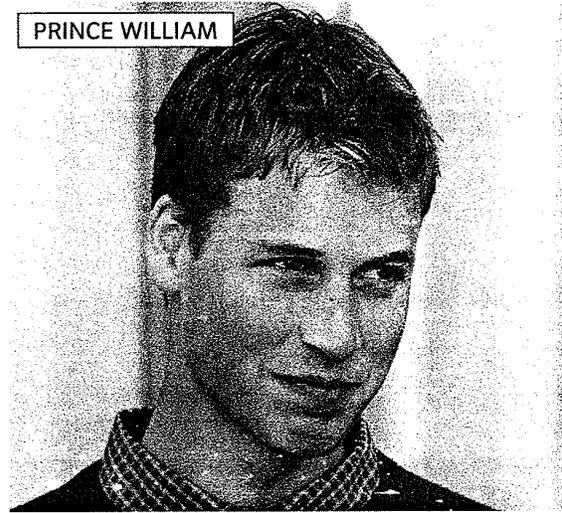
Speech bubbles

I'll probably ...	I was going to ...	I probably won't be ...
I've got no plans to ...	I've arranged to ...	I don't think I'll ...
I'll definitely be ...	I might ...	I'm thinking of ...
I'm hoping to ...	I'm going to be ...	I'm planning to ...

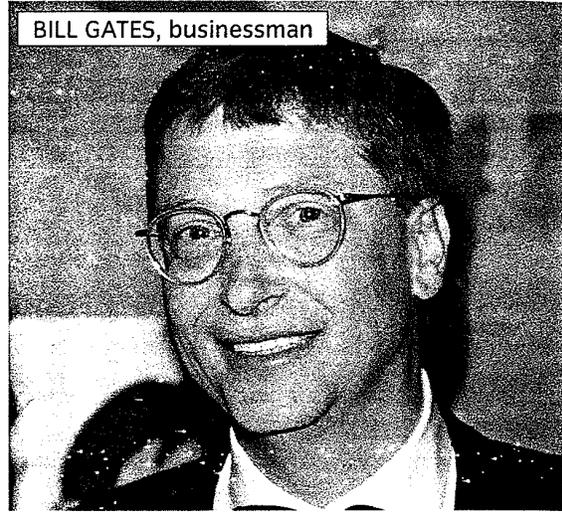
16

ANY PLANS, MR PAVAROTTI?

PRINCE WILLIAM



BILL GATES, businessman



MADONNA, singer



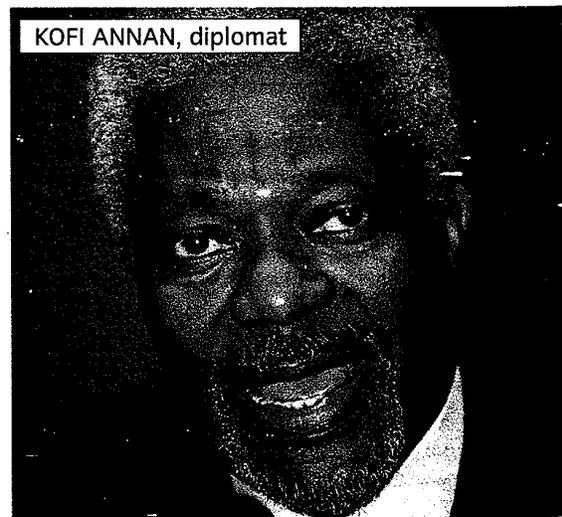
MICHAEL SCHUMACHER, racing driver



LUCIANO PAVAROTTI, opera singer



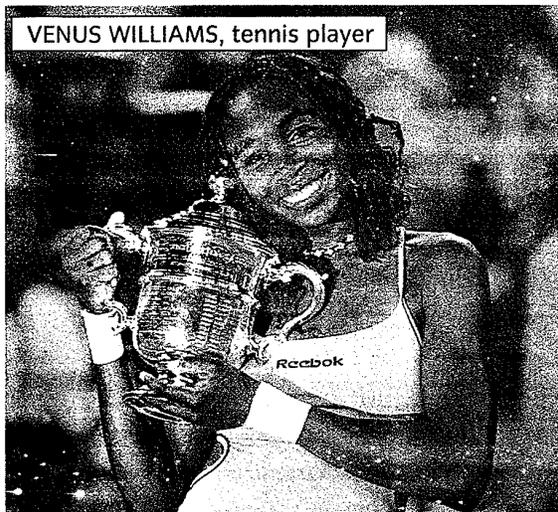
KOFI ANNAN, diplomat



16

ANY PLANS, MR PAVAROTTI?

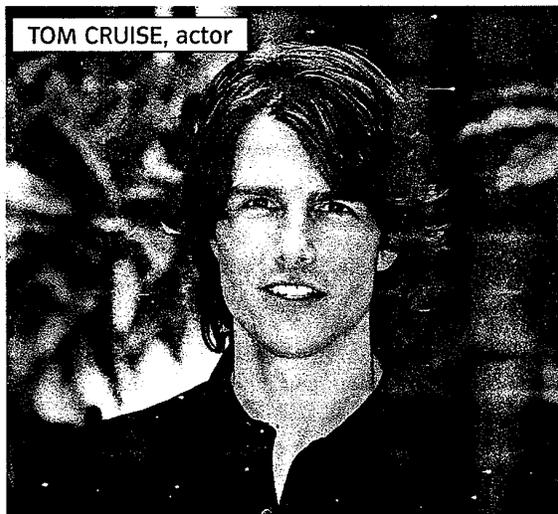
VENUS WILLIAMS, tennis player



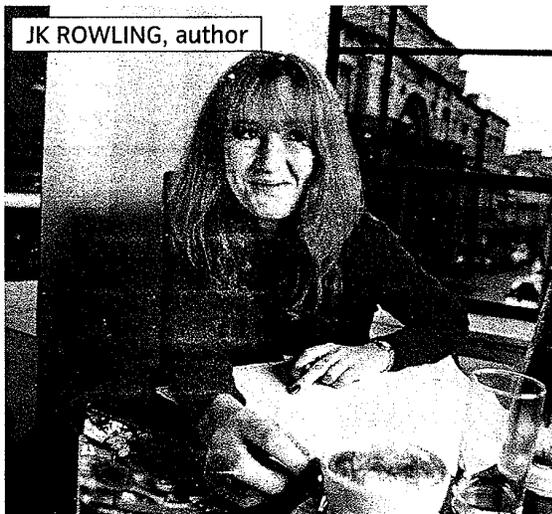
STEPHEN SPIELBERG, film director



TOM CRUISE, actor



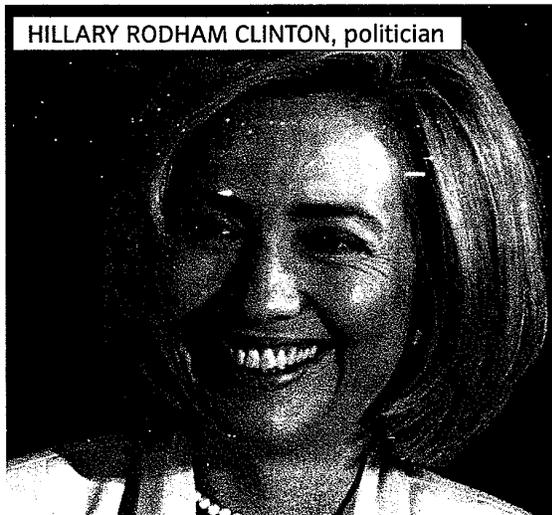
JK ROWLING, author



JULIA ROBERTS, actress



HILLARY RODHAM CLINTON, politician



17

TOWN OR COUNTRY?

Aim

Discussion and roleplay about town and country life

Language

Language of expressing and justifying opinions informally (*I really don't think ...*, *There's no way I'm going to ...*, *That's really out of the question*)

Skills

Speaking

Lesson link

Use after Classbook Lesson 17

Materials

Two large sheets of paper (*Pre-activity*)

One *Question card* and one *Role card* for each student

Blu-tack™ for putting up written summaries on the whiteboard and / or notice board

Pre-activity (10 minutes)

- Divide the class into two groups and give each group a large sheet of paper. Ask one group to brainstorm around *town* and the other group around *country*. Encourage them to express their feelings about each place.
- Ask the two groups to compare their ideas and explain whether they would rather live in the town or the countryside.

Procedure (1 hour)

- 1 Divide the class into groups of six. Give each student a different *Question card*.
Note If your class doesn't divide into groups of six, you can either give some students two cards, or not use the first and last cards.
- 2 Ask the students to circulate within their group and interview other group members about their question.
- 3 When the students have finished, ask each student to write a short summary of the responses to their question and reasons given. Monitor and correct, then ask them to put these summaries on the whiteboard / notice board.
- 4 Give the students time to read each other's summaries. Lead a brief whole-class discussion on interesting points raised.
- 5 Introduce the roleplay. Explain that the Roberts family has the opportunity to move to the countryside now that the father, Martin, is able to do most of his work from an electronic office at home. He and the rest of the family are going to discuss whether or not they wish to do so.
- 6 Ask the students to work in their groups of six. Give each student a *Role card* and ask them to think about what that person might prefer to do.
Arrange the furniture so that each group can sit around a table. Make sure that they know who is who and that they address each other appropriately (Mum, Grandpa, etc.).
Note If your class doesn't divide into groups of six, you could leave Mark Roberts and / or John Hickgrove out of the roleplay.
- 7 Ask the students to begin the roleplay. While they are talking, make notes on linguistic difficulties and any particularly appropriate language used.
- 8 When the students have finished, ask each group what they decided and whether it was an easy decision.
- 9 Lead a correction slot on any problems which arose in 7.

Extension activity

- Ask the students to write a diary entry in their role, saying how they feel about the decision taken. Alternatively, this could take the form of a video diary.

17

TOWN OR COUNTRY?

Question cards

<p>Town or country?</p> <p>Is it better for small children to live in a town or in the countryside? Why?</p> <p>Town or country?</p>	<p>Town or country?</p> <p>Is it better for teenagers to live in a town or in the countryside? Why?</p> <p>Town or country?</p>
<p>Town or country?</p> <p>Is it better for a full-time homemaker to live in a town or in the countryside? Why?</p> <p>Town or country?</p>	<p>Town or country?</p> <p>Is it better for a young couple without children to live in a town or in the countryside? Why?</p> <p>Town or country?</p>
<p>Town or country?</p> <p>Is it better for elderly people to live in a town or in the countryside? Why?</p> <p>Town or country?</p>	<p>Town or country?</p> <p>Is it better for someone who works in a town to live in a town or in the countryside? Why?</p> <p>Town or country?</p>

17

TOWN OR COUNTRY?

Role cards

<p style="text-align: right;">Town or country?</p> <p style="text-align: center;">PATSY ROBERTS, AGE 44</p> <p>You are a full-time mother but you want to get a part-time job when your son Mark is ten. Eventually you will want to go back to full-time work, preferably to resume your career in publishing, though you would consider other options. You have not yet made your mind up about whether or not you want to move to the countryside. What will your arguments or questions be?</p> <p style="text-align: left;">Town or country?</p>	<p style="text-align: right;">Town or country?</p> <p style="text-align: center;">MARTIN ROBERTS, AGE 44</p> <p>You work as a software designer and have recently gone freelance. This means that you can work from home most of the time. You will only need to visit clients occasionally. You feel that this makes a move to the countryside possible and are very keen to take advantage of this opportunity. What will your arguments be?</p> <p style="text-align: left;">Town or country?</p>
<p style="text-align: right;">Town or country?</p> <p style="text-align: center;">MICHELLE ROBERTS, AGE 16</p> <p>You will stay at school for two more years before you go to university. You will probably study in another town but will still live with your parents during university vacations. You are not very keen on the idea of moving to live in the countryside. What will your arguments be?</p> <p style="text-align: left;">Town or country?</p>	<p style="text-align: right;">Town or country?</p> <p style="text-align: center;">MARK ROBERTS, AGE 8</p> <p>You are still at primary school and will go to secondary school when you are eleven. You are generally in favour of a move to the countryside but you have some worries about changing school. What will your arguments and questions be?</p> <p style="text-align: left;">Town or country?</p>
<p style="text-align: right;">Town or country?</p> <p style="text-align: center;">ELSIE ROBERTS, AGE 74</p> <p>You moved to live with your eldest son and his family three years ago. Your health is not very good and you are becoming increasingly dependent on your son and his wife. You do not know many people in the town where you live but you are against the idea of a move to the countryside. What will your arguments be?</p> <p style="text-align: left;">Town or country?</p>	<p style="text-align: right;">Town or country?</p> <p style="text-align: center;">JOHN HICKGROVE, AGE 72</p> <p>You live near your only daughter, Patsy Roberts, and her family. You are still healthy and active and you have many friends and a busy social life in the town where you live. You will not be happy if your daughter and her family move away. What will your arguments be?</p> <p style="text-align: left;">Town or country?</p>

18

IS IT PC?

Aim

To raise students' awareness of potentially sexist language and more acceptable alternatives

Language

Potentially sexist or offensive terms (*businessman, manageress*) and neutral alternatives (*business person, manager*)

Skills

Reading

Lesson link

Use after Classbook Lesson 18

Materials

One copy per student of the *Article* and the *Crossword*

Either an OHT or one copy of the *Crossword solution* per pair of students

One OHT or one copy per student / pair of the *Cheat sheet*

Pre-activity (5–10 minutes)

- Show the article headline on an OHP or write it on the board and ask what's meant by *dumb blonde* (an attractive but empty-headed blonde girl or woman). Also check the meaning of PC (politically correct) by asking whether they think *dumb blonde* is PC or not.
- Show (or write) the sub-heading and ask the students to guess what the article is about.
- Give out one copy of the *Article* to each student, ask them to read it, and say how necessary they think this service is. Depending on the interest of you and your class in this subject, you may want to let the discussion continue a little, but try not to get into specific examples which may jump the gun for the crossword activity!

Procedure (15 minutes)

- 1 Give the students a copy each of the *Crossword*. Explain that the clues are all extracts from office e-mails and that each one contains a word which is potentially sexist or offensive. Do the first clue as an example. The offensive word in *1 Across* is *spokesman*. The acceptable alternative would be *spokesperson*, which is the word needed to complete *1 Across*.
- 2 Ask the students to work in pairs to try to identify the sexist word in the other clues and to try to find more neutral alternatives. Point out that sometimes they will need to use two or three words.
- 3 When the students seem to be stuck, help them either by showing them the *Cheat sheet* on an OHP or by giving them a copy. At that point they only have to match the solution to the correct clue and complete the crossword.
- 4 When the students are ready, give out a copy of the *Crossword solution* per pair, or show it on an OHT.

Note This is intended mainly as an activity to raise the students' awareness of the issue and the language, so don't let them struggle on for too long and get frustrated at not being able to complete the crossword.

Extension activity

- The students think about their own language and whether any aspects of it might be potentially sexist, e.g. whether the masculine gender has dominance in a group of people / objects which are of mixed gender, etc. If the class is multi-national, encourage them to share their ideas.
- They write an article for an international magazine explaining these potentially sexist aspects of their language and suggesting possible alternatives.

18

IS IT PC?

Article

Farewell, dumb blonde

Use those words in an e-mail, mister, and there'll be trouble

What do the words *legs* and *equality* have in common? Stuck? What if I add *thick*, and *easy*? Don't spend too much time on it. The answer becomes clearer when I give you some more from the list: *dumb*, *sexy*, *skirt*.

Ah yes, now we're getting there. All these words are, according to business consultants Peapod UK, potentially sexist. It was revealed yesterday that the company is offering a service whereby employees' outgoing email can be scanned for potentially 'offensive' terms: sexist or racist. The reason for doing this is to protect employers from the charge of allowing a

hostile working environment, which has become a popular tool at tribunals. Local authorities, law firms, a government department and a university are signing up. The system works like this. Each suspect word or phrase gets a score. The scanner picks up on the words, scores them and, if the overall score in a message is too high, it alerts a manager.

Very few words are inherently sexist, though; context and the intention of the writer make them so. We all know this, surely. But we are humans with human brains, and clever as computers are, it still seems they cannot read context and human intention.

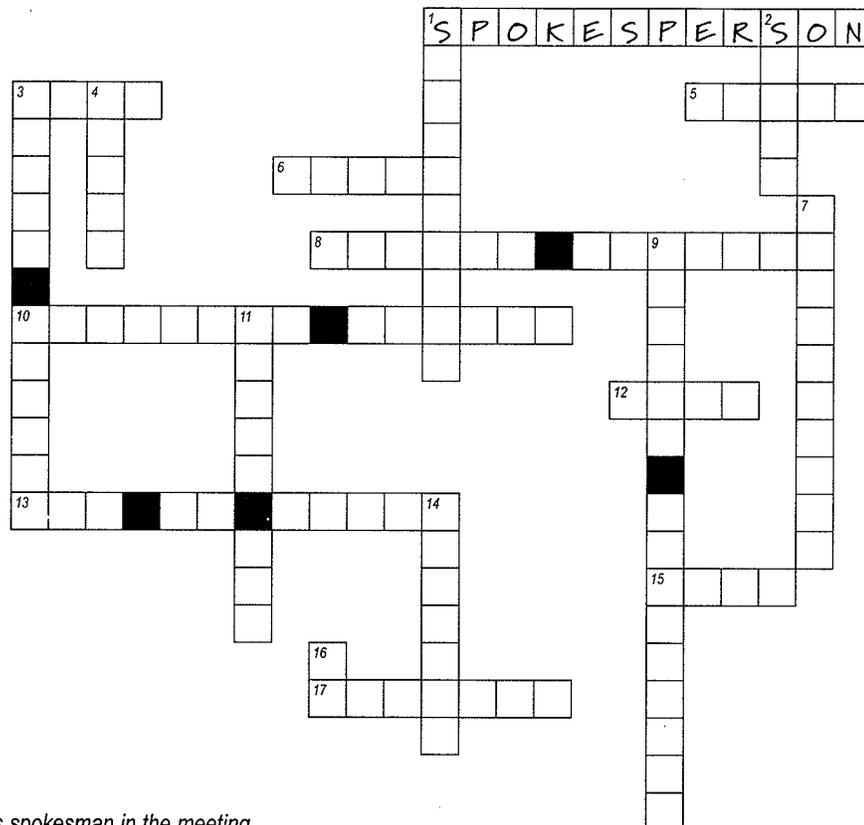
The Guardian



18

IS IT PC?

Crossword



Across

- 1 Vanessa's agreed to act as spokesman in the meeting with management next week.
- 3 Guess what! Sheila from Accounts has gone back to teaching and she's been offered the job of headmistress in her old school!
- 5 In her role as chairman of the meeting, Anna Kingsley asked for alternative suggestions.
- 6 Everyone is responsible for his own workstation and should log off and shut down the computer at the end of each working day.
- 8 I take a very serious view of this theft on company premises and reported it immediately to a police woman.
- 10 We are expecting a delegation of Finnish businessmen next week and I hope you will all make them feel welcome.
- 12 He's the sort of person who'll just take a dislike to someone and spread malicious gossip about him around the office.
- 13 Dear Sir,
I wonder if you can give me some information on ...
- 15 The boss asked us to discuss the question with a colleague from another department and find out what he thought about it.
- 17 The photocopier's gone wrong again; can we get a man to come and fix it?

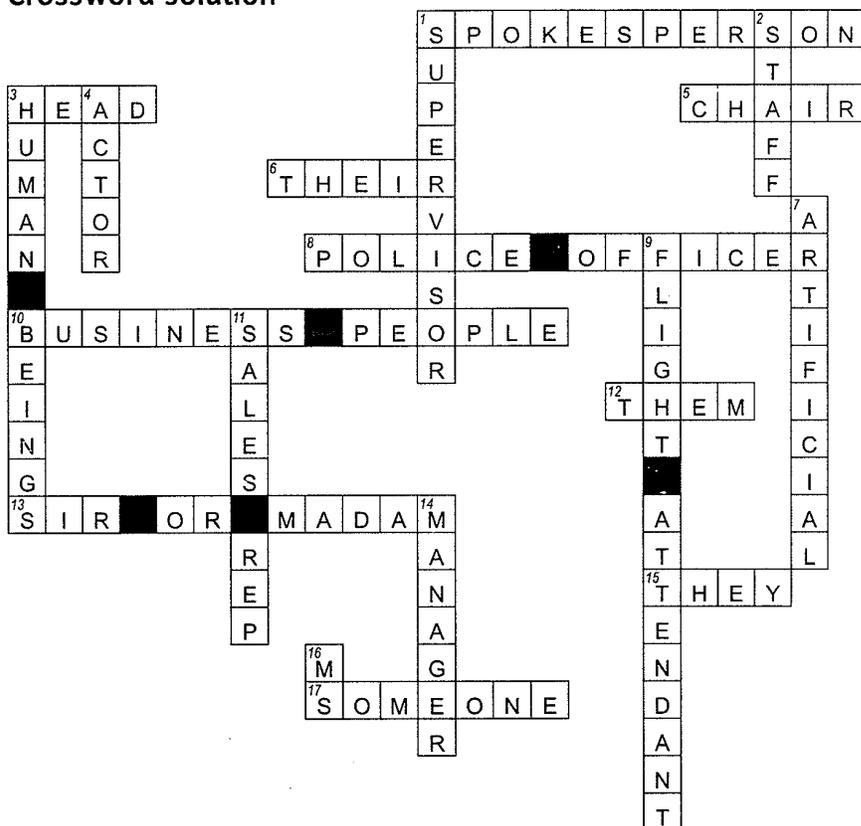
Down

- 1 The job of foreman in the printing works is vacant; I think I might apply for it.
- 2 So many of our employees are sick at the moment that it's difficult to man the information desk adequately.
- 3 I reckon the phone is one of the worst forms of torture known to mankind! Mine never stops!
- 4 Some days I wonder why I ever became an accountant; I really wanted to be an actress you know!
- 7 Most of our cleaners' overalls are made of a mix of cotton and man-made fabrics now and they seem to be quite satisfactory.
- 9 This applicant used to be an air hostess before she went into marketing.
- 11 Could you ring XL and ask a salesman to call with some samples of their new fabrics?
- 14 Jennifer Searle has been appointed manageress of the canteen.
- 16 Dear Mrs / Miss Osgood, ...

18

IS IT PC?

Crossword solution



Cheat sheet

- | | | | |
|----------------|-------------------------|---------------------|------------------------|
| <i>them</i> | <i>supervisor</i> | <i>Ms</i> | <i>police officer</i> |
| <i>manager</i> | <i>Sir or Madam</i> | <i>head</i> | <i>human beings</i> |
| <i>actor</i> | <i>sales rep</i> | <i>someone</i> | <i>staff</i> |
| <i>they</i> | <i>flight attendant</i> | <i>artificial</i> | <i>business people</i> |
| <i>their</i> | <i>chair</i> | <i>spokesperson</i> | |

19

TRUE-LIFE STORY

Aim

To practise writing and telling stories and anecdotes

Language

Expressions for introducing anecdotes, setting the scene, describing the main point, and ending anecdotes (*I had the funniest experience ... , It was a nightmare, I'll never forget it*)

Skills

Writing, speaking

Lesson link

Use after Classbook Lesson 19

Materials

One copy of the *How to write your true-life story form*

One copy of the *Phrases for storytelling worksheet* per pair of students

Blu-tack™ to put up completed stories around the classroom

Pre-activity (10 minutes)

- Brainstorm different categories of magazine onto the board, e.g. women's, men's, sports, leisure, current affairs, music, computer, science, travel, etc.
- Tell the students that they have five minutes to find out what type of magazines the other students in the class read or buy.
- Collate the survey results on the board.

Procedure (1 hour)

- 1 Ask if the students have read magazines in which readers are asked to send in their own true-life stories. (If possible, show copies of such magazines. In Britain, examples are *Take a Break*, *Best*, *Bella*, and *That's Life*.)
- 2 Ask the students to work in pairs and think of a true-life story. Give them a copy of the *How to write your true-life story form*. Explain that the categories on the form may help, but their story doesn't have to fit them.
The story can be true or invented, and something that happened to them, a friend, a relative or 'a friend of a friend'. Encourage the students to make their stories light-hearted and entertaining by telling example anecdotes of your own.
- 3 When they are ready, each pair should complete the *How to write your true-life story form*.
- 4 Ask the students to exchange forms with another pair. Explain that each pair must write the story outlined on the form they have been given. They can ask the students who completed the form only three questions before they start writing the story.
- 5 Give out the *Phrases for story-telling worksheets* and go through them with the class. Explain that when telling a story, we often tell it in sections. The story on the worksheet has been divided up as an example.
- 6 Ask the students to write up the stories they have been given from another pair. As they write, monitor and correct. By the end of this phase, each pair should have a neat copy of their story for everyone to read.
- 7 Put all the stories up around the classroom. Encourage the students to go round and read each other's stories.
- 8 Lead a whole-class discussion on the different stories and how the students feel about them. Check whether the written stories are what the students who completed the forms expected.

Extension activities

- The students find magazines in English at an international newsagent, in a library, or on the Internet and bring authentic true-life magazine stories to the next lesson to share with the class.
- Ask them to look at magazines in their own language and summarize in English any stories they find.

19

TRUE-LIFE STORY

How to write your true-life story

We've all got stories to tell but where do you start? Here's a guide to help you write for *Take a Break* and earn cash!
 You can enclose a letter too; we read every one! My story is for (please tick):

True life	<input type="checkbox"/>	Pets	<input type="checkbox"/>
I'm a chocoholic!	<input type="checkbox"/>	Royal weddings	<input type="checkbox"/>
Readers' true reality	<input type="checkbox"/>	Health	<input type="checkbox"/>
TV saved my family	<input type="checkbox"/>	Supermarket soap	<input type="checkbox"/>
Letters from the heart	<input type="checkbox"/>	Reader confidential	<input type="checkbox"/>
Dead or alive?	<input type="checkbox"/>	The happiness awards	<input type="checkbox"/>

Who is involved?

.....

How does your story begin?

.....

What crucial event happens next?

.....

.....

How does your story end?

.....

Any other comments?

.....

Include any relevant photos, which we will try to return to you.
 Remember, you can enclose a letter as well.

My full name

My full address

.....

.....

Telephone (daytime, please, but also home or a friend's)

.....

Take a Break

1

TF

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19

TRUE-LIFE STORY

Phrases for story-telling

Introduction and arousing interest

One of the most embarrassing things that ever happened to me was when I was out shopping with my wife.

Useful language

*One of the ... things that happened to me was ...
I had the funniest / most embarrassing / most
interesting experience when ...
Something I'll never forget is when ...*

Setting the scene

We had been burgled a few days before, and our stereo had been stolen. So we went to buy a new one. My wife and I were looking at stereos in a shop and I saw one that looked quite interesting. My wife was seven months pregnant at the time, and was wearing a green dress. Out of the corner of my eye, I could see a dark-haired woman, very pregnant, wearing a green dress.

Useful language

Past perfect
We had been burgled a few days before ...

Past continuous
We were looking at stereos.

Reduced relative clauses
There was another pregnant woman in the shop looking at radios.

Describing the main point

So I put my hand round her back and tickled her tummy. And then we looked at each other, and guess what? It wasn't my wife.

Useful language

Past simple
I tickled her tummy.

Saying what happened at the end and how you and others reacted

One of us screamed. I can't remember if it was me or the woman. Maybe we both did. It was so embarrassing, I found my wife and said to her, 'We're getting out of here.' We hurried out of the shop and I told her what had happened. Fortunately she saw the funny side.

Useful language

*It was a nightmare / so embarrassing /
really funny.
It was absolutely hilarious / awful / brilliant.
I was absolutely stunned / petrified / speechless.*

Connecting the story with now and describing the long-term effects

I sometimes wonder what the other woman thought. Maybe she saw my wife and realized what had happened. Or maybe she tells her friends, 'You get some very strange men, you know. I remember when I was pregnant this man came up to me, tickled my tummy, screamed and ran away.'

Useful language

*I sometimes wonder ...
I'll never forget it.
I guess I've learnt something from the experience.*

20

IT WON'T START!

Aim

To practise describing common technical problems and suggesting possible solutions

Language

Vocabulary related to problems with electronic / domestic appliances (*the screen keeps going blank, there's a crackly sound, it won't come on, I can't get it to take messages*)

Language of suggestions (*Have you tried ...? What about ...? Why don't you ...?*)

Skills

Speaking

Lesson link

Use after Classbook Lesson 20

Materials

One copy of *Problem cards*, cut up, per group of three or four students

One copy of *Suggestion cards*, cut up, per group

One copy per group of *How to play*

Pre-activity (5 minutes)

- Write the following on the board and ask the students to rank them in terms of importance to them in their lives.

car computer video mobile phone stereo / CD player TV

- In pairs, the students tell each other which three they consider most important and why. Ask the students to tell each other about any disadvantages or problems they have had with these items.
- Lead whole-class feedback on some of the problems they have had. Elicit and write on the board any useful phrases, e.g.

it won't start	it keeps stalling	I can't get it	into reverse
rewind	crashing		to come on
record	going dead		to take messages

Procedure (20 minutes)

- Tell the students they are going to play a card game in which they have to describe problems they are having with their possessions and come up with some helpful suggestions for other students.
- Divide the class into groups of three or four. Give each group a copy of *How to play* and the sets of cards.
- Explain that there may be more than one suggestion for each problem and that they should decide on the most appropriate. Ask the students to start playing when they are ready.
- As the students are playing, note down any language errors or problems for feedback / correction later but don't interrupt the flow of the game.
- When the first group finishes, ask all the students to count up the number of pairs they have.
- (Optional) Lead a quick feedback and correction slot on any errors you noted in 4.

Extension activity

- The students write a set of *What to do if...* instructions for a piece of equipment they use.

How to play

- Play in groups of three or four. Each group has one set of *Problem cards* and one set of *Suggestion cards*, mixed all together.
- Deal the cards out. Each player can only look at their own cards.
- Player 1 starts by explaining one of the problems he / she has, e.g.
The screen on my computer keeps going blank.
- The other players can make helpful suggestions, but only if they have an appropriate *Suggestion card* in their hands, e.g. *Have you tried turning it off and on again?*
The first person to make a suitable helpful suggestion takes the *Problem* and *Suggestion cards* and puts them on the table in front of him / her.

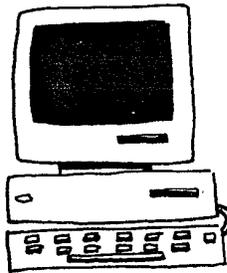
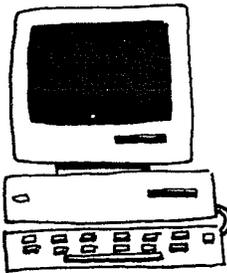
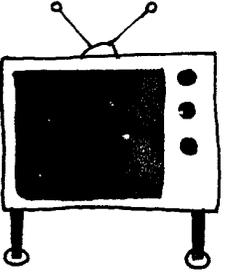
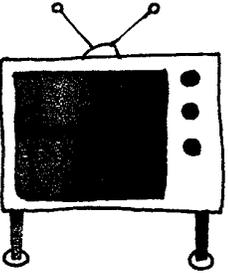
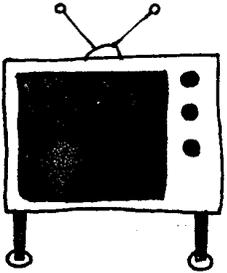
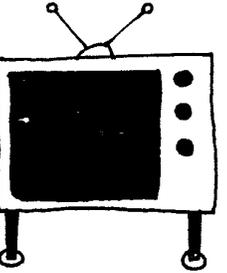
- Continue like this with each player in turn explaining a problem they have until there are no more *Problem / Suggestion* matches. The winner is the player with the most pairs.

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20

IT WON'T START!

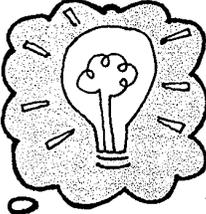
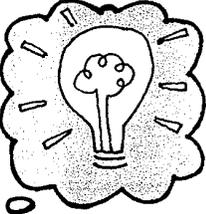
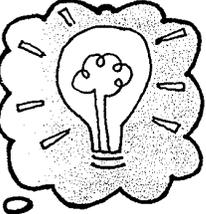
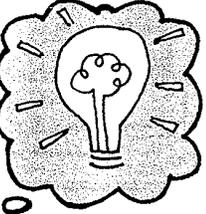
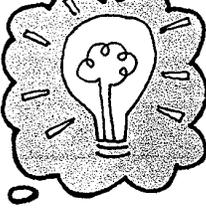
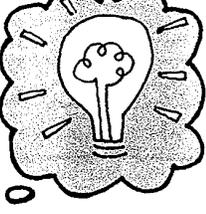
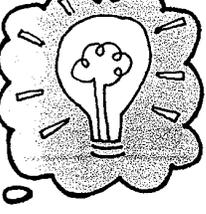
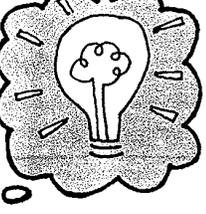
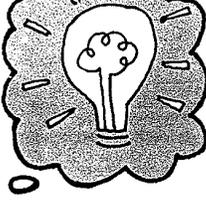
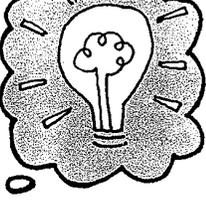
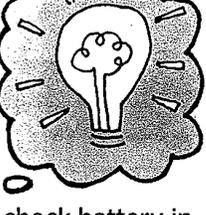
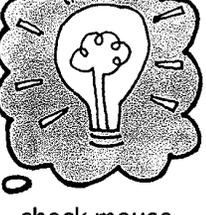
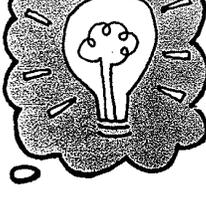
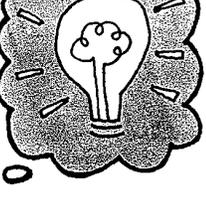
Problem cards

			
screen blank	Internet connection	won't come on	fuzzy screen
			
crackly sound	screen blank	fuzzy picture	won't come on
			
won't start	second gear	indicators	funny noise
			
cut off	goes dead	no messages	display blank

20

IT WON'T START!

Suggestion cards

<p>Suggestion card</p>  <p>check oil</p>	<p>Suggestion card</p>  <p>take back to shop</p>	<p>Suggestion card</p>  <p>call technician</p>	<p>Suggestion card</p>  <p>call technician</p>
<p>Suggestion card</p>  <p>switch off and on</p>	<p>Suggestion card</p>  <p>switch off and on</p>	<p>Suggestion card</p>  <p>instruction booklet</p>	<p>Suggestion card</p>  <p>instruction booklet</p>
<p>Suggestion card</p>  <p>instruction booklet</p>	<p>Suggestion card</p>  <p>check battery</p>	<p>Suggestion card</p>  <p>check battery in remote control</p>	<p>Suggestion card</p>  <p>check mouse connection</p>
<p>Suggestion card</p>  <p>check plugged in</p>	<p>Suggestion card</p>  <p>check plugged in</p>	<p>Suggestion card</p>  <p>adjust aerial</p>	<p>Suggestion card</p>  <p>take to garage</p>

21

SPOT THE MISTAKE!

Aim

To revise vocabulary used for talking critically about films

Language

Vocabulary for different types of film or different elements of a film (*blockbuster, screenplay, plot*)
Language used to talk about these (*on location, corny, harrowing*)

Skills

Reading, speaking

Lesson link

Use after Classbook Lesson 21

Materials

One copy of the *Worksheet* per group of three or four (or ideally, one per student)

Pre-activity (5–15 minutes)

- Tell the students you saw a film or video last night that you really enjoyed and that they must see! (Make sure you have a film in mind that you can talk about!) Tell them they have to find out what it was by asking you *yes / no* questions e.g. *Is it a comedy? Did it get any Oscars?* If it proves too difficult, after a few minutes start giving them clues, e.g. the name of the director, the setting.
- If the class enjoys this, they can continue with one of them thinking of a film, either as a whole class or in two or three groups, depending on the size of the class.

Procedure (20–30 minutes)

- Write on the board *The film is a touching human drama with a hilarious performance from the leading actor* and ask students what's wrong with it. (It doesn't make sense; you probably wouldn't have a hilarious performance in this type of film.) Ask them to suggest an adjective that *would* be appropriate here (e.g. *moving, subtle, restrained*).
- Tell the class they are going to read some extracts from film reviews with similar mistakes in the use of vocabulary.
- Divide the class into teams of three or four and give out the *Worksheet*.
- Give a time limit of ten minutes to identify the mistake in each sentence and think of a way to improve it by using a more appropriate word or making another type of change to the sentence.
- Ask each team in turn to identify the mistake in one of the sentences and suggest an improvement. They get one point for correctly identifying the mistake and one for a correct alternative suggestion. If a team cannot answer or gives an unacceptable answer, the question passes to the next team.

Note You can decide which team has which sentence (e.g. by picking the numbers out of an envelope) or teams can opt for the sentences they feel most confident about.

Extension activity

- Students prepare their own *Spot the Mistake!* sentences using vocabulary connected with films, either in their teams or individually at home for use in the following lesson.

Suggested answers

1 Mistake	its <i>corny</i> plot	6 Mistake	<i>touching</i> performance
Improvement	<i>gripping / intriguing / exciting</i>	Improvement	<i>chilling / memorable / great / dreadful</i>
2 Mistake	a <i>blockbuster</i> can't be made on a <i>shoe-string</i> budget	7 Mistake	a <i>flop</i>
Improvement	leave out <i>blockbuster</i>	Improvement	a (<i>box-office</i>) <i>hit / smash</i>
or	<i>enormous / colossal / huge</i> budget	8 Mistake	a <i>cult movie</i> suggests it's <i>not</i> a box office success
3 Mistake	<i>music and score</i> are the same thing	Improvement	a <i>cult movie but not</i> a box office success
Improvement	change one to <i>screenplay / direction / costumes</i>	9 Mistake	<i>slapstick humour</i> can't be <i>understated</i>
4 Mistake	<i>harrowing</i> humour	Improvement	<i>understated dry / witty</i> humour
Improvement	<i>slapstick / surreal / wacky</i>	or	<i>hilarious</i> slapstick humour
5 Mistake	an <i>original screenplay</i> can't be an adaptation	10 Mistake	a <i>trailer</i> is not part of the film
Improvement	leave out <i>original</i>	Improvement	<i>action-packed sequences</i>
		11 Mistake	an <i>overstated</i> performance
		Improvement	<i>understated</i>
		12 Mistake	<i>tedious</i> dialogue
		Improvement	<i>witty / slick / entertaining</i>

21

SPOT THE MISTAKE!

Worksheet

ACTION
ROLL

TAKE 1

- The film got rave reviews for its corny plot and memorable performances by the leading actors.
- His latest film is a blockbuster costume drama made on a shoe-string budget in Scotland.
- The film received two Oscar nominations: one for the music and the other for the score.
- Children really liked its harrowing humour, especially in the circus scenes.
- He won an award for best original screenplay for his adaptation of the Vonnegut novel.
- She gives a touching performance as the evil alien ruler in this sci-fi movie.
- The film was a flop thanks to its gripping plot and pacy development.
- This surreal, off-beat comedy became something of a cult movie and box office success.
- Critics appreciated the film for its understated slapstick humour and quirky dialogue.
- James Bond films are famous for their action-packed trailers at the beginning of the film.
- He gave a moving and overstated performance in this grim portrayal of wartime existence.
- Audiences greatly enjoyed this bitter-sweet romantic comedy with its tedious dialogue.

22

THIS, THAT, AND THE OTHER

Aim

To practise using vague language instead of more specific but inappropriate alternatives

Language

Vague language expressions for number (*a couple of, one or two*), time (*ages, about a month*), and replacing a specific word (*something or other, thing*)

Skills

Speaking

Lesson link

Use after Classbook Lesson 22

Materials

One copy of the Pre-activity dialogue on an OHT (optional). One copy per student of the *Expressions* worksheet (*Pre-activity*)

One copy of *Student A* or *Student B* worksheets per student

Pre-activity (15–20 minutes)

- Write on the board or show this dialogue on an OHT:
 - A How much does Martin earn these days?
 - B £44,392. And he's only 31 years, 3 months and 18 days old!
 - A Is he still working for CJ Marketing and Imaging International?
 - B Yes, but he's moved to a house 42 and two thirds kilometres out of London with 38 hectares of land.
- Ask the students what's wrong with it and ask for suggestions for improving it by using vaguer language.

Suggested version

- A How much does Martin earn these days?
- B Nearly £45,000! And he's only about 30!
- A Is he still working for that marketing company?
- B Yes, but he's moved to a house 40 kilometres out of London with loads of land.

- Write on the board a few more examples of vague language, e.g. *bits and pieces, this and that, something or other, a couple of*, etc. and ask the students why we use expressions like this (when exact information is not necessary or would sound pedantic or odd). Ask them to add any more vague language they use or have heard people using.
- Give out the *Expressions* worksheet and ask the students to put the expressions into the most appropriate categories. Ask them to add any others they know.
- Conduct brief class feedback on any difficulties arising or extra expressions added.

Answers

number or quantity	time expressions	replacing a specific word or avoiding a list and things
half a dozen	a few days	bits and pieces
a bit of	ages	something or other
one or two	a couple of weeks	stuff
loads of	about 10 days	this and that
20 or so	about a month	or whatever
a couple of	5 o'clock-ish	that kind of thing
30-odd	a week or so	thing
		someone
		or something like that

Procedure (10–15 minutes)

- Explain that the students are going to work in pairs to make dialogues sound more natural by using vague language wherever appropriate. Give out the A and B dialogue halves and ask students to read through the three short dialogues in their pairs to see how they sound. They should agree that they sound awful so then ask them to think about their part and where they could substitute vague language.
- The students try out their improved version of the dialogues together. Encourage them to discuss improvements and repeat the dialogues a few times, changing A and B roles, and to try to do this without reading the text when they feel confident.
- Ask for a performance to the rest of the class of each dialogue from a different pair of students and briefly ask for comments as to any variations other students had.

22

THIS, THAT, AND THE OTHER

Expressions

a few days	and things	a bit of	bits and pieces
ages	half a dozen	one or two	something or other
stuff	or whatever	loads of	a couple of weeks
that kind of thing	about a month	a couple of	about ten days
a week or so			thing
5 o'clock-ish	or something like that	30-odd	
	someone		20 or so

number or quantity	time expressions	replacing a specific word or avoiding a list

22

THIS, THAT, AND THE OTHER

Student A

Dialogue 1

A Hello! Haven't seen you for six weeks, two days!

B

[REDACTED]

A Were you on holiday, or on business, or visiting friends, or travelling around, or doing research?

B

[REDACTED]

Dialogue 2

B

[REDACTED]

A No, I had forty-three things to do at work. Was it good?

B

[REDACTED]

A Yes, I got the conference programme two weeks, three days ago and I noticed four interesting speakers in it.

Dialogue 3

A I read an interesting feature article in a newspaper or magazine recently about activity holidays.

B

[REDACTED]

A Would you fancy going on a sports holiday or a cycling holiday or a trekking holiday or a mountaineering holiday?

B

[REDACTED]

Student B

Dialogue 1

A

[REDACTED]

B Hi! No, I've been in America for twenty-nine days and I only came back two days, four hours ago.

A

[REDACTED]

B On holiday. We went to six places within a hundred and two kilometre radius of New York.

Dialogue 2

B I didn't see you at the National Conference for Professional Associations last Wednesday, Thursday and Friday.

A

[REDACTED]

B Yes, there were seventeen interesting talks and six good posters in the exhibition.

A

[REDACTED]

Dialogue 3

A

[REDACTED]

B Yes, I've seen two light-hearted documentary programmes on TV on the same subject.

A

[REDACTED]

B Mm no, I think I'd prefer an art holiday or a photographic holiday or an archaeological holiday or an art history holiday.

23

FRANTIC SEMANTICS

Aim

To practise reading for general understanding and to raise awareness of textual cohesion

Language

Words which have acquired new meanings (*actually, partner, -friendly*)

Skills

Reading

Lesson link

Use after Classbook Lesson 23, *Reading*, or at the end of the lesson

Materials

One or two of *Texts A to F* per pair of students, cut up

Answers**Text A partner**

Today this word can be used to mean *husband, wife, boyfriend or girlfriend*.

Text B geek

A person who can relate to computers better than to other people.

Text C -ish

Means *about or a little bit* as in *five-ish* (about five o'clock) or *Are you hungry? Ish* (a little bit).

Text D -friendly

The modern suffix *-friendly* means *beneficial, non-harmful*.

Text E glamour

Today generally used to refer to *attractiveness or allure*.

Text F actually

Used to *contradict or introduce surprising or controversial facts*.

Pre-activity (3 minutes)

- Introduce the students to the theme of words taking on new meanings. Ask them what the expression *virtual war* could mean today, and what it meant fifty years ago. (Fifty years ago, it would have meant two countries almost going to war. Today it could also mean a computer war game, or a war fought using computers.)
- Ask the students if they know any other words which have taken on new meanings recently.

Procedure (45 minutes)

- 1 Write these words on the board:

actually geek -friendly glamour -ish partner

Ask the students what they mean. Accept any correct answers you are given but do not go deeper into their meanings. If there are one or two words the students do not understand, tell them they will find out soon.

- 2 Explain to the students that they are going to read some texts about these words and how their meaning has developed. There are six texts altogether, A to F, and each of the six texts has been cut into three parts with the key word gapped.
- The students' task is to order their text / texts and to decide what the gapped word is.
- 3 Ask the students to work in pairs, and give out one or two texts per pair, depending on the number of students in your class.
- 4 Monitor the students as they carry out the task. Give help where appropriate.
- 5 Regroup the students so that they are with someone who has read a different text. Ask them to summarize their texts and explain their words to each other.
- 6 Lead whole-class feedback on the words and their meanings. Discuss the writer's attitude to these words (he dislikes *partner* and seems not to like *actually* and *-friendly*).

Extension activity

- The students work in pairs and write sentences using some of the words in their modern form. They then read out their sentences without saying the word and the other students supply it.

23

FRANTIC SEMANTICS

Text A

There's something sick-making about the word _____, but we're all going to have to get used to it. It's officialdom's chosen term for anyone with whom you might be having a sexual relationship, replacing husband, wife, boyfriend, girlfriend, lover, paramour, consort and spouse. But then, many of these people are using it themselves. Voluntarily.

Text A

The word comes from the Medieval Latin 'partitionarius', one who shares. Originally _____s shared something, e.g. a kingdom, a piece of land, but later, for some reason, it came to mean people who went into business together. Bureaucrats, particularly in education, health and social security, like to use _____ in the domestic sense because it is neither 'judgmental' nor 'sexist'.

Text A

They can ask someone about his or her _____ without needing to know whether the person is male, female, spouse, live-in lover, or someone they had sex with but whose name they didn't quite catch.

Text B

There was great excitement the day _____ made it into *The Times*. Not the newspaper, you understand, but the offices, where someone directed the word at the Editor, shortly before resigning on the spot.

Text B

But what does it mean? A basic guess would suggest that a _____ is someone who relates better to computers than to people. A synonym for 'nerd', in fact. But what has this got to do with the Editor of *The Times*? Well, the word is really nothing to do with computers; it's a much older term of abuse.

Text B

In current American dictionaries, a _____ is defined as 'a person with an unusual or odd personality'. But older editions let slip that a _____ was once 'a carnival wild man' whose act usually includes biting the head off a live chicken or snake. Not too far removed from a newspaper editor, then.

23

FRANTIC SEMANTICS

Text C

It is lunchtime at the office. 'Are you hungry at all?' asks Jim. '_____', replies Suzie, keeping her options open: 'Are you going now?' '_____', responds Jim. And so on.

What are they really saying? Suzie is hungry-_____. Jim is going now-_____. These days, though, _____ can stand on its own, even where it has no grammatical business. 'Do you have time to see me this afternoon?' '_____.' Perhaps the best translation is 'maybe'. You can't do this with other adjective suffixes, -able, -ful and the rest.

Text C

The -_____ suffix is very old, going back to the roots of the Germanic languages. In Old English it was used principally to describe the origins of people, e.g. Scott _____, Netherland _____, and so on. Less frequently it was used to mean 'resembling' or 'characteristic of', in for example cild _____, first recorded in about the year 1000, which we can recognize as 'child _____'.

When people use the free-standing _____, however, they are adapting the use of the suffix to modify an adjective to mean 'nearly' or 'slightly'. This happened first with colours, with blue _____, found first in the fourteenth century.

Text C

Since then, it has spread to other adjectives. Today, we can talk of a 'thirty-_____ chef in a plain-_____ shirt and new-_____ shoes', providing we have well-fitting dentures. The ambiguities created by the various -_____ suffixes were famously exploited by Jonathan Miller, in his play *Beyond the Fringe*, when he quipped, 'I'm not really a Jew; just Jew-_____.' Which, as grammatical jokes go, was a good one. _____.

Text D

_____ is a nice word: cuddly, soft, incapable of aggression. Perhaps that's why it's so often used in such compounds as user-_____ or environmentally-_____, where it gives an air of benevolence to some frightening bit of technology or noxious chemical.

Computer makers pioneered this when they were trying to show that a mysterious box of electronics with a blank expression and a reputation for costing people their jobs was actually everyone's new best friend. A _____, interactive keyboard is recorded in the US as early as 1979.

Text D

The first user-_____ compounds soon followed. An American article of 1981, for instance, nervously described the development of user-_____ systems that make it easier for the average worker to handle a laser.

By 1982, such expressions as environment-_____ were common enough for the British *Economist* to be able to denounce them as 'abominations'. Nonetheless, they have established themselves here. Some years ago, dolphin-_____ canned tuna arrived, bearing a promise that absolutely no dolphins were harmed in its production. Tuna-_____ tuna, however, is still some way off.

Text D

The word started life as the past participle of the Old Teutonic verb 'frijojan', meaning 'to love'. It continues to evolve. Our own century has added a grim new twist. In World War I, soldiers applied the adjective _____ to their own shells, passing overhead, or, sometimes, dropping disastrously short. In 1976, a book called _____ *Fire* examined the phenomenon of American soldiers killed by their own artillery. By the time of the 1991 Gulf War, this expression was everywhere, possibly because, by some accounts, more American troops were killed by their own weapons in that conflict than by those of the Iraqis. Not always such a nice word, then.

23

FRANTIC SEMANTICS

Text E

Fashion has rediscovered _____! How many times have you read that? But beware! _____ is not as innocent a word as it might appear.

_____ is literally a spell cast on the eyes, making things look more beautiful than they really are. A reasonable description of the art of the cosmetics counter, you might say. But it also reminds us of the word's occult origins.

Text E

In the beginning, the word was about witchcraft. It is eighteenth century in origin, Scottish, and admirably defined in a book of 1721: 'When devils, wizards or jugglers deceive the sight, they are said to cast _____ o'er the eyes of the spectator.'

It started as a corruption of Old French 'gramaire', which meant, on the face of it, nothing more suspicious than 'learning'. But in the eyes of the uneducated, learning was invariably associated with the occult. So 'gramaire' gave us both 'grammar' and _____.

Text E

Sir Walter Scott was responsible for popularizing _____ in its supernatural sense. Soon, however, it came to be used of beauty, particularly of the deceptive kind.

The modern use, to mean attractiveness or allure, is American. It started with the 1930s Hollywood expression _____ girl and has maintained its stylish reputation. But among British photographers, especially those without film in their cameras, _____ tends to mean 'nude'.

Text F

Listen to the way small children use the word _____ . ' _____ , I'm not hungry', they say, or 'I'm _____ doing painting now! Or, 'Teddy's a boy, _____'. They seem to sprinkle the word around at random, with no regard for syntax or meaning.

But then so do we: perhaps that's where they got it from. _____ is as ubiquitous in current speech as 'basically' and 'hopefully'. But it has never attracted as much odium as either of those words, despite being at least as meaningless: ' _____ we're closed'; 'It's Dr Jones, _____'; 'It's _____ a matter of money'; ' _____ , Jim, if you look at my recent speech ...'

Text F

Was _____ always like this? No. It was once quite a serious word. To quote Thomas Hobbes's *Leviathan*, of 1651, 'Christ shall come to judge the world, and _____ to governe his owne people.' _____ in this context means 'in person' or 'through his actions'. Or, as we might say today, 'in a hands-on way'. The source was French, coming from Latin and taken into English in the fourteenth century.

Text F

Dictionaries note that _____ also means 'as a matter of fact'. This is the tiny sliver of significance that lurks behind our modern, meaningless _____.

This _____ is used particularly in asserting some statement that might seem surprising or incredible. You find this most vividly expressed in those car stickers that say, ' _____ , I do own the road!'

24

CONDITIONAL CONUNDRUMS

Aim

To raise student awareness of variations on standard conditional forms and their meaning, style, and attitude

Language

Zero, first, second, and third conditionals

Variations on standard conditional patterns, including use of *were to*, modal use of *will*, omission of *and* alternatives to *if*, use of *in case*

Skills

Speaking

Lesson link

Use after Classbook Lesson 24, *Language work*

Materials

One copy of the *Spot the difference* worksheet per student

Pre-activity (10 minutes)

- Ask students to suggest sentences for each of the main types of conditional (types zero, first, second, and third) and write them on the board.
- As an awareness-raising stage, write the following sentences on the board, none of which fit the standard zero, first, second, or third conditional patterns.
I'd be grateful if you'd give me a lift.
If it'll make you happier, I'll give up smoking.
I wouldn't be here now if I had had time to finish yesterday.
- Ask the students to identify the types and when they find that they can't, explain that a lot of so-called conditionals don't actually conform to standard patterns. The following activity exposes them to further examples.

Procedure (30 minutes)

- 1 Divide the class into pairs and give out one worksheet per student. Explain that all the sentences on the worksheet are grammatically correct, even though many do not fit the standard patterns, but that there are differences of meaning, style, and attitude. Go through the first one as a class.
- 2 Ask the students to discuss the differences between the conditionals. Monitor and help as they work.
- 3 Lead whole-class feedback on the answers.

Extension activity

- Ask the students to find examples of conditional sentences in authentic texts (newspaper and magazine articles, books they are reading, signs and notices) to see whether they fit the standard zero, first, second, and third conditional patterns.

Suggested answers

- 1 In **b**, *were to* and *wouldn't be* are used to make the suggestion very tentative and therefore more polite than **a**.
- 2 The inversion in **b** makes it sound more formal than **a**.
- 3 The use of *will* in **a** is modal and refers to the person's repeated habit.
b is a standard first conditional.
- 4 The parent speaking in **b** is more annoyed and expects that she will have to punish Martin.
- 5 **a** is a standard third conditional. The person was hungry at some time in the past.
b is a mixed conditional. The person is hungry now.
- 6 **a** is more emphatic and formal.
- 7 **a** and **b** both mean that Susan's presence is desirable, but **b** sounds more informal.
c means that Susan's presence is not desirable.
- 8 **a** the speaker will take an umbrella as a precaution.
b they will only take it if it is raining when they leave.
- 9 **a** is a first conditional. It is possible / likely that the person will see Harry.
b *should* indicates that the person is less likely to see Harry.
c means the same as **b**, but the inversion instead of *if* makes it more formal.
- 10 The inversion in **b** makes the speaker sound more distant and accusatory.
- 11 In **a**, the bank is still lending money. In **b**, the bank is possibly still lending money. We are not sure because the reference is to the past. The use of *were* in **a** is more formal than *was* in **b**. In **c** and **d**, it is all in the past. The use of inversion in **d** is more formal than *if* in **c**.
- 12 *any* is usually used with conditional offers. In **b** *some* is used to make the offer more positive.
- 13 **b** is more polite. The use of *will* refers to the listener's willingness to follow.
- 14 **a** is the conversational and colloquial version of **b**. **a** sounds more threatening.

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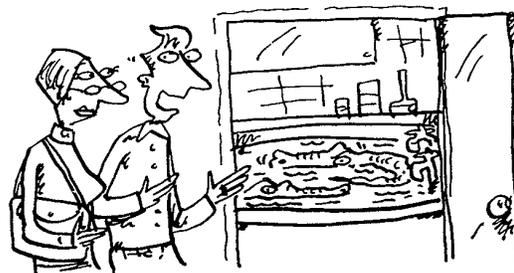
CONDITIONAL CONUNDRUMS

Spot the difference

- 1 a If you park your car over there, you won't be blocking the traffic.
b If you were to park your car over there, you wouldn't be blocking the traffic.
- 2 a If we had known he was afraid of heights, we wouldn't have given him the job.
b Had we known he was afraid of heights, we would not have given him the job.
- 9 a If you see Harry, please don't tell him I'm getting married.
b If you should see Harry, please don't tell him I'm getting married.
c Should you see Harry, please do not tell him that I am getting married.
- 10 a If I'd known you were going into town, I'd have asked you to get something for dinner.
b Had I known you were going into town, I'd have asked you to get something for dinner.



- 3 a If you will go out late every night, it's not surprising you feel tired.
b If you go out late every night, you will feel tired.
- 4 a Martin, if you upset your sister again, I'll stop your pocket money.
b Martin, if you upset your sister again, I'm going to stop your pocket money.
- 11 a If it weren't for the bank's generosity, we would probably be bankrupt.
b If it wasn't for the bank's generosity, we would probably have gone bankrupt.
c If it hadn't been for the bank's generosity, we would probably have gone bankrupt.
d Had it not been for the bank's generosity, we would probably have gone bankrupt.
- 12 a Let me know if you want anything to drink.
b Let me know if you want something to drink.
- 13 a If you follow me, I'll show you where the crocodiles are kept.
b If you'll follow me, I'll show you where the crocodiles are kept.



- 5 a If you'd had a big breakfast, you wouldn't have been so hungry.
b If you'd had a big breakfast, you wouldn't be so hungry.
- 6 a I'll come with you provided Daniel isn't going.
b I'll come with you if Daniel isn't going.
- 7 a David won't go unless Susan is going.
b If Susan goes, David will too.
c Pete won't go if Susan is going.
- 8 a I'll take my umbrella in case it rains.
b I'll take my umbrella if it rains.
- 14 a You want to get in, you pay like everyone else.
b If you want to get in, you will have to pay like everyone else.

