

## Presentation resources ( photos and scenic pictures)

Searching tourist pictures. Click on Community in the home page, choose Travel, Entertainment, Scenery and Nature. If you choose Travel, you can go on searching: Europe, Asia, USA, Australia for pictures which are free downloadable.

- <http://www.webshots.com/>
- <http://www.flyingmonk.com/>
- **Planet Travel guide** <http://www.planetware.com/>
- **Travel by Pictures** <http://www.travelbypictures.com/>
- **World is Round** <http://www.worldisround.com/>
- **City Panoramas** [http://www.panotour.net/html/st\\_links.html](http://www.panotour.net/html/st_links.html)
- **Blogdrive:** Publishing pictures, links and text on a webpage:  
<http://www.blogdrive.com/>
- Weblogmachine **Blogger:** <http://www.blogger.com/start>
- **Scrapbooks:** <http://www.ccsdschools.com/>  
<http://dellington.org/scrapbk/scrap00.html>  
<http://dellington.org/scrapbk/scrap00.html>

If you have to make a power point presentation, you can find information on how to do this when you click on <http://www.sip.be/cursus/powerpoint/inhoud.htm>

## Discussion Topics

1. Politics:  
the **first-past-the-post** election system in the United Kingdom with its advantages and disadvantages:  
[http://news.bbc.co.uk/vote2001/hi/english/voting\\_system/newsid\\_1173000/1173697.stm](http://news.bbc.co.uk/vote2001/hi/english/voting_system/newsid_1173000/1173697.stm)
2. Politics:  
the main British parties:
  - a) Conservative or Tories: <http://www.conservatives.com/>
  - b) Labour or Socialists: <http://www.labour.org.uk/>
  - c) Liberal-Democrats: <http://www.liberal.org.uk/>
3. Politics:  
the '**devolution**' system in Scotland and Wales : [http://elt.britcoun.org.pl/g\\_guide.htm](http://elt.britcoun.org.pl/g_guide.htm)
4. Politics:  
The monarchy: <http://www.royal.gov.uk/output/Page1.asp>

5. Social  
the National Health Service: <http://www.nhs.uk/>
  6. Social : Animal care:  
<http://www.rspca.org.uk/servlet/Satellite?pagename=RSPCA/News/NewsFeature>
  7. The Navy: <http://www.royal-navy.mod.uk/>
  8. The Air Force: <http://www.raf.mod.uk/>
  9. British Food : a few traditional recipes <http://www.britainexpress.com/articles/Food/>
  10. London holidays:  
[http://www.ncs-nj.org/vain/London%20Vacation/vain\\_london/intro.htm](http://www.ncs-nj.org/vain/London%20Vacation/vain_london/intro.htm)
  11. London Museums
    - a) <http://www.thebritishmuseum.ac.uk/>
    - b) <http://www.sciencemuseum.org.uk/>
    - c) <http://www.nationalgallery.org.uk/>
    - d) <http://www.tate.org.uk/home/default.htm>
    - e) <http://www.ltmuseum.co.uk/> (London Transport Museum)
    - f) <http://www.madame-tussauds.co.uk/>
    - g) <http://www.museumoflondon.org.uk/>
    - h) <http://www.nhm.ac.uk/> ( Natural History Museum)
    - i) <http://www.vam.ac.uk/> ( Victoria and Albert Museum)
  12. London Parks: <http://www.royalparks.gov.uk/>
  13. London Sights: attractions or institutions
    - a) <http://www.toweroflondontour.com/>
    - b) <http://www.parliament.uk/>
    - c) <http://www.westminster-abbey.org/>
    - d) <http://www.stpauls.co.uk/page.aspx?theLang=001Ingdef&pointerid=169345dwprEOVViTRLd8xXbHBDHGbzge> ( St- Paul's Cathedral)
    - e) <http://river-thames.com/>
    - f) <http://www.cityoflondon.gov.uk/>
    - g) <http://www.tourist-information-uk.com/buckingham-palace.htm>
    - h) <http://www.hrp.org.uk/webcode/home.asp> (Hampton Court)
    - i) <http://www.nmm.ac.uk/site/navId/00500300f> (National Maritime Museum,Greenwich)
  14. British Sports:
    - a) Cricket:<http://www.cricket365.com/>  
<http://www.cricketworld.com/CricketWorld/index.htm>
    - b) Soccer: <http://www.soccerlinks.co.uk/pages/>  
[http://www.wsoccer.com/history\\_and\\_rules/glossary.htm](http://www.wsoccer.com/history_and_rules/glossary.htm)
    - c) Rugby :  
[http://news.bbc.co.uk/sport1/hi/rugby\\_union/default.stm](http://news.bbc.co.uk/sport1/hi/rugby_union/default.stm)  
[http://news.bbc.co.uk/sport1/hi/rugby\\_league/default.stm](http://news.bbc.co.uk/sport1/hi/rugby_league/default.stm)
- <http://www.rfl.uk.com/Templates/RFLDefault.asp?modeID=&RFLMode=&Pkey=&CompName=>
- d) Tennis: <http://news.bbc.co.uk/sport1/hi/tennis/default.stm>

<http://www.real-tennis.com/history/main.html>

e) Badminton: <http://www.baofe.co.uk/>

15. Music in Britain: <http://www.bmic.co.uk/>  
<http://www.columbia.edu/~brennan/beatles/britpop.html>

16. British films : <http://www.bfi.org.uk/> , <http://www.bbfc.co.uk/>

17. Biographies of celebrities: <http://www.biography.com/>

18. Distance Learning:  
<http://uk.cambridge.org/catalogue/catalogue.asp?isbn=052181541X>

19. Australia  
<http://grassroots.tisdaleschooldiv.sk.ca/olympics/grade8/D.Anew.htm>  
<http://www.csu.edu.au/australia/>  
<http://www.australiaday.gov.au/>

## Class talks (SP)

Here are some suggestions for class talks. Use your self-access centre or library to help you prepare.

1. Keep your talk short, 2-3 minutes, maximum 5 minutes.
2. Read about your subject and write two pages with notes. Next reduce these notes to headings or keywords which you may refer to during your talk.
3. Speak to your audience directly. Don't read aloud from a prepared text. Look at your audience, not only at the teacher.
4. Write the title of your subject on the blackboard at the beginning. You may want to write key words and phrases if they are new to your audience.
5. If you have any pictures or diagrams they will add to the interest of the talk.
6. Don't confuse your audience with too many details – facts and figures that don't mean anything to them, names they have never heard of.
7. Try to sound interested in your talk. Say why you chose it and why it interests you.
8. If you can make your audience laugh or smile near the beginning of your talk it will relax them and more importantly, will relax you.
9. Take particular care of the beginning and the end of your talk. Don't let your talk just 'fizzle out'.

10. Remember this good advice on public speaking "First tell them what you are going to say, then say it, and then tell them what you have said."

Why not practise giving your talk by recording yourself?

## Descriptions (SP)

Aims:

In this task you describe a person and prepare and give a short speech

Instructions:

Part 1 : work individually

Part 2 : work in pairs

### PART 1

1. Search a photo of a striking person. Imagine that the person you choose is or was a rather fascinating member of your family who has a strange history. Complete the following grid about this person:

Name:	
Age:	
Relation to you:	

2. You are going to tell someone else about your family member. In preparation, think about your chosen character. Use a spider diagram to make notes. Make sure you can describe the following details about your fictional family member in English: likes, dislikes, his / her family, habits and hobbies.

3. Make a diagram of your speech, using key-words only

### PART 2

4. One of you is learner A, the other one is learner B.

5. Learner A shows his / her chosen picture to B and describes it in as much detail as possible. At this stage learner B isn't allowed to speak. There will be an opportunity for questions later. Learner B writes down any suggestions for improvement as you speak (e.g. a better way of saying something, alternative vocabulary, grammar corrections).
6. Learner B now asks A questions about the character in the picture. Learner A invents his or her answers.
7. Learner B gives feedback about A's English.
8. Swap roles: learner B talks about the character.

**Reflection:** How did you do it?

Answer these questions individually:

<b>About the task</b>	
Things I liked about the task	
Things I didn't like about the task	
<b>About my involvement: encircle the answers</b>	
I spoke	Too much – about enough – enough – not enough – hardly at all
The person I spoke to understood me	Completely – nearly always – sometimes not – quite often not – hardly at all
My English was	Pretty fluent – quite fluent – not very fluent – not fluent at all
I was happy with my vocabulary	Mostly – usually – sometimes – rarely – not at all

I think my grammar was	Pretty accurate – quite accurate – not very accurate – not accurate at all
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## Interviewing native speakers (SP)

### Aims:

In this task, you prepare a questionnaire for tourists and you go and interview them in a tourist spot. Alternative: when you go on a school trip to Canterbury, London etc. interview people in the street.

### Instructions:

Work in groups of three or four to prepare your questionnaire. You will need a tape recorder if you want / have to record yourself on tape.

### Task:

1. Design a questionnaire to ask your tourists. Include both long and short questions and keep your questionnaire to one A4 page.
2. Check your questions with someone else for correctness.
3. Make a copy of that questionnaire for each member of your group.
4. Go, individually, to a tourist spot in your area and approach tourists. Ask them to help you with a questionnaire, then if they agree, ask them your questions. Write them your answers if you don't record the interview. Each of you should interview at least two people.
5. Together, discuss the following before you do your interview and write down your ideas.
  - a) What can you say when you approach someone politely in English?
  - b) How can you ask someone politely if he or she is a native English speaker?
  - c) How can you ask someone politely to answer your questions?
  - d) How can you finish your conversation politely?

6. Back home or at school, write, together with your group, a short article in English about your experiences and your results.

## **PUBLIC DEBATE (simulation)**

### **THE LANGUAGE OF DISCUSSION / ARGUMENT**

#### **STARTING THE DEBATE**

I declare the meeting open

#### **OPINIONS**

According TO me (volgens mij)

IN my opinion / view (naar mijn mening)

TO my knowledge (voor zover ik weet)

AS far AS I can see (voor zover ik)

Honestly / Frankly (eerlijk)

Can I just make my POINT? (mijn mening geven)

The point is

The way to look at is

As I SEE it holidays are a waste of time

I (should) think that

If you ASK me

I (personally) believe / think / feel that

The way I LOOK at it is

All things CONSIDERED, I must say that

(alles wel beschouwd)

I'd like to POINT out that

From my point of VIEW (vanuit mijn standpunt)

I'm convinced that

For instance/example

(Let's) take an EXAMPLE

(Just) for the sake of ARGUMENT (omwille van de discussie)

I generally / usually / always consider them to be  
think of them as being

#### **SUGGESTIONS**

Why don't we (go)

How/what about (going)

Let's (go) / We could (go)

I suggest we (go)

I'd like to suggest

I WONDER if you'd like to

I thought you might like to

## **AGREEMENT**

You're **RIGHT** / How **RIGHT** you are / **QUITE** right.

I (quite/entirely) agree (**WITH** you)( **ON** this point).

I couldn't agree more.

I think I would go **ALONG WITH** that.

Yes, that's exactly how I **SEE** it.

That's certainly **TRUE**.

Of **COURSE**, that's exactly my **OPINION** / **VIEW**.

You've hit the **NAIL** on the head. (de nagel op de kop)

Well, it doesn't matter all that much (heeft niet veel belang).

We just have to accept that sort of thing.

That's just too bad.

## **HALF AGREEMENT**

Possibly but / You've got a **POINT** there, but

I daresay (zou durven zeggen) / think you're **RIGHT** but you can't deny

In a way but / Well, it depends (hangt ervan af)

That's quite **TRUE** but

I see what you **MEAN** but

Oh, I don't **KNOW** but

I appreciate your thoughts but

Yes, but let me make the **POINT** that

You may be right but on the other **HAND**

This is correct, but you'll have to **ADMIT** that

I agree **WITH** you on the whole but

Well, as a **MATTER OF** fact, I think

Mmm. It's an **IDEA** / it's worth **CONSIDERING** (het overwegen waard)

## **DISAGREEMENT**

I'm **AFRAID** I can't **AGREE** (**WITH** you there).

I disagree / I don't agree at **ALL**.

Oh, come **ON**, you can't be **SERIOUS**.

You must be **JOKING** / **KIDDING**.

Oh, that's ridiculous / **NONSENSE** / **RUBBISH** / **WRONG**.

You don't know what you're **TALKING ABOUT**.

Come **OFF** it (stap daarvan af), don' t be so **STUPID!**

There's no **EVIDENCE** for that.

Oh, surely not.

Are you saying that (durf je beweren dat)

That's not **TO** the **POINT** (niet ter zake), I'm afraid .

Could you **STICK TO** the **POINT**( ter zake blijven), please?

I'm **SORRY**, but I think you're missing the **POINT** (naast de kwestie ).

That's completely irrelevant (volstrekt onbelangrijk), we're talking about

But it's still a fact that

I'd rather not( liever niet), if you don't **MIND** (geen bezwaar hebben).



## **INTERRUPTION**

Could I BUTT in (tussenkomen) ?  
That's a good IDEA but  
Sorry, but  
I take your POINT, but  
Can I just SAY that  
Can I just make my POINT?  
Let me FINISH.  
Just a MINUTE.

## **NON-COMPREHENSION**

(I beg your) PARDON (wat belieft er u)?  
Could you REPEAT that, please?  
Sorry, can you say that again?  
What do you really MEAN (wat bedoel je)?  
I don't FOLLOW you there.  
I didn't quite catch it.

## **REASONS**

Yes, I think the reason is that  
it's on account of (omwille van) the fact that  
the thing that made him decide was that  
what made him decide was that  
it was because

## **DOUBT**

I won't be SURE / I can't say for CERTAIN  
I can't be SURE  
I don't KNOW whether  
I must SAY I don't KNOW.  
I'm AFRAID I haven't any / the LEAST idea  
You see, it might WORK  
How shall I PUT it?  
Actually, I WONDER if  
I'll have to THINK ABOUT that.  
I ADMIT, I don't KNOW much about

## **ANGER**

Well, really ! / Oh dear ! / Just our luck / Good GRIEF  
What a nuisance / What a fool / What a bloody idiot  
What a mess  
How awful /dreadful / terrible / sickening /disgusting /offensive  
I can't BEAR the look at it.  
I don't THINK much OF it, I can tell you.  
Why the HELL don't you SHUT UP?!  
You should be ASHAMED OF yourself.

### **SURPRISE**

Just IMAGINE / FANCY that (stel je voor)!  
How amazing / incredible / very odd  
I can't BELIEVE it.  
My GOODNESS, what a surprise!  
Good LORD / HEAVENS, what's happening?  
Well, I never.

### **NEGOTIATION**

If ----, we could  
Let's compromise  
Let's split the difference  
Let's meet halfway

### **CLOSING**

I'd like a show of hands / to take a vote  
I propose that we vote on this  
Can we cut the discussion short (inkorten)

## **Pop Festival at Charnwood (OP)**

### **Role play / simulated public debate on a controversial topic**

Upper Charnwood is a charming little village deep in the heart of Rickshire, the 'wooded country' as it has been called.

Originally an important village, Charnwood now remains as one of the most perfectly kept Tudor villages in England. Every year visitors flock to see Charnwood Castle with its impressive battlements and Charnwood Manor with its unique collection of paintings and its spacious and magnificent parkland.

Charnwood has one church (St Mary's), one pub and a few shops. Many of the original houses are still standing and, with their wooden beams and low roofs, make a picturesque vista among the main street. The villagers are mainly employed in local agriculture and forestry.

In this village, people from the London entertainment business want to hold a pop festival. A public debate will be held beginning June. Role cards to be distributed and studied are:

Choose your part in a group of six or five, look for possible arguments to be mentioned and prepare your point but do not learn by heart. Only rely on a sheet with catchphrases when making your point.

## **1. DEPARTMENT OF HEALTH AND THE ENVIRONMENT**

- *You represent the local office of the Department of the Environment.*
- *You spend much of your time seeing that the environment is not harmed by people, machines or factories.*
- *The area you are responsible for is a large one and includes Upper Charnwood.*
- *Here are some of the things you have to look into: air pollution, water pollution, damage to hedgerows and trees, harm to wild life, damage to fences and stiles, damage to ancient monuments and buildings.*
- *There is to be a public meeting to discuss the possibility of a pop festival being held in the area, and you can put forward your views at the meeting.*

### **WHAT YOU MUST DECIDE**

- *Do you agree to pop festivals or not?*
- *Should Upper Charnwood have a pop festival or not?*
- *If so, then which site should be chosen for the pop festival?*
- *What rules should be followed at the pop festival?*

## **2. FARMERS**

- You represent the local farmers.
- There are four large farms near Upper Charnwood: Smith Farm, Oak Farm, Charnwood Farm and Meadow Farm.
- You have been farming here all your life.
- Your farms are mainly dairy farms with large numbers of cows but also some sheep. You also have several fields of wheat, some barley and a potato crop.
- You have heard that a pop festival may be held in the area and that a public meeting will be held to discuss this. You can put forward your views at the meeting.

### **WHAT YOU MUST DECIDE**

- Do you agree to pop festivals or not?
- Should Upper Charnwood have a pop festival or not?
- If so, then which site should be chosen for the pop festival?
- What rules should be followed at the pop festival?

### **POINTS TO CONSIDER:**

#### **Advantages:**

If the festival was held on land belonging to one of the farms, you could charge £500.

#### **Disadvantages:**

Fields might be damaged, gates might be left open, animals could be frightened, you might have to clear away the mess that would probably be left behind

### **3. UPPER CHARNWOOD RESIDENTS**

- You have lived in Upper Charnwood for at least 10 years.
- You moved from the city to the village for the peace and the quiet of the countryside.
- You work locally.
- You have heard that a pop festival may be held in the area and that a public meeting will be held to discuss this. You can put forward your views at the meeting.

#### **WHAT YOU MUST DECIDE**

- Do you agree to pop festivals or not?
- Should Upper Charnwood have a pop festival or not?
- If so, then which site should be chosen for the pop festival?
- What rules should be followed at the pop festival?

#### **POINTS TO CONSIDER:**

##### **Advantages:**

- Young people would enjoy the festival.
- It might liven the village up.

##### **Disadvantages:**

- The festival would be a disturbance to the neighbourhood (noise, loud music, crowds, possible rowdyism).
- The fans would leave tons of litter.
- There might be drugs.
- Your house or garden might be damaged if there were to be trouble.

#### **4. DISTRICT COUNCIL**

- You represent the District Council; Upper Charnwood is in your district.
- You work in the town of Crabley, which is 20 miles away.
- You live in Crabley, too.
- You have been informed that a pop festival may be held in the area and have agreed to attend a public meeting to discuss the matter.
- You can put forward your views at the meeting.

#### **WHAT YOU MUST DECIDE**

- Do you agree to pop festivals or not?
- Should Upper Charnwood have a pop festival or not?
- If so, then which site should be chosen for the pop festival?
- What rules should be followed at the pop festival?

#### **POINTS TO CONSIDER:**

##### **Advantages:**

- Visitors would come into the district and spend money; this would be good for trade.
- Charnwood Castle would attract more visitors.
- Charnwood Manor would attract more visitors.
- Favourable publicity about the festival would be good for the district.

##### **Disadvantages:**

- Bad publicity would be bad for the district.
- Extra traffic might be a problem in the narrow lanes.
- Extra services, e.g. water supply, litter disposal might have to be provided - at a cost.

## 5. THE PLUNKETT FAMILY

- Our family has lived at Charnwood Manor for centuries and has a long and noble history.
- Charnwood Manor is very highly regarded in the village.
- It also receives thousands of visitors each year who pay for a guided tour.
- This money is still not enough to pay for the upkeep of the manor.

### Advantages:

- Visitors would come into the district and spend money; this would be good for trade.
- Charnwood Castle would attract more visitors.
- Charnwood Manor would attract more visitors.
- Favourable publicity about the festival would be good for the district.

### Disadvantages:

- Bad publicity would be bad for the district.
- Extra traffic might be a problem in the narrow lanes.
- Extra services, e.g. water supply, litter disposal might have to be provided - at a cost.
- You have heard that a pop festival may be held in the area and that a public meeting will be held to discuss this. You can put forward your views at the meeting.

## WHAT YOU MUST DECIDE

- Do you agree to pop festivals or not?
- Should Upper Charnwood have a pop festival or not?
- If so, then which site should be chosen for the pop festival?
- What rules should be followed at the pop festival?

## POINTS TO CONSIDER:

### Advantages:

- If the festival were held on land belonging to the Manor, it would bring in some money towards the upkeep of the Manor. (You could charge about £500)
- Wherever the site was, some of the fans might visit the Manor.
- The publicity about the festival might bring more visitors to Charnwood Manor.

### Disadvantages:

- The site might be damaged by large numbers of people, and the Manor grounds must be well kept in order to attract older people.
- The crowds would probably be mainly young people and not very responsible.
- Bad publicity about the festival might keep visitors away from Upper Charnwood and the Manor.

## **6. UPPER CHARNWOOD SHOPKEEPERS**

- You are shopkeepers in Upper Charnwood.
- There are only a few shops and they are very small.
- You live locally, in some cases above your shop.
- You have been living here all your life.
- You have heard that a pop festival may be held in the area and that a public meeting will be held to discuss this. You can put forward your views at the meeting.

### **WHAT YOU MUST DECIDE**

- Do you agree to pop festivals or not?
- Should Upper Charnwood have a pop festival or not?
- If so, then which site should be chosen for the pop festival?
- What rules should be followed at the pop festival?
- One of you runs the public house. You must decide whether or not it should be closed during the festival.

### **POINTS TO CONSIDER:**

#### **Advantages:**

- People would be in the village needing food and you would sell more than usual.
- Festival organisers might buy food from your shops to sell on the site.

#### **Disadvantages:**

- Extra stock must be ordered.
- Crowds could be a nuisance to regular customers.
- The fans might steal from or damage your shop.
- You might have to engage more staff.

## **7. FESTIVAL ORGANISERS**

- You are the organisers of the pop festival.
- You have not organised a pop festival before and so you want this one to be a success.
- Normally you live in London.
- You have been to several pop festivals in the country and there has never been any really serious trouble.
- You have heard that there is to be a public meeting to discuss the pop festival and you have decided to go to it, to put forward your views.

### **WHAT YOU MUST DECIDE:**

- Where should the site be? (you would have to pay about £500 for any of the sites.)
- What time should the music start and finish each day?
- Should you provide toilets or not? (cost £200)
- Should you provide food on the site, or let fans buy it themselves from local shops?
- How much should you charge? (you are expecting 5000 fans to turn up and the pop groups will cost £4000)
- Should you put a fence around the festival site or not? (cost £500)
- Should you ask the police to be present on the site, or not?
- What should be done about drug and drink?
- What other rules should be made?



## The Diamond Disco (SP)

*Role play / simulated public debate on a controversial topic: the Diamond Disco*

The Diamond Disco has recently opened in Saffron Walden. The disco is very popular with young people, who go there to dance and listen to the latest music. Sometimes the disco has 'live' music by new local bands. People who live near the disco have complained to the town council about the noise. They want the town council to take away the disco's licence and close it down. The council has called a public meeting to discuss the problem.

Choose your part in a group of seven, look for possible arguments to be put forward and prepare your point, but do not learn by heart. Only rely on a sheet with catchphrases when making your point.

### Role cards to be distributed and studied

Town Council members :
Draw a map on the blackboard showing where the Diamond Disco is in the town. Decide who will be the chairperson of the meeting. Decide who will be the secretary of the meeting, and take notes of what is said. Decide in which order the groups will speak. When everyone is ready, start the meeting. Try to make sure that everyone has a chance to speak at least once. When it is time to vote at the end of the meeting, the chairperson says: 'All those in favour of closing the disco, please raise your hand. All those against?'

People who live near the disco :
You used to live in a quiet area. But since the disco opened you have not been able to sleep properly. The music is very, very loud, and after the disco closes there is a lot of noise from car doors and engines. There have been some fights in the street outside the disco. You are afraid to go out at night. Think of more reasons for closing the disco.
Young people who go to the disco :
You can't understand what the problem is. The Diamond Disco is a wonderful place – the only such place in town. It closes at 11 pm, so there's plenty of time for people to sleep. There have been a few fights outside the disco, but none inside. What people do in the street has nothing to do with the disco. You think the police and the council are trying to close the disco because they don't understand young people and dislike their music. Think of more reasons for keeping the disco open. Make some posters which you can hold up at the meeting to express your views.

Diamond Disco owners :

You want to keep the disco open. You have invested a lot of money in it, and if it is closed now you will lose everything. There is nowhere else in the town for the young people to meet and listen to music. You always close at 11 o'clock at night. Think of more reasons for keeping the disco open.

Parents of the young people of the town :

You are very worried about the disco. You have heard that all kinds of things go on there, that it is open all night and that there are often drugs and fights there. You are afraid that your children will meet undesirable people or get hurt at the disco. You think it has a bad influence on them: they should be home studying, not dancing. You are also worried about fire regulations at the disco. Think of more reasons for closing the disco.

A Representative of the Police :

You have had a lot of complaints about the disco: mainly about the noise and fights. You have noticed that there are fewer young people wandering the streets since the disco opened. However, you think there should be more control over what goes on at the disco. Think carefully about the problem because your opinion will be important in deciding how people vote.

Reporters from the local newspaper :

Listen to the discussion and take notes. Then use your notes to write a report for your newspaper. While the groups are preparing you can interview the chairperson, or try to think of possible headlines. You do not give your opinion in the discussion but you can ask questions and vote.

# STORY SWAP (RC / LC / SP) LESSON PLAN

It works brilliantly with a class of 12 or 16, but it needs a concentrated teacher as it is rather complicated. It involves the four basic skills, so if ever a state inspector visits YOUR class.

You need:

- 1 sticky label per student, to indicate which group he / she belongs to;
- 4 stories or jokes (I got mine from 'Urban Myths', Healey and Glanvil's); Luc Weyns used some of them in his "Sterke Verhalen" on TV 1.

1. Divide the students into four groups. Call the groups A, B, C or D.
2. Hand out the labels and tell students to write out the letter of their group on the label and stick it on their person.
3. Hand out a different story to each group.
4. The students read their stories. Make sure they know it well enough to tell it to other people. Within each group they can help each other if necessary.
5. The story swap shop now takes place in six rounds in changing pairs. It is not unwise to write the rounds on the board.

Round one    A tell their original story to B  
                  C tell their original story to D

Round two    B tell the story they have just heard (so not their own story !) to C  
                  D tell the story they have just heard (so not their own story !) to A

Round three  C tell the story they have just heard (!! ) to D  
                  A tell the story they have just heard (!! ) to B

At this point only the A and C stories have been told to everybody else. Now they reverse the direction.

Round four    B tell their original story to A  
                  D tell their original story to C

Round five    C tell the story they have just heard to B  
                  A tell the story they have just heard to D

Round six     D tell the story they have just heard to C  
                  B tell the story they have just heard to A

6. Reform the original groups. As a group A write an agreed version of D's story (so the story that has gone through everybody's mouths...), D write A's story, B write C's story and C write B's story. At this point you can photocopy the agreed version

3 or 4 times, so they can compare the original version with the one that might be even more original. This is what will happen in the next stage

7. Form pairs again: A- D and B - C. In each pair they compare the original story with the version their partner has helped to write.
8. If you're not totally fed up with this, you can still give feedback to the different groups, to the class as a whole, and maybe even re-edit the stories.

We stole this lesson from Robin Davies at the Bell School of English in Saffron Walden, UK.

### **THE VANISHING HITCHHIKER**

A friend of mine was driving down the A1 to London when he passed a young lady standing by the side of the road. He pulled up and asked her if she needed a lift. Without speaking she got into his car.

He was quite attracted to her, so he tried to get her talking, but she just wouldn't say anything, not even where she wanted to go. Instead, at the junction, she pointed. Then at her road, and then at her house, where she got out of the car. He drove off quickly without ever hearing her say anything.

Then a couple of days later, he was looking for something he had forgotten in the car, when he came across a woman's coat. Knowing it must be the hitchhiker's, he tried to drive back to the girl's address to get the coat back to her. He knocked at the door and an older lady opened it. He held out the coat and explained to her that he wanted to return the coat she had forgotten in his car a few days before. The woman burst into tears. "Yes, it was my daughter's", she spluttered, "but she was killed on the A1 five years ago."

### **THE POODLE IN THE MICROWAVE**

A rich elderly lady from Cambridge was taking her pet poodle out for a walk when they were caught in a downpour. She rushed back inside, deeply worried something might happen to her pampered pet, so she was desperate to dry him out and warm him up as soon as possible. So she took him straight into the kitchen, opened the door of her daughter's new microwave cooker for the first time, and put him in, moving the dial to 'moderately warm'. She patted his head and carefully closed the door with a click.

The old lady was still drying her hair when the cooked dog exploded, ripping the door off the microwave.

### **THE HOOK**

Many years back, a young couple were sitting in their car on the edge of town. The radio was playing and the temperature in the car was rising. The lover's mood was broken when a stern voice interrupted the radio programme and announced that a local criminal asylum had reported a breakout: apparently a murderous maniac was out on the roads, free. The man was extremely dangerous and should on no account

be approached. He was easily identifiable, the radio said, as he had a very distinguishing feature: a hook instead of a hand on his left arm. The announcement sent a shiver down the girl's spine, and she insisted on being driven home immediately. Her boyfriend started the car and speeded off back to her parents' home. When they got there the boy, in a very gentlemanlike fashion, went round to open the door for his girlfriend. He was horrified when he found a steel hook dangling from the handle.

### **TAKE A BREAK**

A friend of mine had been shopping all morning, so she was in very great need of some refreshment. So, laden down with her shopping bags, she found a cafeteria and bought herself a refreshing cup of tea and a Mars-bar. The place was so full the only seat she could find was opposite a punkish young man reading a paper, but she was so tired she plonked down her bags and relaxed.

Just as she did so, the punk folded up his paper, reached for the Mars-bar, broke off half and shoved it in his mouth.

The woman was taken aback and quite speechless, but the punk ignored her. And a minute later he picked up the rest of the bar and ate that as well.

By now the woman was quite angry. Fuming, she reached forward for the punk's piece of cake, took a massive bite, then threw it back on the table, before picking up her bags and storming out of the cafeteria.

Still angry, she decided to catch the first bus home. She felt in her pocket for her travel card, and found her own Mars-bar there.

### **OPEN THE BOX**

In Bristol one evening, a woman whose phone was out of order strolled a few blocks from her home to use a public phone and have a chat with her twin sister. Just as she picked up the receiver, a nervous young man tapped on the window, making out he needed the phone urgently. The woman, who was clearly satisfied at having arrived there first, lined up all her 50p, 20p and 10p coins on top of the box and turned her back with a naughty smile.

Ignoring her frosty attitude, the young man opened the door and pleaded for the use of the phone as it really was an emergency. The offended woman shrugged off his pleas and carried on discussing the weather with her sister.

Finally, after ten minutes, the angry bloke could stand it no longer. He yanked open the door, pulled the woman out, tossed her change on to the pavement and picked up the receiver, muttering obscenities as he did so. The woman wasn't that bothered but made an obscene gesture at the rude man and went home. As she turned the corner of her road, the world fell out of her bottom: her home had been burned to the ground, and the young man had been trying to alert the emergency services.

## **CALL ME MOTHER**

Our sister's friend and her new husband were enjoying a romantic soirée at a top-drawer restaurant. Staring into each other's eyes, they noticed an elderly lady sitting alone and gazing in their direction.

They smiled back politely and the old dear made her way to their table. "I'm worry to trouble you," she began, stifling a tear. "But you look so like my daughter. She was killed last year and I miss her terribly. I wonder if you'd do me an enormous favour?' The couple nodded compassionately. "It would give me such a thrill if, just as I'm leaving, you would say 'Goodbye Mum, and wave me off ."

"Certainly", the couple replied. How could they possibly refuse? A few minutes later the old lady gathered her belongings and stood up to leave, and the two diners cheerily waved and said goodbye as 'mum' walked out. Feeling good about themselves, the couple asked for their bill. But after checking and rechecking they called over the manager, demanding to have the massive total explained.

"That included the charge for the lady's meal," the manager revealed. "She said her daughter would pay."

## **THE FLATMATE**

A university student was staying over with her boyfriend and stopped off at her flat to pick up some smart clothes to wear on the next day. It was late - in fact, she checked her watch and noted it was 11.48 pm. Then she quietly turned her key in the lock and silently switched on the lights so as not to disturb her slumbering flatmate. A few seconds later she was searching quickly through her clothes, and cursing her co-habitant for the irritating habit of borrowing her best clothes without asking first.

So the young woman sneaked into her friend's room and , as delicately as she could, looked through the huge pile of clothing on top of a chair. Just as she had found her smartest blouse, the poor lady accidentally set off a Polaroid camera and the flash went off in the dark. Her friend let out a groan and the woman rushed out as quickly as she could.

Later that night, there was a loud rap on the boyfriend's door. It was the police. They confirmed that the student he had in his flat was the woman they sought, and then gently broke the news that her flatmate had been violently murdered.

Then they produced a Polaroid picture found at the scene. The young woman took one look and turned pale. It was the last snap ever taken of her friend. There stood the flatmate, her arms tied behind her back, her attacker's arms clamped round her, with a hand gagging her mouth. Nearby stood a clock. It was blinking out time: 11.58.

## **HOUSE OF HORRORS**

A nice family moved into their new home, and had been saved the headache of redecorating by the previous owner. He was a severe looking man who offered the house at a knock-down price because, he said, it was too big for him since his wife had left him.

The only sour note was the unpleasant smell that hung about everywhere. After a few months, and despite the application of every type of disinfectant and bleach, as well

as the full professional cleaning of the drainage system and plumbing, the stench still persisted, centred around the kitchen.

As it happened, a neighbour was standing in that very room at their cheese-and-wine welcoming party, held once the couple had settled into their new house. She absent-mindedly noted something odd. In her own house next door there was an alcove in the wall, whereas the newcomers had a freshly wallpapered flat wall.

Without waiting for the party to clear, the host broke through the plasterboard. There, in the old recess, was the reason for the festering odour: the remains of the previous owner's recently killed wife.

## **INTERVIEW AT THE NANNY NET AGENCY**

### **Step 1:**

Form groups of 3 pupils and complete this file. *Every pupil takes notes!*

\*Describe 6 different types of people.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

\* Name 6 hobbies or interests a person can have.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

\*Name 6 personal/special things a person wants to tell about himself in order to get a job.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

\* Name 6 reasons why someone would want to become a nanny.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

\*Name 6 different things that a nanny can do with children besides the general things a nanny does.

- 1.
- 2.
- 3.
- 4.
- 5.

6.

\*Names 6 good or bad experiences a person can have had with children in his life.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### **Step 2**

Decide in your group who is going to be who in the interview: interviewer/candidate 1/  
candidate 2.

Prepare the interview **individually** with the information you wrote down in step 1 and with ex.  
8.13 in your workbook Contact 2:

-The interviewer prepares all kinds of interesting questions to get to know the candidates as well as possible.

-The candidates try to visualise what type of nanny they want to be: sex, age, nationality, address, hobbies, interests, skills, experiences with children, which plans they have with the children, why they want to do the job,... They can throw a dice to decide about each topic i.e. type of person = nr3/ hobbies = nr 4 and so on.

### **Step 3**

Teacher asks the pupils when they think the interview will be good? Eventually the teacher gives each pupil an evaluation sheet for "oral practice" and tells them what will be evaluated.

- 3 pupils do the interview at the Nanny Net Agency: Interviewer + 2 candidates.

-other pupils all get one part of the evaluation sheet (pair work?) to pay attention to (5 groups: contents/vocabulary/pronunciation/interaction/grammar)

-3 ps do the interview

-after the interview each group tells them what remarks (good/bad) they have.

-The teacher collects these and gives the final result. (see enclosure Evaluation sheet oral practice)

### **Step 4**

All the important and useful remarks are written down together.

Ps can also write down their personal remarks i.e. the things they will have to practise themselves.



## **ROLE PLAY STUDENT A**

### **Making a telephone call**

#### **1. Student A:**

It's Saturday evening, you are bored and want to go out. Phone your friend and make suggestions as to what you could do together.

#### **2. Student A:**

You are Terry Wogan, Madoulaan 187, 1000 Brussels (0477/369877) and you are going to travel to New York for a business meeting over the next weekend. Telephone a travel agency and reserve the following. Take notes, while talking.

- A flight by plane
- Hotel room for two nights
- Restaurant recommendation (restaurant aanraden)
- Prices and departure times

#### **3. Student A:**

You (Ken Fredrikson) need to buy six new computers for your office (Rubicon Communications Ltd, Mill Street, Oxford OX2 0JX, UK, T: +44 (0)1865 204947). Call JA's Computer World and ask for the following information:

- Current special offers on computers
- Computer configuration (RAM, Hard Drive, CPU). How strong is the computer?
- Guaranty
- Possibility of discount for an order of six computers

### **Answering the phone**

#### **1. Student A:**

It's Friday evening, you are home alone. Someone calls you. As you don't understand the stranger, ask him to repeat his name and/or spell it. Then make clear that he must have dialled the wrong number.

#### **2. Student A:**

You are a receptionist at W&W. Student B would like to speak to Ms Braun, but she is out of the office. Take a message and make sure you get the following information:

- Name and telephone number - ask student B to spell the surname
- Message student A would like to leave for Ms Braun
- How late Ms Braun can call student A at the given telephone number. You know that she will normally be in at four.

#### **3. Student A:**

You work in an office and receive a telephone call from your local office supplier (student B). As a matter of fact, you need some new office supplies so you are definitely interested in what the salesperson has to offer. Talk about the following:

- New pens, stationary and white boards
- Do they have any special offers
- You would like to place an order for 200 packages of copy paper immediately

## ROLE PLAY STUDENT B

### Answering the phone

#### 1. Student B:

It's Saturday evening. Your friend calls and tries to persuade you to go out. You don't really want to. What do you say to get out of this situation without hurting your friend?

#### 2. Student B:

You work in a travel agency (Sunflight). Listen to student A and offer him/her the following solutions. Make sure you have your client's name, address and telephone number.

- a flight: Sobelair \$ 440 Second Class, \$ 730 First Class, leaves Friday at 16.45 pm Brussels Airport
- Hotel room for two nights: Hotel City \$ 120 a night in the downtown area, Hotel Relax \$ 110 a night near the airport
- Restaurant Recommendation: Chez Manuel – downtown New York - average price \$ 70 a person

#### 3. Student B:

You work in at JA's Computer World. Answer student A's questions using the following information. Make sure you have your client's name, address and telephone number.

- Two special offers: **Multimedia Monster** - with latest Pentium CPU, 256 RAM, 40 GB Hard Drive, Monitor included - \$2,500 AND **Office Taskmaster** - cheaper CPU, 64 RAM, 10 GB Hard Drive, Monitor not included - \$1,200
- 1 Year guaranty on all computers
- Discount of 5% for orders of more than five computers

### Making a telephone call

#### 1. Student B:

It's Friday evening, you want to call an old friend of yours "Heathcliff Rogers". Because the voice you hear doesn't sound familiar, you think you are talking to one of Heatcliff's relatives. Ask them to fetch Heathcliff for you.

#### 2. Student B:

You are Kelly Howard from ATO NETWORKS corp. You want to speak to Ms Braun about a contract with her company, W&W. If Ms Braun isn't in the office, leave the following information:

- Your name (Kelly Howard)
- Telephone number: 0486253545 (or use your own)
- Calling about changing conditions of your contract with W&W
- You can be reached until 5 o'clock at the above number. If Ms Braun calls after 5 o'clock, she should call 056334878

### 3. Student B:

You are a salesperson for Red Inc. You are telephoning a client who you think might be interested in buying your new line office supplies (kantoorbenodigdheden). Discuss the following information with your client:

- You have new line of office supplies including: copy-paper, pens, stationary (kantoorbenodigdheden), mouse-pads (muismatjes) and white boards
- You know the customer hasn't ordered any new products during this past year
- Special discount of 15% for orders placed before next Monday
- Any order placed before Monday will not only receive the discount, but also have its company logo printed on the products at no extra charge

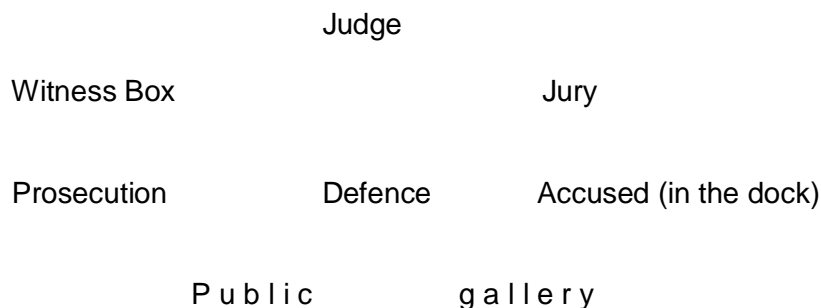
## Court cases 'Jury'

### Procedure: make groups of seven:

- Defendant or Accused
- Counsel for the Defence (extenuating or mitigating circumstances) + Witness
- Counsel for the Prosecution (aggravating circumstances) + Witness
- Member of the Jury
- Judge: which penalty?

### Procedure for enacting the trial:

1. The usual positions of people in court are sketched below:



2. The judge opens the trial with a summary of the crime and an outline of the arguments.
3. The prosecution calls its witness, asks him/her to identify him/herself to the court. When the witness has made his statement, the prosecution questions the witness to bring out the most important pieces of evidence. The defence then has the right to cross-examine the witness and to try and cast doubt on what the witness has just said.
4. When the prosecution has completed calling all its witnesses, the defence calls its own witness. The first defence witness is always the accused. The prosecution cross-examines the defence witness after the defence has finished with its own questions.
5. After the defence witness has been called, the prosecution makes an argument for conviction of the accused.
6. The defence then makes its arguments in favour of acquitting the accused.

7. The judge then asks the jury to reach a verdict. When the jury has reached its verdict, the judge delivers sentence.

### **Examples of court cases**

1.

As the leader of a 10 to 15-strong gang, Duane Daniels, 19, of Brixton, committed roughly 600 burglaries, 130 street robberies and more than 200 car break-ins. Daniels, often used a knife and admitted taking a gun on one of his raids.

Daniels used the thousands of pounds he netted to fund his £300-a-day addiction to alcohol and drugs. Psychiatric reports disclosed that on an average day he smoked half an ounce of cannabis, took 20 rocks of crack, drank ten pints of extra-strong lager, took two doses of LSD and drank a quarter bottle of spirits. In addition he also took 14 milligrams of a tranquilliser drug.

Daniels spent much of his life between 5 and 15 in institutions, separated from his mother and with his father in prison. He became addicted to drugs at 13, and ran wild when he was expelled from various schools.

2.

Moses Sithole,33, is South Africa's most notorious serial killer. He killed 37 young black women and the two-year-old son of one of them around Johannesburg and Pretoria in the course of two years. He is also accused of 40 rapes and a number of lesser crimes. Sithole lured his victims to mine dumps and wastelands with promises of work before raping and strangling them, often with their own clothes.

3.

Alina Lebedyeva,16, of Daugavpils in south-east Latvia, is accused of "endangering the health of a foreign dignitary." She struck Prince Charles with a red carnation during his visit to the Latvian capital, Riga. Her act is believed to be a protest in response to the British role in the war in Afghanistan. Alina is a supporter of the extremist National Bolshevik movement. New members are indoctrinated into the movement's anti-western philosophy through youth clubs and music festivals.

Sylvia Birulina, Alina's headmistress said: "Alina comes from a very healthy, friendly family. And until the seventh grade she was a very modest girl. Then something happened to her character and she got mixed up with the National Bolshevik Movement."

In November last year Alina disappeared for six days. Tracked down by a private detective hired by her mother, she was caught, drunk, scrawling political graffiti on walls.

"She is now very arrogant indeed," said Mrs. Birulina, "And, I think, in love with herself."

The Prince of Wales appealed for clemency for the teenage girl who "attacked" him with the red carnation. He said: "It was an unfortunate but trivial incident, which did not affect me very much. It would be too harsh to send the girl to prison."

4.

Mr Illingsworth, an 83-year-old driver of Birdwell, South Yorkshire, was stopped by the police for driving too slowly. After holding up the traffic on the main road for some time, he turned off into a side-road and slowed down further down to just 1 mph.

Mr Illingsworth, who had never had an accident for 58 years, was booked for "careless driving". He also failed an eye-sight test.

Afterwards he said : "I only drive slowly because today's drivers go too fast. They race about all over the place, causing accidents. I remember the days of the horse and the cart. It was a lot safer on the roads then."

5.

A 12-year-old boy was caught by plain clothes police for dealing in drugs. The boy skipped school to cycle between customers with sweets in one pocket and crack, cocaine, heroin and hundreds of pounds in cash in the other.

Crack, cocaine and heroin are the two most common and most dangerous drugs available.

The boy is believed to have been used by another boy aged 15, who was arrested with him, but not charged through lack of evidence. His mother, a 41-year-old single parent from south London, said she had no suspicions about what her son was doing.

6.

Beryl Rowlands, a 58-year-old bank executive, took advantage of shortcomings in the bank systems to steal £1.7 million over a ten-year period. The offences began when Mrs Rowlands was promoted and lost out on overtime pay. She struggled to pay off a loan from her employers. Mrs. Rowlands, who was on a salary of £55,000 at the time of her arrest, carried out 475 unlawful transactions. She lived in a renovated five-bedroom farmhouse near the village of Blunsdon, Wiltshire. She lavished expensive gifts on her husband, children, grandchildren and friends, and treated herself to Rolex watches and exotic holidays. "It was so simple and easy to do", Mrs Rowlands said," and it became addictive."

She admitted she was a compulsive shopper and felt guilt for her crimes.

No client's money was lost from the bank and Mrs Rowlands offered to help the company to prevent any possible repetition in the future.

7.

John Iverson and Stephen Brookers, two 13-year-old schoolboys from Dartmoor, Kent, were arrested after setting fire to a tramp "for a laugh". The boys had met up after school to go to Dartmoor Park and had taken barbecue firelighters with them. In the park they found George Johnstone, 41 , who was sleeping it off on a park bench after a heavy bout of drinking. They stuffed fire-lighters in his beard, pockets and shoes, and ran away laughing as the tramp began to burn.

Mr Johnstone suffered burns to 40 per cent of his body as he awoke to find himself in flames. He died later in hospital.

The pair, who later bragged about what they had done to another group of children, were traced when a third boy with them, who had taken no part in the attack, went to the police when he heard that Mr Johnstone had died.

8.

The accused is Ted Knowles, a 16-year-old Liverpoolian. He mugged Ethel Hammond, a 74-year-old widow, snatching her handbag while she was waiting at a pedestrian crossing. The old lady was on her way back home from the post-office where she had just paid a few bills. The handbag only contained £15 and a few coins. Mrs. Hammond, who is suffering from a heart condition, is still in hospital, where she is being treated for severe shock.

9.

The accused is police officer Tony Pitt (47). On December 24 he stopped Debbie Turpin (24) for speeding. Since it was Christmas Eve, he was willing to "forget" the incident for £10 and a "kiss".

10.

The accused is Mike Sullivan (27). He kidnapped the five-year-old daughter of Britain's Home Secretary ( Minister of the Interior). The young man asked a £1m ransom to be deposited in a dustbin in St. James's Park. The money was meant to finance the building of an orphanage in Rumania. The kidnapper threatened to kill the child if his claim was not met. He was arrested when he turned up to collect the ransom.

11.

The accused is Radrom Ltd, an important industrial firm, employing 2,000 people nationwide. Five years ago Radrom Ltd illegally dumped barrels containing radioactive waste on a wasteland and covered it with a 2m layer of soil. The barrels were thought to be leak-proof. The site was sold to a building company, who built a housing estate there, unaware of the radioactive waste. Routine tests by local environmentalists showed an unusually high radioactivity level. The barrels were found to be leaking.

12.

The accused is Melanie Davis (49). She set fire to the Dollond & Aitchison office building after she had been sacked. Mrs. Davis had been working as a secretary for Dollond & Aitchison for 27 years. Five people died in the blaze. The firm, which had been in financial trouble for some time, has fired 23 people over the last six months.

13.

The accused is Nick Parker(33). He killed his wife when he found her in bed with his best friend. He strangled her, after knocking her lover unconscious.

14.

The accused is crooner Harry Connick Jr (24), the "new Frank Sinatra". He was arrested for the possession of an unlicensed gun at Kennedy Airport, New York. He was to board a flight to New Orleans, where his father is a district attorney. Connick said the gun was a Christmas present for his sister; he had forgotten it in his bag.

The singer passed the night in a holding cell, signing autographs for police and fellow prisoners. He pleads not guilty to possession of illegal weapons.