



Oxford **basics**

Intercultural Activities

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OXFORD



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UNIVERSITY PRESS

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ALAN MALEY

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Foreword

There is a formidable range of materials published worldwide for teachers of English as a Foreign Language. However, many of these materials, especially those published in English-speaking countries, assume that teachers using them will be working with smallish classes and have abundant resources available to them. Also many, if not most, of these materials make implicit assumptions about the beliefs and values of the teachers and learners.

This situation is ironic in view of the fact that the vast majority of English as a Foreign Language classrooms do not correspond at all to these conditions. Typically, classes are large, resources are limited, and teachers have very few opportunities for training and professional development. Also, the cultural assumptions of teachers and learners in many parts of the world may vary quite significantly from those of material writers and publishers.

This book is particularly relevant to these cultural concerns. Many teachers are uneasily aware that culture plays a key role in learning a language – both the culture of the new language and the culture of the learners. However, they are often at a loss how to set about incorporating intercultural activities in their lessons. Like the other books in the series, this title shows how, with no sophisticated materials or equipment, teachers can introduce culturally relevant content in a way which is both challenging and helpful to learners' language learning progress. A strong point of the activities is that they encourage cultural comparison, rather than the imposition of the target language culture.

Of equal importance is the framework the book offers to teachers who lack training and support. The hope and expectation is that such teachers will begin by following each step of the lesson quite closely but, as their confidence increases, will adapt and add to the techniques presented here, responding to the particular needs and abilities of their learners.

This is an important book: one of the few attempts to address the problems of the silent majority of teachers worldwide who have little or no training, and few resources to work with.

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Introduction

Our experience as teachers has led us to believe that culture is a vital part of language learning and that language and culture are interlinked in many important ways. In this book we offer a series of activities that develop learners' awareness of culture – their own and others – and their ability to describe and discuss the similarities, differences, and areas of interest that they discover.

Culture

Culture in its widest sense refers to everything related to the customs, institutions, and achievements of a country, group, or community. It can be divided into two distinct groups – big 'C' and small 'c' culture. Big 'C' culture – the art, music, and literature of a country or ethnic group may include achievements such as the plays of Shakespeare, the Mona Lisa, the Taj Mahal, and Beethoven's symphonies. Small 'c' culture refers to our 'everyday' culture and includes what we learn at school, our social customs, how men and women's lives differ, what time we get up and go to bed, what we do in our free time, what we eat, and so on. This book will concentrate mainly on small 'c' culture.

Culture and language

When learning a second language, successful communication partly depends on an understanding of the culture that comes with it. An understanding of the customs, opinions, and lifestyles of people in a community, and facts about a country's history, economy, achievements and so on, all form the background to understanding the culture which in turn explains a lot about what, how, and why people communicate in the way they do. It is also a natural part of the communication process that learners develop a curiosity about the culture of the people who use the language they are learning and wish to learn more about it. This book helps them to learn more about the various English-speaking cultures and prepare them for when they experience that culture first hand. We also need to recognize that there are many different English-speaking cultures across the world, many of which do not involve native English speakers.

As learners we also wish to communicate our own culture. We have a lot to say about our daily lives, our country, and its customs. We all live within our own family, community, village, town, and city. These are the places we know and understand best and feel most comfortable in. In many ways it is what we most like to talk about. This book aims to develop our ability to talk about the

many and varied aspects of our own background in a confident and informed way.

By giving equal emphasis to learners' understanding of other cultures and ability to describe their own, we hope to develop a sharing of knowledge and mutual understanding of each other's cultures. Although we generally understand our own culture, this understanding is often unconscious and we have a tendency to assume our own culture is normal or the 'norm'. At the same time we may consider other cultures as 'foreign' or 'funny', or in extreme cases 'inferior'. We can encourage learners to become more aware of others and their cultures and to learn that the spectrum of possible ideas, opinions, lifestyles, and tastes is wider than they thought.

And finally, through this more informed and balanced approach, we can foster a greater respect and tolerance of each other's cultures.

Activities

In this book you will find thirty activities based on culture. There are some features common to all of them. Each activity:

- deals with a specific topic. Each topic was chosen to be meaningful, interesting, and accessible to learners from all cultures, of any age, and of either gender.
- should last between 45 minutes and an hour. The length of the lesson will depend on a variety of factors, for example, the pace the class work at, the class profile – overall level, knowledge of other cultures, willingness to participate in discussion, the timetable and syllabus for the class, etc.
- is designed for use with learners between the elementary and intermediate levels.

All of the activities need only very simple, easily accessible materials which are described in the unit. The pictures to be drawn on the board or posters are easy and quick to draw.

A very important idea is flexibility – the lessons are not 'cast in stone'. We have tried to demonstrate as many techniques and activity types as possible for you to use, practise and incorporate into your teaching. We hope you will see the ideas in the book as a starting point from which to develop your own lessons. Here are some examples: the ideas in the 'The UK' unit can be adapted for any country your class is interested in; you could add more job titles to the list in 'Jobs for men and women'; if you have a class of younger learners you may want to expand the list of famous pets in 'Pets' and focus less on the discussion at the end of the unit; if you

are teaching in a country that is mentioned in the 'Food' unit, you can replace it with details of another country; if you have a class that is knowledgeable about sport you could extend the list of sports events in 'Sport', and so on. The main idea is to concentrate on topics that motivate your class to express themselves.

Approach

The activities in this book should be accessible to most learners. However, you should spend time making sure that they are suitable for the particular class or classes that you are teaching. The following questions may be useful:

- What topics have the class shown an interest in?
- What age group are they?
- What is their level of English?
- What do they know about other cultures?
- What do they know about this particular topic?

If you are not sure of the answer to the first question, you may want to take some time to ask the class what they are interested in or would like to know about or talk about. You also need to think about the activities in relation to the course you are teaching by asking yourself the following questions:

- Does the topic fit the curriculum or syllabus?
- Does it match my more general teaching aims?

The activities in this book may fit into spaces that appear in your schedule, or you may wish them to be part of an integrated syllabus. Having found the answers to these questions, you should choose and adapt the appropriate activities.

Sources of information

Developing a balanced view of culture is, on one side, a case of being aware of one's own culture and being able to describe it. Learners should learn to be an objective source of information about their own culture, to imagine how it appears to people outside that culture and what those people may find interesting, unusual, or even bizarre! On the other side, learners need access to other cultures through various sources.

The best source of information is direct communication with people from other cultures – discovering and sharing ideas, finding points of similarity and also difference, and developing a mutual respect and understanding. It is also useful for learners to have access to other sources: libraries, television, newspapers, magazines,

the Internet, and, of course, this book. You should encourage your class to take an active approach to finding out about other cultures by using whichever of these sources is available and to develop their knowledge of other cultures using their own initiative. Before you start an activity, think of suggestions for sources regarding the activity topic and how the learners can access them. If these sources are above your learners' level, you may want to help them access the information by simplifying it, going through the information with them, and highlighting and explaining key points.

The activities encourage the learners to relate ideas, compare and contrast facts, give their opinions, and discuss their feelings about a topic. You may wish to give them some language input and practice to help them express themselves in these areas.

The activities also give the learners an opportunity to present the information they have found, their ideas, and opinions. Encourage them to give mini-presentations individually or in small groups to the rest of the class.

Conclusion

This book offers the following:

- topics of general interest that we have found useful in our own teaching
- a range of teaching techniques and ideas which you can use and adapt to teach your classes
- an approach which requires your class to be active in their approach to their studies
- a source of knowledge regarding a variety of English speaking cultures.

We hope you enjoy using it.

1 Greetings and introductions

LANGUAGE	Nice to meet you; Pleased to meet you. How are you? – I'm fine, thanks, and you?
CULTURE FOCUS	Different ways of greeting people using body language (non-verbal greetings) and expressions
ACTIVITIES	Group activity, pair work
MATERIALS	Board
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Slips of paper with a type of greeting
LEVEL	Elementary to lower intermediate

- 1 Hand out one slip of paper to each group of three or four learners. Do not use any non-verbal greetings that you think may be too embarrassing for your class. Explain *nod*, *bow*, *hug*, and *slap* if necessary.

TYPES OF GREETINGS

<i>nod</i> (Scandinavia)	<i>bow</i> (Japan)
<i>kiss on side of the face</i> (Turkey)	<i>hug</i> (Russia)
<i>shake hands</i> (USA)	<i>slap on the shoulder</i>
<i>hands together and bow</i> (Thailand)	(north Canada)

Explain to the class that these are traditional forms of greeting and the country they come from is in brackets.

- 2 Go round and check each group understands how to perform their greeting. Write this exchange on the board. Demonstrate it with a group.

GROUP *Welcome to Turkey.* [greeting]
TEACHER *Thank you.* [greeting]

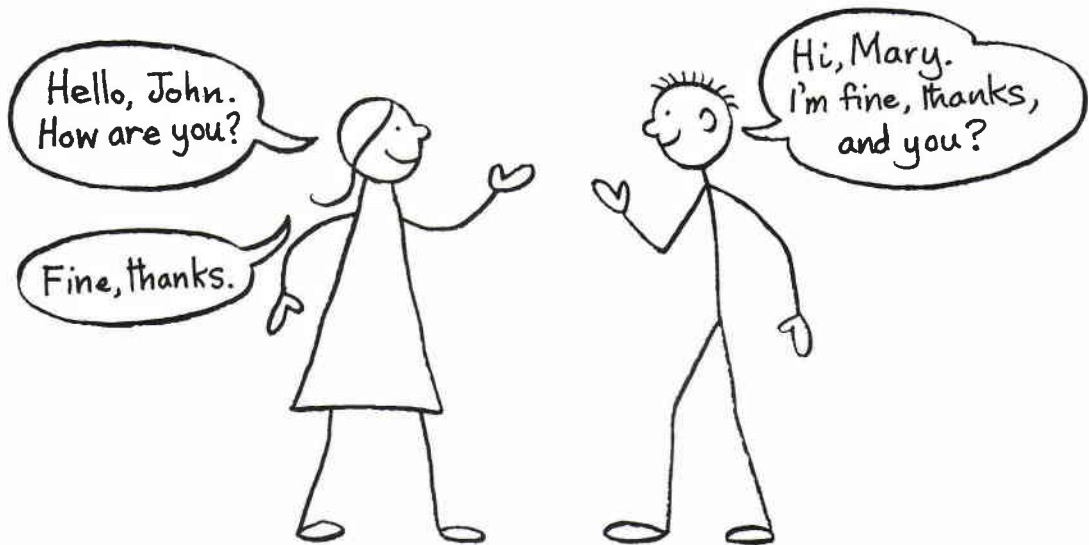
Position the groups around the classroom. Tell the class to mingle and visit each other's groups. At least two people should remain to welcome visitors. Let each person from every group visit three or four other groups.

- 3 Ask the class if they can remember the countries and greetings. List the types of greeting and places/people on the board. Discuss what kinds of greetings the learners usually use. Ask which greeting was the most/least comfortable for them and why, for example, *I don't like hugging because in my country we don't usually touch when we greet.*
- 4 Write this on the board:

A *Nice to meet you. I'm* (first name, family name).
B *Pleased to meet you. My name's* (first name, family name).

Introduce yourself to a few people in the class using this short exchange. Shake hands at the same time. Then ask a few pairs to practise in front of the class. Explain that this is a polite way to introduce yourself to someone in an English-speaking country. Now ask the whole class to move around the classroom introducing themselves using the expressions and shaking hands. Stop the activity when everyone has introduced themselves.

- 5 Draw these figures and bubbles on the board.



- 6 Ask the class if the people in the picture are strangers or friends and ask them to explain their answer. (Answer: they are friends because they use first names.)
- 7 Practise the exchange with a learner in front of the class. Then ask a pair to practise in front of the class, then another pair. When they are ready ask the class to walk around and greet each other (not shaking hands this time).
- 8 Rub out the names *John* and *Mary* from the bubble and write *Peter Ryan* and *Bob Ellis* under A and B. Explain that A is much younger than B. Ask the class what you should write in the bubbles (A – *Mr Ellis*; B – *Peter*). Explain that it is more polite to say 'thank you' than 'thanks' and change A's second bubble. The class practise as in stage 6. For further practice, change B to *Jane Ellis* and go through the same stages. This time the learners should use Ms instead of Mr.

Follow-up activity

The class can write or act out a short conversation between two people meeting for the first time.

2 Everyday customs and habits

LANGUAGE	Present simple for habits, things that are generally true
CULTURE FOCUS	Typical national customs and everyday habits
ACTIVITIES	Quiz, discussion
MATERIALS	Board
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Make a list of daily habits or make sure the list provided in stage 3 is suitable
LEVEL	Lower intermediate to intermediate

- 1 Make sure all the learners have a clean piece of paper. Draw the following on the board:

<i>My country</i>	<i>Other countries</i>
1	
2	
3	
...	

- 2 Tell the class you are going to read out some sentences about daily habits. Tell the class to write *True*, *False*, or *Maybe* under **My country**, and write the name of a country they think it might be true about under **Other countries**. Do an example with the class:

'People take their shoes off when they enter their home.'
False *Japan, Korea*

- 3 Read the other sentences and give the learners time to think about their answers and to ask questions if they wish.

- 1 *People invite guests to lie down and rest when they arrive at your house.*
- 2 *People say nothing before beginning a meal.*
- 3 *Children wear a uniform to go to school.*
- 4 *People put up a Christmas tree on 24th December, not before.*
- 5 *Women give flowers to their husband or son on their birthday.*
- 6 *People eat boiled eggs only with a plastic spoon, not a metal one.*
- 7 *People say 'Goodbye' when they get out of a lift.*
- 8 *People have soup at lunchtime.*

(Answers: 1 Sudan; 2 many countries including the UK; 3 many countries including the UK, Turkey, Japan, Sudan; 4 the Czech Republic, Slovakia; 5 Slovakia; 6 former GDR; 7 Slovakia, the Czech Republic, Hungary; 8 Central Europe.)

- 4 When you have read all the sentences, read through again one by one from the beginning and ask individuals to answer. Write the answers on the board.

TEACHER *People say something before they eat a meal. What do you think, (learner's name)?*

LEARNER *They don't say anything here. I think they do in France.*

- 5 Put the class into small groups of three or four. Make sure they have a clean sheet of paper. Tell them to make a new list of daily habits about their country and/or other countries, five of them true and five of them false, for example:

*In Korea people say 'I'm home.' when they enter their home.
Here people give lift operators a tip when they get out of a lift.*

Go round the class checking and helping if necessary.

- 6 When all the groups are ready, mix the groups so that everyone is working with at least one person from another group. Tell the new groups that people should read out their sentences while the others answer *True, False, or Maybe*. While they do this, go round and check and make a note of the most interesting questions. Make sure that everyone has had a chance to ask and answer some questions.
- 7 When all the groups have finished, put five of the most interesting questions on the board and discuss the questions with the class, for example:

In the USA young people need to show an identity card to prove their age when they order an alcoholic drink. Do you think this is a good idea? Is it a good idea for this country?

Follow-up activity

The class can write a short description of some important customs and habits in their country.

3 Names and families

LANGUAGE	English first and family names - Family relationships: have got ...; is/isn't married; ... name is ...; ... is called ...
CULTURE FOCUS	First and family names in Britain and other countries, families
ACTIVITIES	Pair work, brainstorming, listening
MATERIALS	A family tree on a poster or the board
TIME GUIDE	45 minutes – 1 hour
PREPARATION	None
LEVEL	Lower intermediate to intermediate

- 1** Ask the class if they know the origin of their family names and what they are in English. Write some examples on the board. Put the following British family names on the board and ask the class to match the name with the meaning:

<i>Newman</i>	<i>someone who sails or rows a boat</i>
<i>Smith</i>	<i>this name comes from the first name, John</i>
<i>Waterman</i>	<i>a servant</i>
<i>Sergeant</i>	<i>the person who guards a gate or door</i>
<i>Porter</i>	<i>a metal worker</i>
<i>Jones</i>	<i>a person who has recently arrived</i>

(Answers: Newman – a person who has recently arrived, Smith – a metal worker, Waterman – someone who sails or rows a boat, Sergeant – a servant, Porter – the person who guards a gate or door, Jones – this name comes from the first name, John)

- 2** Clear the board and write down these two names:

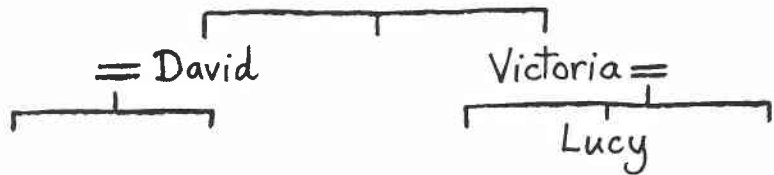
Anthony *Tony*

Ask the class how the name on the right is different and why. (Answer: it has been shortened and changed slightly. This is a common feature of English names when we address friends or members of the family.) Write down the names in columns 1 and 3 below and ask the class to discuss in pairs what they think the short forms are and write them in the right-hand columns. Go through the answers with the class when all the pairs have finished.

1	2	3	4
<i>Robert</i>	<i>Bob</i>	<i>Victoria</i>	<i>Vicky</i>
<i>Daniel</i>	<i>Dan</i>	<i>Thomas</i>	<i>Tom</i>
<i>Andrew</i>	<i>Andy</i>	<i>Catherine</i>	<i>Katy</i>
<i>Joseph</i>	<i>Jo</i>	<i>Susan</i>	<i>Sue</i>

Discuss any similar custom, if there is one, in the class's culture. Other examples are Japan – *Hanako* becomes *Hana-chan*, Russia – *Andrei* becomes *Andrushka*, Turkey – *Fatima* becomes *Fatos*, Italy – *Guiseppe* becomes *Beppe*.

- 3 Draw the family tree below on the board or put up the poster. Ask the class to copy it. Explain that you are Lucy, a member of the family, and point to your name on the tree. Explain that lines going across are for family members of the same generation (brothers, sisters, etc.), lines above are the previous generation (mothers, fathers, etc.) and lines below are the following generation (sons, daughters, etc.). The sign = means married.



Read out the text and ask the class to fill in the names on the tree. Read it two or three times if necessary.

My name's Lucy. I've got a brother and a sister. Catherine – we call her Katie – is the youngest. Robert – that's my brother, Bob – is older than me. My mum's name is Victoria and my Dad is called Andrew. He hasn't got any brothers or sisters but my mum has two brothers, Thomas and David. Tom – that's what we usually call Thomas – isn't married but David is. His wife is called Lucy – just like me – and they've got two children. They're my cousins. Their names are Harry and Hannah.

When the class have finished ask individual learners to come up to the board and write in a name and explain who it is, writing a sentence on the board, for example:

<i>Victoria</i>	<i>Lucy's mum is called Victoria.</i>
<i>Thomas/Tom</i>	<i>Victoria has a brother called Thomas or 'Tom'.</i>
<i>Lucy</i>	<i>David is married. His wife is called Lucy.</i>

- 4 Ask the class to draw their own family tree with all the names and then make a copy with just their name. Put them in pairs. Tell them to give the copy to their partner and describe their family tree using the expressions above. As the class are working walk around checking and helping where necessary.

Follow-up activity

Tell the class to write a description of their family tree and add a few details about each person.

4 Flags

LANGUAGE	Names of countries, colours, positions (top, middle, etc.)
CULTURE FOCUS	Flags from around the world
ACTIVITIES	Matching, dictation
MATERIALS	Country name cards Examples of some flags (as large as possible)
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Prepare the cards and a list of flags from various countries Research the origin of the flags' designs Prepare flags (the same as on the list)
LEVEL	Lower intermediate to intermediate

- 1 Choose names of countries that you want to make flags for later in the lesson. Put the class in pairs and hand out a set of cards so that each learner has half a matching set. Tell them they are going to play 'Snap'. Each player puts their cards face down and turns one card over each at the same time. If they are a pair, the first person to say 'Snap' wins the pair. If they are not a pair, they go into a pile, and the players turn again. The winner is the player with the most cards.

Bul	garia	Eng	land	Ger	many	Tur	key	Bra	zil	Hun
Argen	tina	Den	mark	Aus	tralia	Ken	ya	Viet	nam	gary

- 2 When all the pairs have been found, ask individuals to read out the names of the countries and write them on the board. Check that the class can pronounce the names correctly.
- 3 Hold up an example of a flag and ask the class if they know why it is designed like it is, for example, the red circle in the middle of the Japanese flag is a symbol of the rising sun. Put up some more examples on the board and ask the class to work in pairs and discuss the possible reasons for the design.
- 4 Tell the class they are going to draw a flag and have to guess which country it is from. Dictate these instructions:

Draw a large rectangle. Now draw a line from the top left hand corner to the bottom right hand corner. Draw another line from the top right hand corner to the bottom left corner. Now draw two more lines, one from the top to the bottom of the rectangle in the middle, and the

other one from the left to the right, also in the middle. All the lines cross in the middle of the flag. They are all red. The rest of the rectangle is blue. There is a little bit of white on each side of the red lines.

Read the instructions again if necessary. Give the class time between readings to discuss and draw. The class can make guesses about which country it is at the end of the activity. (Answer: the United Kingdom or 'UK'. The flag is made up of three flags: England – a red cross on a white background; Scotland – a white diagonal cross on a blue background; Ireland – a red cross on a white background. It is called the Union Jack.)

- 5 Give each person a flag (from a country you chose for stage 1) and tell them to prepare a description on their own. Give them five minutes. When they are ready, put them in pairs and explain that one person should read their description while the other person draws. They should then try to guess the country. For further practice and fun, learners can come to the front of the class and read their descriptions. The rest of the class can try to guess the country.

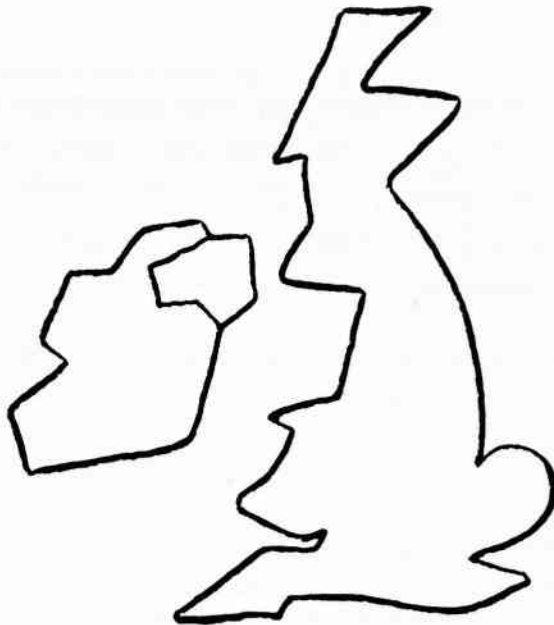
Follow-up activity

The class can write a description of another flag, or write a short description of the country represented by the flag they were given in the lesson.

5 The UK

LANGUAGE	Where's ...? It's in ... The highest, longest, biggest etc.
CULTURE FOCUS	Names and locations of famous places in the UK (note that this lesson outline can be adapted for any country)
ACTIVITIES	Guessing game, matching
MATERIALS	Map of the UK (optional) Large pieces of paper for each group of 3 or 4 learners
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Find a map of the UK or check the locations of major UK cities and famous places Prepare a poster with a description of ten places in the UK
LEVEL	Elementary to lower intermediate

- 1 Hand out the large pieces of paper – two pieces to every group of three or four learners. Draw the outline of the UK on the board and ask the groups to copy it onto their sheets.



- 2 Ask the groups to draw in where they think the major cities and other famous places are. Put up the UK map, if you have one, and invite groups to come up and look at it and memorise the locations. They then go back to their outline maps and check the places they marked in. If you do not have a map, go round the groups assisting and showing them where places are.

- 3** When all the groups have finished, members of each group should visit other groups and ask about or guess the places marked, for example:

A	B	A	B
<i>Is this London?</i>	<i>Yes, that's right.</i>	<i>Where's Birmingham?</i>	<i>Is it here? No, it's here.</i>
<i>What's this?</i>	<i>That's the River Thames.</i>		

- 4** On the board write the names of the ten places in Britain that are described on the poster. Put the poster up next to the board.

Board

1 Hyde Park	5 Liverpool	9 Ben Nevis
2 Edinburgh	6 Glasgow	10 Loch Ness
3 Hastings	7 Stonehenge	
4 Stratford-upon-Avon	8 Dover	

Poster

- a the capital of Scotland
- b Shakespeare was born here
- c a lake with a well-known monster
- d the biggest park in central London
- e the highest mountain in the UK
- f a place with 5000-year old stone circles
- g the biggest city in Scotland
- h the Beatles came from here
- i a port with famous white cliffs
- j William the Conqueror won a famous battle here in 1066

(Answers: 1d, 2a, 3j, 4b, 5h, 6g, 7f, 8i, 9e, 10c)

- 5** Tell the groups to try to match the place with the description. When they have finished matching, they should mark the places in their outline. When all the groups have finished, go round the groups in turn, checking their answers, for example:

LEARNER (pointing to the group map) *This is Edinburgh, the capital of Scotland.*

- 6** Tell the groups to draw an outline of their country. When they have finished ask them to write ten descriptions of well-known places and mark them on their outline (without the name). When all the groups have finished they then visit each other. The groups give the visitor a name and ask what it is famous for and where it is.

Follow-up activity

The class can write or talk about a favourite place they have visited in their country or a foreign country.

6 Stamps

LANGUAGE	Describing pictures Both X and Y are ...
CULTURE FOCUS	Stamps from around the world
ACTIVITIES	Categorizing, matching (Pelmanism), describing and matching
MATERIALS	Postage stamps, as many different kinds as possible A sketch map of the world Slips of paper
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Collect stamps from a variety of countries Ask the class to collect some stamps Write short descriptions of some of the stamps on the slips of paper
LEVEL	Lower intermediate

- 1 Hand out the stamps at random to groups of three or four learners. If possible, each group should have ten stamps or more. Ask them to look at the stamps and discuss what is on the stamp – a famous person, a place, something from nature, for example, a bird or flower, something cultural, for example, a national costume, etc. They should put the stamps into groups based on these categories.
- 2 Ask each group to report back to the rest of the class on what they found, for example:
We found three stamps with pictures of animals, two with pictures of famous people, and five with pictures of famous places.
- 3 Draw a sketch map of the world on the board (or put up a poster). Ask the groups to check which countries their stamps are from, come up to the board, and write the name of the country in the appropriate place on the map. Note that names of countries on stamps are often in their original language, for example:
Helvetia – Switzerland, Sverige – Sweden, Polska – Poland, España – Spain, Nippon – Japan, Österreich – Austria, etc.
- 4 When all the countries have been marked on the map, tell the class to get into groups of six. Reshuffle the stamps so that each group has a new set of about the same number. Tell the groups to turn all their stamps upside down on one desk. Explain that this is a game and the winner is the person with the most stamps. When they are ready they should take it in turns to turn over two stamps at a time. If they match in any way, that is, they come from the same country, they both have pictures of famous people, etc. they should make a sentence, for example, *Both these stamps come from Brazil.*

and keep the pair. If the stamps don't match they turn them over again. The game is over when there are no more matching stamps.

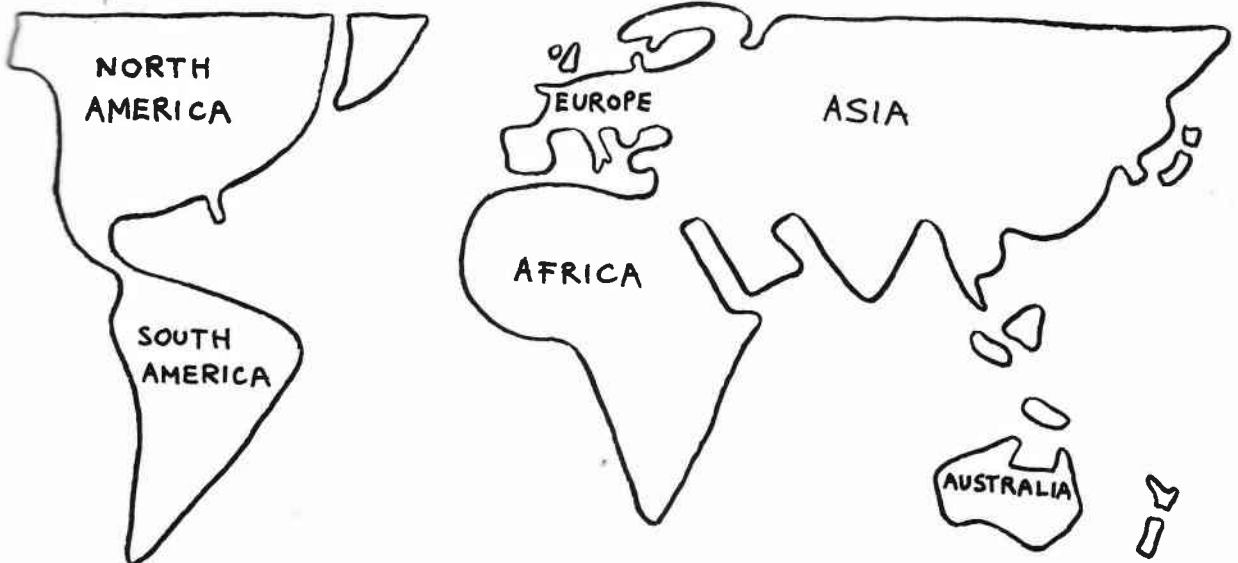
- 5 Hand out the slips of paper with descriptions on – one for each person in the class, for example, *This stamp is yellow. On it you can see the British queen's head and a picture of Father Christmas. He has got a big white beard. He is holding something blue.*

Ask the class to read their descriptions and check any words they don't know. Hand out a stamp to each member of the class. It should be different from the description but have a pair. The class should then walk around the room reading their descriptions. When they find a match, the person with the description should take the stamp and sit down. The last two people to sit down are the losers.

- 6 Put the class into groups of three or four. Tell them they are going to design a new stamp for their country and the best design will be put on the board. First, the groups should choose a category and decide on something original. Then they should draw a sketch in colour. When all the groups have finished they should come up to the front of the class and present their design.

Follow-up activity

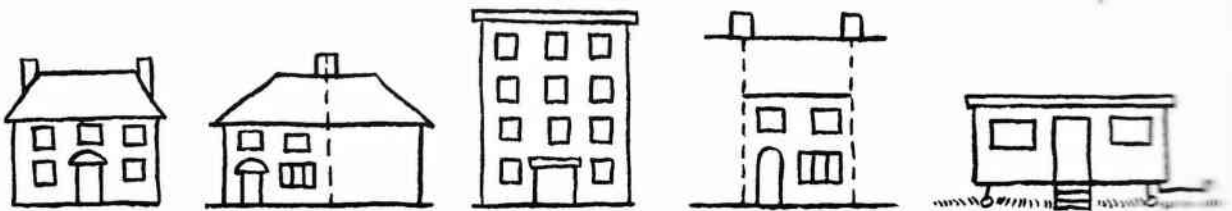
The learners can design their own individual stamps or write a description of a stamp they didn't describe in class.



7 Houses and homes

LANGUAGE	Types of housing, names of rooms More/most
CULTURE FOCUS	Housing in a variety of countries
ACTIVITIES	Discussing, listening
MATERIALS	Board
TIME GUIDE	45 minutes – 1 hour
PREPARATION	None
LEVEL	Lower intermediate to intermediate

- 1 Draw the illustrations below on the board and ask the class to name as many types of housing as they can. Write up their ideas next to the illustrations.



Guide the class to other words on the list below with questions, for example, *What kind of places do students live in? How many rooms are there? (Answer: one.) What do we call this type of accommodation? (Answer: bedsit.)* You may need to explain *improvised home* (a place to live using immediately available materials, for example, cardboard boxes, sheets of canvas or tin).

<i>detached house</i>	<i>bedsit</i>	<i>single-owner apartment</i>
<i>shared house</i>	<i>improvised home</i>	<i>shared apartment</i>
<i>trailer</i>	<i>attached house</i>	<i>other (dormitory, nursing home, etc.)</i>

Ask the class to think which types of housing are most common in their country and other countries, and which are rented or owned, expensive, cheap, or free.

- 2 Tell the class to write as you dictate the following information about housing in the UK, Australia, and Canada. When they have completed the sentences read out the statements and ask the class to tell you which are True or False.

UK

82% of British people live in houses, 16% in apartments, and 2% in bedsits and other types of accommodation.

Australia

79% of Australians live in detached houses, 12% in apartments, and 9% in semi-detached, row, or terraced houses.

Canada

56% of Canadians live in detached houses, 10% live in attached houses, 31% live in apartments, and 3% live in other types.

Statements

- a More people in Canada live in apartments than in Australia.
- b Most UK residents live in flats.
- c More Australians live in attached houses than Canadians.
- d More UK residents live in houses than Canadians or Australians.

(Answers: a – True; b – False; c – False; d – False)

3 Write down these countries' names on the board:

The USA England New Zealand

Read out these three descriptions of places to live in and ask the class to guess which country they are in.

- 1 *This house has 2,500 square metres of land with beautiful views of the countryside. It has an open plan living area and two bedrooms, a verandah, and a double garage. It was built in 1997. It is in a historical, riverside town. It costs \$50,000.*
- 2 *This is a loft apartment. It has a very large living room/dining room, three bedrooms and three bathrooms. The total area of the apartment is 150 metres, and it has seventeen large windows that look over the city. It costs \$5.5million.*
- 3 *This is a small house in a terrace with an entrance hall, sitting room, dining room, kitchen, bathroom, and two double bedrooms. It is about 100 years old and has a rear garden. It is about ten minutes' walk from the centre of town. It costs \$240,000.*

(Answers: 1 – New Zealand; 2 – The USA; 3 – England)

An alternative for this activity is to name the countries and ask the class to guess the price of the houses.

4 Ask the class which country and what type of place they would like to live in most and what sort of features it would have.**Follow-up activity**

The class can write out the descriptions of their ideal dwelling.

8 Jobs for men and women

LANGUAGE	Job names Numbers
CULTURE FOCUS	How we think and talk about men and women and jobs
ACTIVITIES	Discussion, matching, comparing
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	None
LEVEL	Intermediate

- 1** Write the words below on the board and ask the class to copy them down. Ask the class to find the odd one out (Answer: model – all the other words refer to a man or woman). Ask them to think of words which refer to the same jobs as the list but do not refer to a man or woman.

*a fireman
a model
a stewardess
a waiter
a policeman
a fisherman
a chairman*

(Answers: a firefighter, – , a cabin attendant, a server, a police officer, – , a chair person).

When all the class have finished go through the answers and discuss why the words on the first list cause problems when they are used these days.

- 2** Write these words on the board and ask the class to put them into one of three job groups: jobs for men, women, both men and women.

*nurse detective chef doctor model
lorry driver secretary body builder*

When the pairs have finished, discuss the list with the class. Ask the pairs why they chose the group they did.

- 3** Write these sentences on the board and ask the class to discuss the situation in their country in pairs or small groups.

Do men and women do the same kind of jobs?

Are there any jobs women/men shouldn't do?

Are there any jobs women/men can't do?

Do men and women get the same level of pay?

Are job advertisements divided into men's and women's sections?

Do women usually work full time/part time, work from home, do the housework?

When they have finished ask each pair or group to explain one of their answers.

- 4** Hand out the information slips below, one to a pair and ask them to talk about the information on the slip. When they are ready they should mix with pairs who have other slips and share their information and opinions. When most of the class have shared their information ask the class to discuss the main points that were raised.

INFORMATION SLIPS

The average yearly income in the USA for men is \$36,000 and for women \$26,000.

Women earn less than men in 99% of all occupations.

The percentage of women politicians in Nordic countries is 38.8% , in the Americas 15.3%, in Asia 14.9%, and Europe 14.1%.

The percentage of women in senior company positions rose from 17.6% in 1972 to 43.8% in 1996.

From 1983 to 1996, the percentage of women in police forces in the USA rose from 9.4% to 17.2%.

In 1972, there were 402,205 women business owners in the USA. By 1996, that number had jumped to 7,950,000.

Three out of four women over sixteen are now employed.

Ask the class how equal men and women are in their country and in the world generally.

Follow-up activity

- The class can describe their opinions about how men and women are treated in their country.

9 Pets

LANGUAGE	Names of animals Giving opinions
CULTURE FOCUS	Pets in different countries
ACTIVITIES	Multiple-choice quiz, discussion
MATERIALS	Pictures of famous pets (optional) Slips of paper for stage 3
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Find pictures of famous pets (optional) Think of other famous pets Write the sentences from stage 3 onto separate pieces of paper
LEVEL	Lower intermediate

- 1 Ask the class to think of some famous pets from books, television, film, or real life and make a list on the board. They can be from the country you are in or another country. Ask them if they know the following, if they haven't been mentioned already, and explain who they are. Show the pictures of the pets (optional).

<i>Pikachu</i>	<i>mouse-like creatures, from the 'Pokemon' cartoon</i>
<i>Winnie the Pooh</i>	<i>a bear who loved honey and had lots of adventures, from a children's book, 'Winnie the Pooh'</i>
<i>Tom and Jerry</i>	<i>a cat and mouse who are always fighting, from the cartoon, 'Tom and Jerry'</i>
<i>Babe</i>	<i>a cute pig who behaves like a sheepdog, from the film, 'Babe'</i>

- 2 Explain to the class that they are going to do a quiz. Put the class into pairs or groups of three and tell them to listen to the question, talk about it briefly, then put up their hands to answer. The first team that answers correctly is given a point. Put the scores on the board after each question. Read the questions slowly and clearly.

a *How many families in the USA own a cat?*

315,000

3.15 million

31.5 million

b *How many different breeds/types of dog in the world are there?*

100 400 1000

- c *What was the first animal to go into space?*
a monkey
a dog
a mouse
- d *What is the largest number of puppies born at one time?*
10
23
41
- e *What proportion of British families have pets?*
a quarter
a half
three quarters
- f *How much money (in dollars) is spent on pets in the USA every year?*
20 thousand
20 million
20 billion

(Answers: a – 31.5million; b – 400; c – a dog (called Laika from Russia); d – 23 (a British dog in 1987); e – a half; f – 20 billion dollars)

- 3** Put the class into groups of four or five and give each learner a slip of paper so that there are about 50/50 'For' and 'Against' pets in each group.

Pets are good companions for older people.

Pets make a mess on the street.

Pets are fun for children to play with.

Pets can be dangerous and kill people.

The money spent on pets should go to children who are starving.

Dogs are useful because they stop robbers and burglars.

Pet food is a waste of meat from fish and other animals.

Cats are good at killing mice, rats, and other dirty animals.

People in some countries cannot afford pets.

To check everyone understands their sentence ask the 'For' learners to raise their hands and then the 'Against'. Explain that they are going to discuss the good and bad points about pets and each person has to argue 'For' or 'Against'. Go round and monitor as the groups are discussing. When they have finished ask the class to vote 'For' or 'Against' pets.

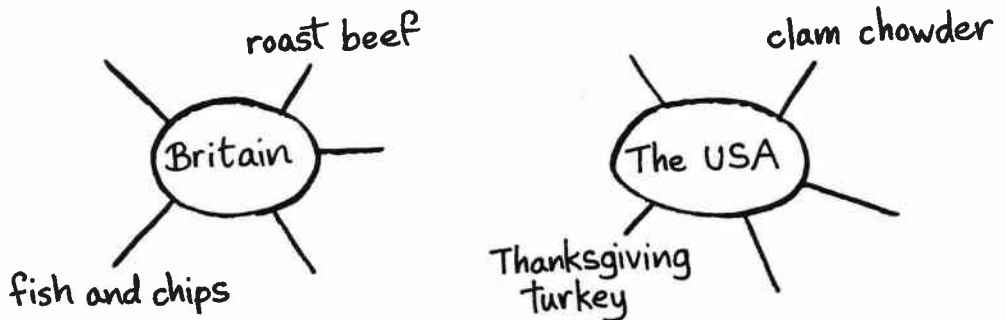
Follow-up activity

The class can write down their reasons for supporting or being against pets.

10 Food

LANGUAGE	Words and phrases connected with food
CULTURE FOCUS	Food from different countries
ACTIVITIES	Drawing word spiders, sentence building, Venn diagrams, discussion
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Check the meaning of foreign food words, think of examples of foreign breakfast and lunch food
LEVEL	Elementary to lower intermediate

- 1 Draw these word spiders on the board and ask the class to add to them. Tell them to make some more spiders for other countries. When they have finished ask members of the class to come up and draw their spiders on the board.



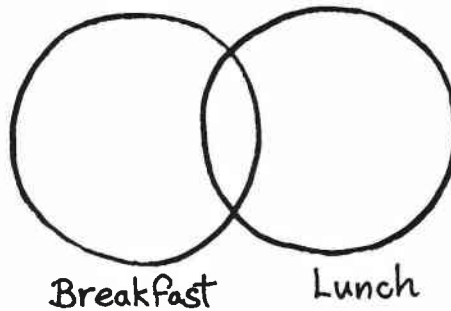
- 2 Write the list below on the board without the numbers. Explain that this is a list of different world foods. Tell the class to work in pairs and number the items. Do an example with the class.

1 pizza	Russia 9	pieces of fish on rice 7
2 goulash	Japan 7	barbecued mince meat 3
3 shish kebab	Turkey 3	spices with cream and meat or vegetables 4
4 korma curry	India 4	steamed semolina with spicy meat 5
5 couscous	Malaysia 8	stew flavoured with paprika 2
6 dimsum	Italy 1	baked dough with tomato and cheese topping 1
7 sushi	Hungary 2	steamed dumplings 6
8 nasi goreng	North Africa 5	fried rice dish with egg 8
9 borscht	China 6	soup made with beetroot 9

When all the pairs have finished ask them to make sentences about each dish using this pattern:

Pizza comes from Italy and is baked dough with tomato and cheese.

- 3 Draw two large circles on the board and label them **Breakfast** and **Lunch**. Ask the class to write down what they eat for these two meals and what other nationalities eat, for example, for breakfast the French eat croissants (moon-shaped pastries) and drink coffee.



When everyone has finished write the class's ideas in the two circles. Explain that in the USA and Britain people eat something called 'brunch'. Ask the class to guess what they think this is, (Answer: the first two letters of 'breakfast' and the last three letters of 'lunch') and explain that it is eaten between breakfast and lunch usually at the weekend and can be a combination of different types of breakfast and lunch food. Write the names of food below on the board and ask the class to work in pairs crossing out the food that they wouldn't want to eat for brunch. You may need to explain some words first.

toast	corn flakes	ham
bagels	pancake	curry
cabbage soup	sushi	omelettes
roast lamb	couscous	fruit
yoghurt	muesli	tacos
porridge	kebab	ice cream

- 4 Go through the words with the class and cross out the food they wouldn't eat. Ask them when they would eat these foods or what they might eat instead.

Follow-up activity

The class can write a description of their favourite meal.

11 Drink

LANGUAGE	Words and phrases to do with drink
CULTURE FOCUS	Types of drink and the effects of drink on health and society
ACTIVITIES	Quiz, discussion
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Research the effects of drink on health, see stage 2
LEVEL	Intermediate

- 1 Put the class into groups of three or four and tell them they are going to do a quiz. Explain that you are going to read out the questions and they should discuss the answer briefly. Then one member of the team answers by putting up their hand. Each team gets a point for a correct answer.

Quiz Questions

- 1 *In which countries is alcohol not allowed?*
- 2 *Which drink company supports the USA Republican Party?*
- 3 *Name six soft drinks.*
- 4 *No countries have a shortage of fresh water – True or False?*
- 5 *In which countries is wine produced?*
- 6 *Where is whisky produced?*
- 7 *Which is the odd one out – cow, chicken, goat?*
- 8 *Which countries produce tea?*
- 9 *Coffee is made in Britain – True or False.*
- 10 *Sake comes from China? Korea? Japan?*

(Answers: 1 Strict Islamic countries such as Saudi Arabia; 2 Coca Cola; 3 Various possible answers; 4 False – many countries have a shortage of fresh water, especially in Africa; 5 Many countries including France, Italy, Spain, the USA, Australia, Chile, New Zealand, Germany; 6 Scotland, Ireland, the USA, Japan; 7 chicken, it doesn't produce milk; 8 Many countries including China, Sri Lanka, India, Kenya, Japan; 9 False (in the sense of 'produced'); 10 Japan (it is a kind of rice wine))

- 2 Ask the class to think of as many kinds of drink as they can and write them on the board, including the words below. Ask the class to discuss the list in pairs and order them according to how much they drink every week:

tap water
bottled water
tea

coffee
canned drinks
other soft drinks
fruit juice
beer
wine
spirits
other alcoholic drinks
milk
other kinds of drink

Ask a few pairs to read out their list to the class. Tell the pairs to look at their list again and write down which drinks are good for their health, bad for their health, or do not have an effect. Put three columns up on the board:

Good Bad No effect

Give the pairs five minutes to discuss their answers and then discuss them as a class. Discuss what kinds of effects the drinks have on their health and put up another list in order of healthiest to least healthy. Discuss with the class how they might improve their drinking habits.

- 3** Write these two sentences on the board and ask the class to talk in small groups about the effects of drinking, using the two categories listed.

During 1997 in Great Britain there were 16,800 casualties in traffic accidents involving illegal alcohol levels, 5% of all traffic accident casualties.

Over a quarter (27%) of pupils aged 11–15 drank alcohol once a week or more in 1996, in England, compared to a fifth (20%) in 1988.

The effects of drinking alcohol:

In general – (relief from stress, helps people to socialize, causes health problems, etc.)

In your country –

Ask the groups to make notes on the main points that they discuss. When all the groups are ready get the them to present their points and ask questions about other groups' ideas.

Follow-up activity

The class can write a report on what friends or members of their family drink.

12 School life

LANGUAGE	School subjects Time
CULTURE FOCUS	School subjects, a typical school day
ACTIVITIES	Gap fill dictation, quiz competition
MATERIALS	Blank pieces of paper
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Write a gapped description of a typical day on the board Pre-teach times and periods if necessary
LEVEL	Lower intermediate

- 1 Ask the class to name the subjects they learn at school and put a list on the board. Then ask them which of the subjects they think are studied at an English school. Then read out the list below and tell the learners to put their hand up if they hear a new subject. Write the new subjects on the board. Explain any subjects the class don't know.

Subjects studied in England

English

Mathematics

Science

Design and technology

History

Geography

Modern foreign languages

Art and design

Music

Physical education

Citizenship

Information and communication technology

- 2 Tell the class they are going to listen to an account of a typical day at an English school. Tell the class to write down the sentences from the board then listen to your dictation and fill in the gaps. Read the text twice if necessary.

Board

The morning starts at ____ when there is Assembly. There are ____ periods each day. Each period lasts ____ minutes. There is a ____-minute break at ____ and lunch from ____ to ____ . Lessons finish at ____ . After lessons students can do sports hobbies.

Dictation

The morning starts at nine o'clock when there is Assembly. There are ten periods each day. Each period lasts 35 minutes. There is a 15-minute break at 11.00 and lunch from 12.25 to 1.00. Lessons finish at 3.20. After lessons students can do sports or hobbies.

When you have finished ask individual learners to read back the dictation a sentence at a time while you write the times in the gaps on the board.

- 3** Put the class in pairs and tell them to make a list of the differences between their typical day and the English one. When they have finished discuss the differences with the class. Get the class to reconstruct the dictation to describe their typical school day.
- 4** Put the class into teams of three or four and give each group a name. Tell each team to prepare a sheet of paper with numbers 1, 2, 3, ...10 on the left. Explain that they are going to answer ten quiz questions about English schools. They should discuss their answers and write them on the paper. Then read the following questions twice each:
 - 1 *Do all English school children wear uniforms – Yes or No?*
 - 2 *In which month do most students take their exams – June or September?*
 - 3 *At what age do most children leave school – 16 or 18?*
 - 4 *When does the school year start – April or September?*
 - 5 *All schools in England are free – True or False?*
 - 6 *All children must go to school – True or False?*
 - 7 *At what age do children start school – 5 or 8?*
 - 8 *Some students live in their school – True or False?*
 - 9 *All students have to study a foreign language – True or False?*
 - 10 *Long hair, earrings, and make-up are not allowed in English schools – True or False?*

(Answers: 1 – no; 2 – June; 3 – 16 years old; 4 – September; 5 – false, public schools are not free; 6 – false, children can be educated at home; 7 – five years old; 8 – true, in boarding schools; 9 – true, from 11–14 years old; 10 – false, they are not allowed in some schools, not all.)

Give the teams time to discuss their answers. Write the team names on the board. Now read each question and let each group answer. Give one mark to each team for each correct answer. The team with the most points is the winner. As a class discuss the differences between your country and England.

.....
Follow-up activity

The class should write some rules that they have at school.

13 Clothes

LANGUAGE	Wear, is wearing Names of clothes and national costumes Is made from/of/into
CULTURE FOCUS	Typical items of national dress from different countries
ACTIVITIES	Memory game, matching, dictation, information exchange
MATERIALS	Board, map of the world Cards with information on Jersey, Tweed, and Shetland
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Prepare handouts
LEVEL	Elementary to lower intermediate

- 1 Ask the learners to look at all the other people in the class for one minute and try to remember what clothes they are wearing and the colour of the clothes. They can walk around if they wish.
- 2 Tell everyone to sit down and close their eyes. Explain that you are going to describe someone's clothes and that other learners can answer 'True' or 'False', for example:

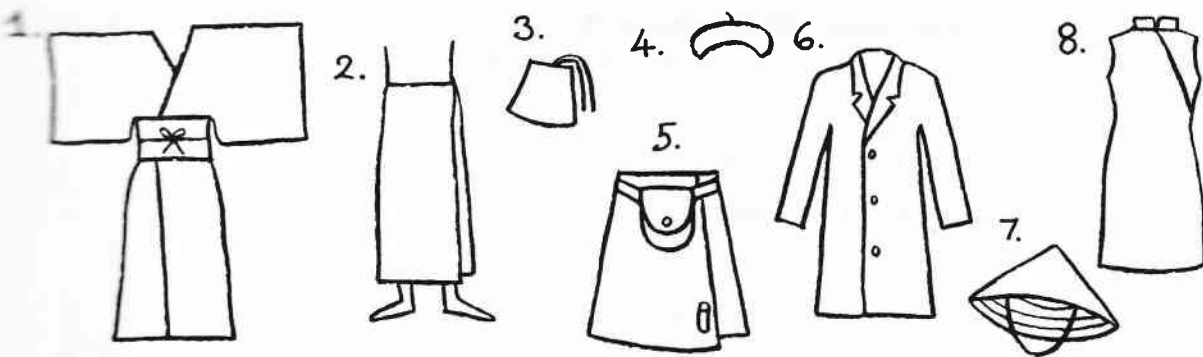
Lee is wearing a blue shirt. – True.

Finish the game after about ten sentences. Review any colour or clothes words that the class had difficulty with.

- 3 Write the following three columns on the board and draw pictures of the items on the right side of the board. Tell the class to match the three parts, for example, non – Vietnam – 7. Encourage the class to match the country and picture if they are having trouble with the names.

Clothing	Country	Picture
<i>non</i>	<i>Scotland</i>	
<i>kimono</i>	<i>Vietnam</i>	
<i>sarong</i>	<i>Malaysia</i>	
<i>fez</i>	<i>England</i>	
<i>mackintosh</i>	<i>China</i>	
<i>beret</i>	<i>Morocco</i>	
<i>kilt</i>	<i>Japan</i>	
<i>cheongsam</i>	<i>France</i>	

(Answers: kimono – Japan – 1, sarong – Malaysia – 2, fez – Morocco – 3, mackintosh – England – 6, beret – France – 4, kilt – Scotland – 5, non – Vietnam – 7, cheongsam – China – 8).



- 4 Write these words on the board and ask the class if they have heard of these places or clothes:

Jersey Shetland Tweed

- 5 Put the class into groups of three or four, and hand out a card to one member of each group. Explain the words *wool* and *cotton* if necessary.

Card 1

Jersey is an island between England and France where clothes were made with wool and cotton. A jersey is a sweater made from wool.

Card 2

The Shetland Islands are off the north of Scotland. Shetland wool is made from the sheep on the island and is made into sweaters and scarves.

Card 3

The Tweed is a river in the south of Scotland. Tweed is a rough woollen cloth which is used for making jackets, suits, and coats. The colour of the cloth is usually mixed.

The person with the card should read it out to rest of the group, who write the text down. When all the groups are ready mix the groups so that everyone is working with people from the other two groups. They should exchange the information they have and note any differences and similarities, for example, *Jersey and Shetland are both islands*. When all the groups have finished, ask each group to explain any similarities or differences they have found. Discuss with the class any types of clothes that are still made traditionally in their country.

Follow-up activity

The learners can write a paragraph about traditional clothes from their country.

14 Sport

LANGUAGE	Have you ever ...? Do you like ...?
CULTURE FOCUS	Types of sports and sporting events
ACTIVITIES	Miming, filling in a chart, doing a survey
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Prepare slips of paper with the name of a sport on Make a list of sporting events or make sure the list provided is suitable
LEVEL	Elementary to lower intermediate

- Mime the following sports and ask the class to guess which sport it is: horse racing, car racing, golf, etc. Hand out the slips of paper one at a time to learners and ask them to mime the sport: tennis, skiing, etc.
- Make sure everyone has a clean piece of paper. Draw the following on the board and ask the class to copy it down.

Event	Sport	Country
<i>Wimbledon</i>	<i>tennis</i>	
<i>the Tour de France</i>		<i>France</i>
	<i>26-mile run</i>	<i>the UK</i>
	<i>soccer/football</i>	<i>a different country every 4 years</i>
<i>Olympics</i>	<i>a variety of sports</i>	

To make it easier you could put this list underneath (it is in the wrong order): the UK, a different country every 4 years, cycling, the London marathon, the World Cup.

(Answers: Wimbledon, tennis, the UK; the Tour de France, cycling, France; the London marathon, 26-mile run, the UK; the World Cup, soccer/football, a different country every 4 years; the Olympics, athletics, a different country every 4 years)

- Ask the class to work in pairs filling in the chart. When everyone has finished ask pairs at random for the answer and write it in the appropriate space in the chart. The learners can use the following sentence pattern:

Wimbledon is a tennis competition held in England.

When the chart has been filled in, ask the class what the events have in common. (Answer: they are all international sporting events.) Ask the class if these events help good relationships between countries or cause problems between countries.

- 4 Ask the class for examples of other types of sports and countries, for example, the USA – baseball, Thailand – kickboxing, Switzerland – skiing, etc.
- 5 Put the following on the board and ask the class to copy it down on a large sheet of paper:

Name Sport have played like playing

Ask one of the class the following question:

TEACHER *Have you ever played football?*

LEARNER *Yes, I have.*

No, haven't.

Depending on the answer draw a tick or a cross in the column. If the answer is *Yes*, ask the next question:

TEACHER *Do you like playing football?*

LEARNER *Yes, I do.*

No, I don't.

If the answer is *No*, move on to the next sport.

- 6 Tell the class to add another nine sports to the list. Do a quick check to make sure the sports are 'doable', that is, not Grand Prix car racing! You could also explain that *play* is usually used with ball games, for example, *play golf*; we usually use *do* with non-ball games, for example, *do judo*, and *go* for outside sports, for example, *go cycling*.
- 7 The class then walk around asking, answering, and filling in their charts. Walk around checking and helping if necessary.
- 8 When they have all completed their charts, put them into groups of three or four and ask them to put their results together. Give them some examples:
Eight people have played tennis. Only one person likes golf. Everyone has played football.
- 9 Ask the groups to report back to the class on their results.

Follow-up activity

The class can write a report on the results from their survey or write about their favourite sports.

15 Holidays

LANGUAGE	Future plans using going to and hoping to
CULTURE FOCUS	Famous holiday locations
ACTIVITIES	Discussion, planning in groups
MATERIALS	A box or hat, learners' holiday photos, photos and postcards of famous holiday spots around the world
TIME GUIDE	1 hour
PREPARATION	Ask the class to bring postcards they have bought or received to class Prepare photos and postcards of famous/interesting holiday locations Think of sightseeing areas in Australia
LEVEL	Lower intermediate to intermediate

- Put the class into groups of four or five. Put all the photos for each group at random into a box or hat. Ask a learner from each group to pull out a photo, show it to the group, and ask the group to make some guesses about it, for example:

Is it (name) on holiday in (place)?

The person whose photo it is can then correct them and the group can ask questions about the photo and holiday:

Who took the photo?

When did you go on holiday to (place)?

Who are the people in the picture?

- Write the three headings and *Australia* (not the notes) on the board and ask the students which parts of Australia are famous for sightseeing and what you can do there.

Country	Famous holiday places	Things you can do on holiday
<i>Australia</i>	<i>Uluru (Ayers Rock) – huge, red rock in central Australia</i>	<i>walk around the area</i>
	<i>Great Barrier Reef – beautiful sea on East coast</i>	<i>diving, snorkelling</i>

Write up their ideas under **Famous holiday places** and **Things you can do on holiday**. You can give hints using the above notes on *Uluru (Ayers Rock)* and the *Great Barrier Reef* and other places you have prepared.

- 3** Ask the learners to get into pairs and pass round the photos and postcards of other famous holiday places in the world. Tell them to discuss the photos and make a holiday advert featuring the photo, a description of the place, and a list things you can do there. Walk around the class monitoring and helping.

When each pair has finished, ask the class to put up their adverts on the wall around the class.

- 4** Now ask the class to walk around and read all the other adverts. When they have finished they should stand next to the place they would like to visit. Tell each new group (people should join a group of three or more) that they should now plan a holiday. Ask them what questions they need to think about and put a list on the board:

Getting there – plane, train, bus, ...?

Length of stay – a few days, a week, a fortnight, ...?

Place to stay – hotels, camp site, bed and breakfast, ...?

Things to eat – foreign food, fast food, ...?

Cost?

- 5** When all the groups have finished, write these example sentences on the board and get the class to practise using Australia as an example. Explain that *going to* is more certain than *hoping to*.

We're going/hoping to visit (place).

We're " " go by (transport).

We're " " stay for (time).

We're " " stay in/at (place).

We're " " eat (food).

We're " " take (money).

The groups should practise their sentences about their plan and when they are ready tell the rest of the class about their holiday plans.

.....
Follow-up activity

The class can write an imaginary postcard from the place they planned to visit.

16 Souvenirs

LANGUAGE	The simple past
CULTURE FOCUS	Tourist souvenirs
ACTIVITIES	Memory game, discussion, presentation
MATERIALS	Souvenirs collected by you and the class, some large pieces of paper
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Ask the class to bring a souvenir from home (give examples such as T-shirts, key rings, cups, plates, etc.); bring some souvenirs of your own
LEVEL	Elementary to intermediate

- 1** Put your souvenirs on your desk and cover them with a cloth. Explain to the class they are going to play a game called ‘Kim’s Game’ and tell them to look at the things on your desk for 60 seconds, and try to remember what they are.

Now remove the cloth and invite the class to come and look at the souvenirs. After a minute tell them to go and sit down and work in pairs to write down what they saw. Give them three or four minutes. After the time limit, ask the class to say what they saw. Ask them for details about the objects, for example:

LEARNER *There was a T-shirt.*

TEACHER *What colour was it?*

LEARNER *It was white.*

TEACHER *And what was the picture on the T-shirt?*

LEARNER *It was an animal.*

TEACHER *What sort of animal?*

LEARNER *A tiger.*

Now tell the class to ask you some questions about the items:

Did you buy the T-shirt?

Where did you buy it?

How much was it?

When did you buy it?

Answer in as much detail as you can and include some interesting information.

- 2** Put the class into groups of four or five. Tell them to ask each other about the souvenirs they have brought.

- 3** Ask the class to think of five things that they think are the most typical of their country, for example the UK – fish and chips, pubs, Minis, the Queen, the Union Jack. Write their ideas up on the board.
- 4** Write up the names of other countries that you think your class know something about. Put the class into small groups and tell them to make a list of five things that are most typical of that country. When all the groups have finished write their ideas on the board. Ask the other groups to guess the country.
- 5** Tell the class they are going to design a T-shirt for that country. The T-shirt should have a logo, for example a phrase like ‘Cool Britannia? – see for yourself’, and a design including some or all of the things on the list. Hand out some large pieces of paper and make sure each group has enough pens and pencils. Walk round the class monitoring and helping where necessary.
- 6** When all the groups have finished ask each group to come to the front of the class in turn and present their T-shirt. A prize can be given to the group with the best design.

Follow-up activity

The class can write a description of a souvenir they have bought recently and any story related to it.

17 Shopping

LANGUAGE	Types of products and brands
CULTURE FOCUS	Shopping habits
ACTIVITIES	Word game, grading, listening, discussion
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	None
LEVEL	Lower intermediate

- 1** Play a quick warm-up game. Explain to the class that you are going to say a sentence and will choose someone to continue the sentence with a new item of shopping. Say the sentence:

Yesterday I went shopping and I bought a newspaper.

Choose a member of class to continue:

LEARNER *Yesterday I went shopping and I bought a newspaper and a ...*

That person then nominates another learner and so on. The game finishes when no one can remember the whole list.

- 2** Ask the class to think of types of places where we can shop. Write their ideas on the board. Ask questions to elicit these places if necessary:

market stall, department store, charity shop, website, shopping arcade/mall/centre, supermarket, car boot sale, boutique, corner shop, high street shop

Tell the class to put the places in order of size and then discuss in small groups which places they visit most often and what sort of things they buy.

- 3** Ask the class if their local shopping area has changed in the last five years – which kinds of shops have appeared or disappeared or changed. Write these numbers on the board and ask the class to copy them. Ask individual learners to read them out. If they are having difficulties, give them practice with some more big numbers and fractions.

$\frac{3}{4}$	25,000	7
5	$\frac{1}{4}$ million	8

Tell the class they are going to listen to Brian, a small shop owner in England. They should write the name of the thing the numbers in the list refer to. Read the text out slowly and clearly:

BRIAN

Things are very bad for small shops like mine. Almost three quarters of all food is bought from the five biggest supermarket chains so it is very difficult for small, local shops to survive. Twenty-five thousand new shopping centres have been built out of town so fewer people shop locally. The result is that more than a quarter of a million small shops in villages and small towns have closed. Big supermarkets can afford to stay open later – till 8 o'clock at night – which is difficult for a small shop owner. And most shops are open seven days a week so people like me can't afford to take a holiday. It's a tough life.

Read the text again if necessary and ask individual learners to read out their answers.

- 4 Put the class into small groups and ask them to discuss the situation in your/their country, thinking about these points:

Do a lot of people shop in big supermarkets?

Have a lot of new shopping centres been built out of town?

Do big supermarkets open till late and every day?

Are small shops closing down?

and any other problems they can think of. When all the groups have finished, ask each group to talk about the points they have discussed.

Follow-up activity

The class can do a survey of the local shops in the area around the school.

18 Cities

LANGUAGE	City names Bigger, biggest
CULTURE FOCUS	The biggest cities in the world, town and city features
ACTIVITIES	Listening
MATERIALS	World map, pictures of big cities
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Find pictures of some large cities, a short text describing a famous city, divided into three or four parts (this is an option, see stages 2 and 3 below)
LEVEL	Intermediate

- 1 Show the class pictures of any large cities you collected, and ask them some general questions – *Which city is it? How big is it? What is it famous for? Would they like to live there?* etc.

Ask the class to work in small groups and write down all the biggest cities (in this case cities = connected urban areas) they can think of, the country they are in, and rank them in order of size. When they have made a list of about ten cities, ask a group to name the city they think is the biggest and ask the other groups if they agree or if it's on their list. Put a list of each group's ideas on the board, for example:

Group 1	Group 2	...
New York 1	New York 3	
Tokyo 2	Tokyo 1	

Now read out this text and tell the class to check how many cities they guessed correctly.

The biggest city in the world is Tokyo in Japan with 34.5 million people. It is much bigger than the next city, New York, USA, which has only 21.4 million. This is very close to Seoul in Korea which has 20.2 and Mexico City with 19.3. Mumbai (Bombay) in India, has 18.9 million, only a few more than São Paulo in Brazil. Japan also has the seventh largest city, Osaka, with 17.9 million. The last three of the top ten are Los Angeles, Al-Qahirah (Cairo) in Egypt, and Manila in the Philippines.

With the class, write the correct list on the board. Put up a picture of the world on the board and ask learners to come up to the board and draw in the locations of the top ten cities.

- 2** Ask the class to think about and make notes on their local town or city, focusing on the following points:

*commercial, shopping, entertainment areas
 what it's famous for – a carnival, old buildings, modern skyline, etc.
 expressways/motorways, streets and avenues, street names
 common forms of transport
 expensive and inexpensive areas*

Discuss the above points as a class.

- 3** Divide the text you have prepared or the text below about London into three or four parts and hand it out to groups of three or four. Ask the groups to read out their parts and discuss any similarities to or differences from the town they discussed.

*London is divided into a commercial area in the East called the City, and the main shopping area in the centre called the West End. The biggest entertainment area, called Soho, is next to the main shopping area. London is famous for its old buildings, the River Thames, and its parks, like Hyde Park and Regent's Park. In the centre the main streets are quite short and narrow and the main roads are outside the centre. All the streets have names which usually have a historical origin.
 Most people travel on the Tube, the name of the underground system, or by bus, taxi, or bicycle.
 Parking spaces are very limited so not many people travel to work by car.
 Expensive areas are near the main shops – Kensington and Mayfair are two of the richest.
 Less expensive areas are in the East and South-east.*

Read the text again and give the class time to discuss their answers in pairs. When all the pairs have finished discuss the answers with the class. Finally ask which city or town they would prefer to live in and why.

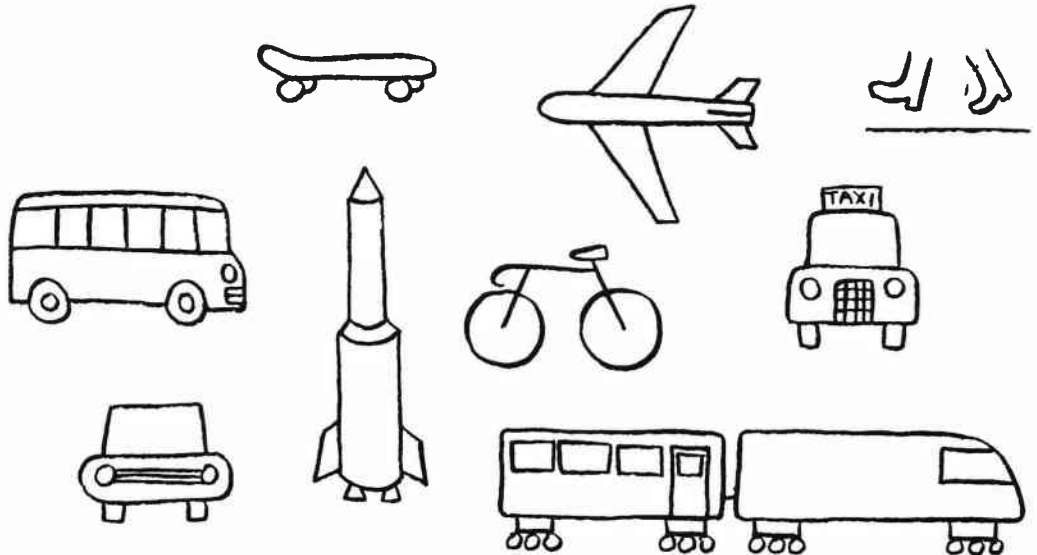
.....
Follow-up activity

The class can write a description of their local town or city.

19 Transport

LANGUAGE	Names of types of transport and problems related to transport We think ... should ...
CULTURE FOCUS	Different types of transport around the world
ACTIVITIES	Discussion, presentation
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	None
LEVEL	Lower intermediate

- 1 Draw the following forms of transport and ask the class to name them and put them in order of speed:



- 2 Ask the class if they can think of any less usual forms of transport and write up their ideas along with the left-hand column of the list below. Tell the class to work in pairs and name the countries where they think these forms of transport are used. When they have finished ask pairs for the answers using a sentence:

LEARNER *In Malaysia some people travel by rickshaw.*

Form of transport	Example country
<i>rickshaw (two wheels, pulled by foot or bicycle)</i>	<i>Asia (Malaysia, Vietnam)</i>
<i>tuk tuk (a motorized bicycle with a passenger seat at the back)</i>	<i>Thailand</i>

<i>jeepney (a USA jeep converted into a people carrier)</i>	<i>Philippines</i>
<i>horse and cart</i>	<i>China</i>
<i>camel</i>	<i>Egypt</i>
<i>dog and sleigh</i>	<i>Greenland</i>
<i>tram</i>	<i>the USA</i>

Ask the class what they think the pluses and minuses for each form are, for example, the rickshaw is very cheap but hard for the person pulling it. Which would they like to try?

- 3** Ask the class what problems there are with different types of transportation, for example, pollution, accidents, breakdowns, delays, cost, noise, space used for roads and railways, using oil resources, waste (used cars, etc.). Write the class's ideas on the board. Tell the class it is their job to decide what forms of transport their country will use in the future:

- ☞ they can choose from any of the forms described or think up new ones.
- ☞ they should consider all the pluses and minuses for different areas or countries.
- ☞ they should prepare a short presentation.

Put the class into small groups and give them fifteen minutes to discuss and make decisions.

- 4** Write these phrases on the board:

We think that ...
The pluses are ...
The minuses are ...

When the class are ready ask one group to give you one of their ideas and tell them to try to use the phrases, for example,

We think that tuk tuks are a good idea in London.
The pluses are that they are cheap and don't need any fuel.
The minuses are that they are slow and not very comfortable.

Give the groups time to work out what they want to say, then ask each group to present their ideas in front of the class.

Follow-up activity

The class can write a report on which forms of transport would be best for their town or city.

20 Parks

LANGUAGE	Words and phrases connected with parks
CULTURE FOCUS	Different types of parks
ACTIVITIES	Dictation, listening
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Prepare outline of the USA
LEVEL	Lower intermediate

- 1 Tell the class you are going to read a short text about parks and ask them to write the text down as you speak. Explain that when you say the word 'beep' they are to leave a blank space. Read the text slowly and clearly.

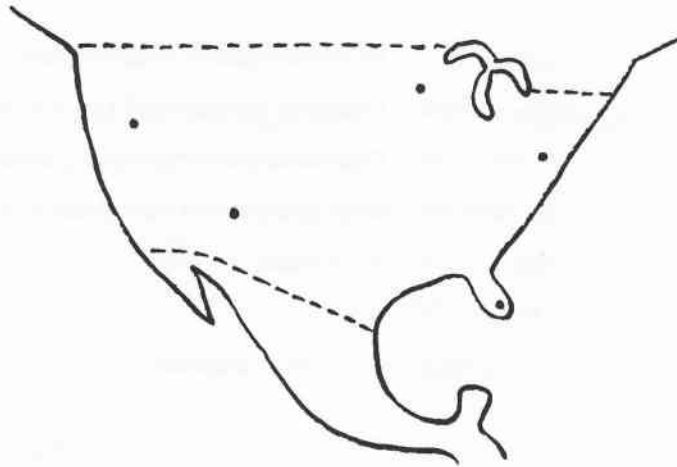
There are _____ main types of park. _____ parks are areas where nature is protected and people can enjoy the wildlife and the _____ . It is usually possible to go walking or camping and do other activities such as sailing or _____ . _____ parks are places where people can go to _____ and get some fresh air. There is usually a lake or _____ and space for people to sunbathe, read a book, or enjoy a _____ .

Read the text again. When you have finished write the following words on the board and ask the class to put them into the appropriate space. They can work individually or in pairs.

*City picnic climbing relax fountain scenery
two National*

Go through the text with the class with individual learners reading one sentence at a time. If there are any mistakes, discuss the reasons for a word fitting or not fitting into a given space.

- 2 Draw a simple outline map of the USA on the board and ask the class to copy it. Mark some spots on it at random and two which indicate the location of the USA National parks, the Grand Canyon National Park (the second dot on the left) and the Everglades National Park (the second dot on the right). Ask the class to guess the correct spots for these parks.



Tell the class you are going to read eight sentences about the parks and they have to write the sentence number and park name, for example, 1 – Grand Canyon (GC).

- 1 *This park has a valley about 2 kilometres deep.* (GC)
- 2 *This park is famous for alligators and crocodiles.* (E)
- 3 *This park is based around 277 miles of the Colorado River.* (GC)
- 4 *This park is near Miami.* (E)
- 5 *This park is in mainly wetlands and swamps.* (E)
- 6 *This park is mainly desert.* (GC)
- 7 *This park is famous for its wide variety of birdlife.* (E)
- 8 *This park is near Las Vegas.* (GC)

When you have finished reading the sentences, give the class time to talk about their answers in pairs, then go through the answers together.

- 3 Ask the class to write down the names of some parks in their country and make some sentences about them. When they have all written something ask individual learners to read out their sentences and the class to guess which park they are describing. The class can ask questions if they need to.

Follow-up activity

The class can write about their visit to a park in their country or abroad.

21 Weather and climate

LANGUAGE	Words connected with weather
CULTURE FOCUS	Different climates and types of weather
ACTIVITIES	Discussion, word grouping, listening
MATERIALS	Map of the world on a poster (optional)
TIME GUIDE	45 minutes – 1 hour
PREPARATION	None
LEVEL	Lower intermediate

- Put up a poster or draw a map of the world on the board (see Unit 6) and ask the class to copy it down. Write down the names of four countries: Greenland, England, Algeria, and Congo. Ask the class if they can find them on the map and what the main difference is between them. (Answer: their North–South position and their climate.) Tell them to work in pairs and decide where they think the main climate zones are and write *Polar*, *Middle*, *Subtropical*, *Tropical* on the board.

Ask one or two learners to come up to the board and draw on the map where they think these zones are. Ask the class to describe the kind of climate and weather in each zone. Then ask the class to think about the effects of this weather on nature and people. Do the Polar zone together with the class first and then put the class back into pairs. Monitor and help if necessary. Write the class's ideas next to the map and ask them which zone their country is in and if it is a typical country. When the class is ready fill in the rest of the chart.

<i>Zone</i>	<i>Type of climate</i>	<i>Effect</i>
<i>Polar</i>	<i>freezing, snow, ice</i>	<i>few trees or animals, difficult to live here</i>
<i>Middle</i>	<i>cold winters, warm summers</i>	
<i>Subtropical</i>	<i>cool winters, hot summers</i>	
<i>Tropical</i>	<i>hot all year round</i>	

- Write down the names of the four seasons, and ask the class which countries have four seasons.

Winter Spring Summer Autumn

(Answer: usually countries in the Middle zone, for example, Britain)

Write words connected with each season at random on the board and ask the class which types of weather typically fit which category. You may need to explain *heatwave*, *fog*, and *harvest*.

<i>falling leaves</i>	<i>new flowers</i>	<i>heatwave</i>
<i>snow</i>	<i>ice</i>	<i>drought</i>
<i>sunshine</i>	<i>harvest</i>	<i>longer days</i>
<i>cold</i>	<i>baby animals</i>	<i>falling temperature</i>

Ask the class for their suggestions and write up the answers on the board. (Answers:

Winter	Spring	Summer	Autumn
<i>snow</i>	<i>new flowers</i>	<i>sunshine</i>	<i>falling leaves</i>
<i>cold</i>	<i>baby animals</i>	<i>drought</i>	<i>falling temperature</i>
<i>ice</i>	<i>longer days</i>	<i>heatwave</i>	<i>harvest</i>)

- 3** Ask pairs of students to read out the following conversations and ask the class to say in which season the conversation takes place.

Dialogue 1

A *Hello, Jane!*

B *Hello!*

A *The weather's terrible today, isn't it.*

B *Yes, it's absolutely freezing.*

A *I hope spring's coming soon.*

(Answer: winter)

Dialogue 2

A *Hi, Tom.*

B *Hi, Kate.*

A *Isn't it hot today!*

B *Really – it must be 30 degrees.*

(Answer: summer)

Dialogue 3

A *Would you like to go for a walk?*

B *I'd love to. Is it cold outside?*

A *Only a bit, but the leaves are a lovely golden colour.*

(Answer: autumn)

Go through the answers and check with the class which are the key words in each conversation, e.g. *absolutely freezing* and *spring's coming soon* in conversation 1.

Tell the class to work in pairs and write two more dialogues for two of their seasons. When they are ready the pairs can read their dialogues to the class and ask them to guess the season.

Follow-up activity

The class can write a description of their favourite season and the things they like to do.

22 Health and fitness

LANGUAGE	Words and phrases connected with health
CULTURE FOCUS	Health around the world
ACTIVITIES	Discussion, grading
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Think of ideas for the categories in stage 1 Look at the list in stage 2 and think of reasons for the order of the countries
LEVEL	Lower intermediate

- 1 Ask the class how people keep healthy, and put their ideas on the board. Draw the prompts below to help them.



Make sure you elicit the three ideas in bold:

take exercise **have a healthy diet** *sleep 8 hours a day*
don't smoke *don't drink too much* *go to the doctor regularly*
live in a healthy environment

Put the learners in three groups and give them each one of the ideas highlighted in bold from stage 1 and ask them to think of more ideas related to their topic, for example:

take exercise: *go jogging once or twice a week, cycle to work, walk more and drive less, join a fitness club*

When they are ready, mix the groups so that there is one person each from the original group. Tell them to share their ideas. Finally, discuss all the groups' ideas as a class.

- 2 Write up the names of these countries on the board, keeping the ideas from stage 1 on the board.

Brazil Nigeria the UK the USA Indonesia
Egypt China Saudi Arabia Pakistan

Put the learners into pairs and ask them to put the countries in order of health, that is, which countries they think are the most healthy to least healthy, using their ideas from the previous stage. They should give reasons for their choice, for example:

We put the USA first because there are lots of doctors and people have plenty to eat.

(Answers: UK, the USA, Saudi Arabia, China, Brazil, Egypt, Indonesia, Pakistan, Nigeria)

Go through the answers with the class when the pairs are ready. Ask the class where they would put their country.

- 3** Write the statements below on the board. Tell the class they are going to hear an English doctor talk about the Health Service and have to say if the statements are True or False. Read the text clearly and quite slowly.

Statements

- 1 *The waiting time to see a doctor is quite short.*
- 2 *There are plenty of nurses.*
- 3 *Mistakes are common.*
- 4 *Hospitals are happy places.*
- 5 *The quality of health care is poor.*

DOCTOR

I'm a doctor and I work in a hospital in London. Patients can come in at any time but they usually have to wait, often two hours or more. Because London is expensive it is difficult to find enough nurses, so we cannot open all the beds in the hospital and staff have to work very long hours. This means that sometimes mistakes are made and patients are given the wrong treatment. It also means there is a lot of stress and a lot of staff want to quit. Hospitals need a lot more money before we can give patients a satisfactory standard of health care.

Read the text again. Go through the answers with the class giving a full answer, for example:

The first sentence isn't true. You can see a doctor any time. You have to wait.

(Answers: 1 F, 2 F, 3 T, 4 F, 5 T)

- 4** Ask the class to discuss whether the statements are True or False regarding the health service in their country.

Follow-up activity

The class can write a short description of their healthy or unhealthy habits.

23 Superstitions

LANGUAGE	-ing words (gerunds)
CULTURE FOCUS	Superstitions from different countries
ACTIVITIES	Dictogloss, pronunciation/rhythm practice
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	None
LEVEL	Elementary to lower intermediate

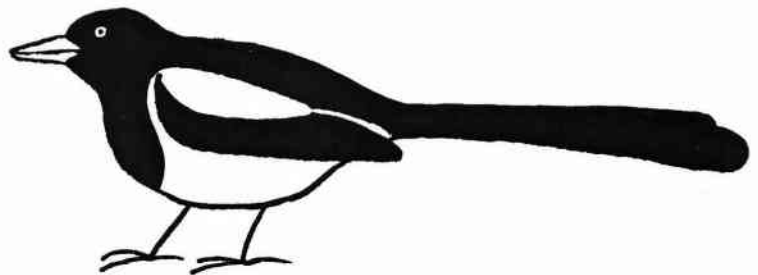
- 1 Ask the class if they know any superstitions about being lucky or unlucky in their culture and put a list on the board, for example:

Lucky

throwing salt over your shoulder

Unlucky

Write the superstitions 1–10 on the board and ask the class to discuss in small groups or pairs whether they are lucky or unlucky and add them to the list. Explain *magpie* first (a black and white bird with a long tail).



- 1 *a bride looking in the mirror on her wedding day (China)*
- 2 *the number thirteen (Italy)*
- 3 *an itchy nose (Holland)*
- 4 *dreaming of a white cat (America)*
- 5 *a black cat walking in front of you (the UK)*
- 6 *the number thirteen (the UK)*
- 7 *the number four (Japan, China)*
- 8 *Tuesday the 13th (Spain)*
- 9 *seeing two magpies together (the UK)*
- 10 *walking under a ladder (the UK)*

(Answers: Lucky – 2 ‘Fare tredici!’ or ‘To make thirteen!’ is the slogan of the National Lottery. If you get thirteen, you win; 3 An itchy nose is a sign that good news is expected; 4 Dreaming of a white cat brings good luck in the USA; 9 Two magpies is a sign

of joy; Unlucky – 1 Looking in the mirror the bride sees a second bride; 5 A black cat walking in front of you is bad luck in the UK; 7 The word ‘four’, in Japanese, ‘shi’, also means ‘death’; 8 For most countries it is Friday, but in Spain it is Tuesday; 10 Probably because something will fall on your head.)

Go through the answers with the class and discuss any similar superstitions from their country.

- 2 Tell the class you are going to read them a rhyme from England about seeing magpies. Tell them you will only read it once and that they must listen very carefully, try to remember it, and write it down.

*One for sorrow, two for joy
 Three for a girl, four for a boy
 Five for silver, six for gold
 Seven for a secret, never to be told.*

If you think they will need help, you can put blanks on the board to correspond to the words.

_____, _____
 _____, _____
 _____, _____
 _____, _____

- 3 Give them time to reconstruct the rhyme, at first individually, then encourage them to help each other in pairs or groups. When they are ready, ask one of the class to write the words they can remember on the board. Then ask the rest of the class to comment and help until the whole text is complete and correct on the board. (This technique is known as *dictogloss*.)
- 4 Mark the stressed syllables on the text. Get the class to help you do this. Ask them to chant the rhyme together, clapping their hands to the rhythm. If you like, you can repeat the process several times over, rubbing out parts of the rhyme each time until they are ‘reading’ from an empty blackboard.

Follow-up activity

The class can translate a local rhyme into English.

24 Politeness and social behaviour

LANGUAGE	should, shouldn't, needn't
CULTURE FOCUS	Politeness and social behaviour in different societies
ACTIVITIES	Discussion, listening
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	None
LEVEL	Lower intermediate

- 1 Ask the class how they address various people – people in their family, people they don't know, friends, etc. Ask them why it is important to address someone correctly.

Draw the following pictures on the board and ask the class to work in pairs and discuss what the pictures represent:



When the pairs have had a chance to discuss all the pictures, ask the class what they think the pictures represent and how they relate to good/bad behaviour. Then write up these sentences on the board and ask the class to work in small groups to discuss them:

Do you blow your nose in public?

Do you make a noise when you eat your food?

What do you think of people who drink alcohol in public?

Do you open doors for other people?

Do you wait in a queue for a bus or train?

Do you speak at the same time someone is speaking to you?

Do you say 'Good morning' to your neighbour?

When you visit a foreign country do you try to learn a few phrases of that language?

When the groups have finished, discuss which types of behaviour are acceptable in the learners' country and if they are acceptable or not in other countries, for example, in many parts of the USA drinking in public is not acceptable; in Japan making a noise eating noodles is acceptable but making a noise blowing your nose is not; in the UK not queuing is unacceptable, etc.

- 2** Tell the class they are going to hear a person talking about things they like and dislike about public behaviour. Ask them to list the points mentioned. Read the text slowly and clearly.

I live in a small town and most people are friendly and say 'Hello'. It's very different in the big city where people are much colder. It really annoys me when people try and push their way to the front of a queue. Bus drivers are usually rude and unhelpful, and the standard of service in shops is terrible. The worst thing is groups of young people at night who have been drinking. They shout and swear and are very noisy.

- 3** Go through the answers with the class and write the list on the board. Then ask the class to work in pairs and make two lists of things about other people's behaviour that makes them happy or angry.

When they have finished ask them to come up to the board and write down one item from their list and talk about it in more detail. Continue till all the learners have had a chance to speak.

Follow-up activity

The class can write about some things that have made them angry recently.

25 Humour

LANGUAGE	Asking and answering questions
CULTURE FOCUS	Types of humour, British jokes
ACTIVITIES	Matching parts of a joke, completing a joke
MATERIALS	Strips of papers with parts of jokes
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Write out the jokes from stage one on ten strips of paper
LEVEL	Intermediate

- 1 Hand out one strip to each learner, making sure all the strips have a pair. Explain that there are five jokes and the class have to match the first part of the joke with the second. Tell the class to walk around and say their lines to someone else and see if the lines match. If they do, they can sit down, if not they should talk to someone else. You will probably need to teach the class what a *cannibal*, a *wigwam*, and a *teepee* are.

Jokes

*I went to the dentist. He said 'Say **Aaah**'. I said 'Why?'
He said 'Because my dog's died.'*

Two cannibals were eating a clown.

*One says to the other: 'Does this taste **funny** to you?'*

A man goes to the doctor, with a strawberry growing out of his head.

*The doctor says 'I'll give you some **cream** to put on it.'*

*There are two goldfish in a **tank**.*

One goldfish says to the other, 'Can you drive this thing?'

A man goes to the doctor and shouts, 'wigwam teepee wigwam teepee'.

*The doctor says 'You're **two tents**.'*

When all the pairs have been found ask each pair to read out their lines. Ask them what the funny part of the joke is.

(Answers: we say *aaah* when we open our mouths at the dentist and when we are sorry for someone; *funny* can mean *amusing* or *strange*; we can eat some type of *cream* and put other types of cream on our skin; a *tank* can be a large container of water or a military vehicle; the pronunciation of *two* is the same as *too*, and *tents* is very similar in pronunciation to *tense*.)

- 2 Explain that a lot of British humour is based on playing with words. Ask what other types of humour there are in your/their country and other countries, for example:

Types of humour

jokes usually a short funny story

farce a comedy based on ridiculous situations

slapstick humour based on simple actions like falling down, hitting things

mime silent comedy

- 3 Explain to the class that they are going to write a joke with your help. The joke is about a man who goes to hospital. When a learner suggests a word, write it on the board if it's correct and give them a point. If the word occurs more than once write down all the occurrences and award the appropriate number of points, for example:

LEARNER *doctor*

YOU *Well done. That's three points.*

Put the poster up on the blackboard.

_____ doctor. '_____,'

doctor _____, '_____?' '_____'

_____, '_____,'

_____ brother. _____ chicken.' '_____,'

_____ doctor,' _____

_____, '_____,'

_____.

When a learner answers, rub out the appropriate line, write in the word, and put a point next to their name. Give them hints if necessary. The winner is the learner with most points. (Answer: *A man went to see the doctor. 'Come in,' the doctor said, 'What is the problem?' 'I don't have a problem,' said the man, 'but we have a big problem with my brother. He thinks he's a chicken.' 'I see,' said the doctor, 'Bring him to see me and I can help him.' 'But we need the eggs,' the man said.*

- 4 Put the class in pairs and tell them to think of some jokes or other types of humour from their country and see if they can translate it into English. Let pairs with ideas perform in front of the class.

Follow-up activity

The class can write a funny story or joke.

26 Music

LANGUAGE	Types of music Yes/No questions
CULTURE FOCUS	Music and musicians from different countries
ACTIVITIES	Mingling, quizzes
MATERIALS	Slips of paper, sticky tape
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Prepare slips of paper with names and information about musicians and bands the class are likely to know (see stage 3 for examples)
LEVEL	Elementary

- 1 Ask the class which bands and musicians they like – domestic and foreign. Get them to tell you some names and write them on the board under the headings:

<i>Band/Musician</i>	<i>Type of Music</i>	<i>Country</i>
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- 2 Tell the class they are going to play a game in which they have to guess the name of a band or musician. Show the class a slip of paper and explain that they have to discover what is written on the back by asking *Yes/No* questions. Help them if necessary. Here is an example. (Answer: Paul McCartney.)

TEACHER *The first question is, 'Is it a band?' You try.*

CLASS *Is it a band?*

TEACHER *No. Try another question. 'Is ... (point to the word 'Musician')'*

CLASS *Is it a musician?*

TEACHER *Yes. Man?*

CLASS *Is it a man?*

TEACHER *Yes.*

CLASS *Does he play ... ?*

Write the questions on the board if you think the class will need support later in the lesson. After they have guessed the name of the musician, hand out the slips of paper and tell the class to write down the name of another band or musician. When they have thought of a name they find a partner and stick the paper on their backs without showing the written side. Let the class mingle and ask and answer questions. They can change and ask another learner if they are stuck. They can look at their slip of paper only when they have guessed correctly. The loser is the last one to guess who they are.

- 3** Tell the class you are going to play a guessing game. You are going to read a sentence about a musician or band. They can guess which musician or band it is but if they are wrong they lose a point, if they are right they get five points. If no one guesses you read out another sentence about the same musician/band. This time they lose a point or get four points.

- a *She is a pop singer.*
- b *She is from the USA.*
- c *Her first single was called 'Holiday'.*
- d *Her family name is Ciccone.*
- e *She has made fourteen albums.*

(Answer: Madonna)

- a *He is a DJ.*
- b *He is from England.*
- c *He is married to a famous TV presenter.*
- d *He plays house music.*
- e *His real name is Norman Cook.*

(Answer: Fat Boy Slim)

- a *They are an Irish band.*
- b *Their biggest hit is called 'Breathless'.*
- c *There are three people in the band.*
- d *Three of them are sisters.*
- e *They sing popular and traditional Irish songs.*

(Answer: The Corrs)

- a *They are an American rock band.*
- b *There are three men in the band.*
- c *They have made fifteen albums.*
- d *Their biggest album was 'Automatic for the People'.*
- e *Their lead singer is called Michael Stipe.*

(Answer: REM)

- 4** Put the class into small groups or pairs and ask them to think of some other bands or musicians and write five sentences about them. When all the groups/pairs have two or three examples ask half the groups/pairs to swap places with another group/pair then read their sentences out so the other group/pair can guess who they are describing.

Follow-up activity

The class can write a short description of their favourite band or musician.

27 Celebrities

LANGUAGE	Talking about the past Making complete sentences
CULTURE FOCUS	Different aspects of celebrity
ACTIVITIES	Jigsaw reading and writing
MATERIALS	Slips of paper, information strips
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Prepare information slips
LEVEL	Lower intermediate to intermediate

- 1** Tell the class to write the name of a celebrity (a famous person such as an actor, musician, athlete, etc.) from their country on a slip of paper and stick the paper on to another student's back. Then get the whole class to walk around at random, stop, and pick a partner. The partner must look at the name on the other person's back and answer *Yes/No* questions about them so that the other person can guess who they are. When everyone has guessed who they are they can introduce themselves to the rest of the class.
- 2** Discuss with the group why these people are celebrities, for example, they are good looking, act well, sing well, etc. and how we know they are celebrities, for example, they are in the media a lot, they have expensive cars and houses, they are married to other celebrities, etc.
- 3** Tell the class they are going to learn about the lives of two celebrities. Hand out the information slips at random, one to each student, and give them a minute to check they understand their information. When they are ready they should mingle, exchanging their information with other members of the class using complete sentences, for example, adding subjects, verbs, etc. where necessary. Do an example with the class:

Born on 16 February, 1973 in Mackay, Queensland.

She was born on 16 February, 1973 in Mackay, Queensland.

They should find people with information about the same person and put the information into the correct sequence.

Celebrity 1

- 1 *Born on 16 February, 1973 in Mackay, Queensland.
At 16 years of age won gold at the Commonwealth Games.
1990 named Young Australian of the Year.
Won a double gold at the Commonwealth Games in 1994 in the 200m and 400m.
Named 1996 Australian 'Sports Personality of the Year'.
Carried the Olympic flame during the Opening Ceremony of the Sydney 2000 Olympic Games and won the 400m – Australia's 100th Olympic gold medal.*

Celebrity 2

- 1 *Born on 28 October, 1967, Georgia (USA).
Moved to New York after high school.
Made her film debut with her brother in 'Blood Red', 1986.
'Steel Magnolias' (1989) earned her an Oscar nomination and made her a star.
Later in 1990, had her greatest success, 'Pretty Woman'.
In 1993, married country singer Lyle Lovett (they divorced two years later).
\$20 million – the highest salary ever paid to a screen actress in 'Erin Brockovich' in 2000.
Won Best Actress Oscar at the 2000 Academy Awards.*
- Finally, the class guess who the two celebrities are – Cathy Freeman and Julia Roberts.
- 4 Put the class in pairs and ask them to think of a celebrity, domestic or international, and write some sentences about them. When they are ready the pairs should join together and describe their celebrities and ask questions to guess who they are.
 - 5 Ask the class which celebrities they talked about and what they think about them. Would they like to be that person and, if so, why?

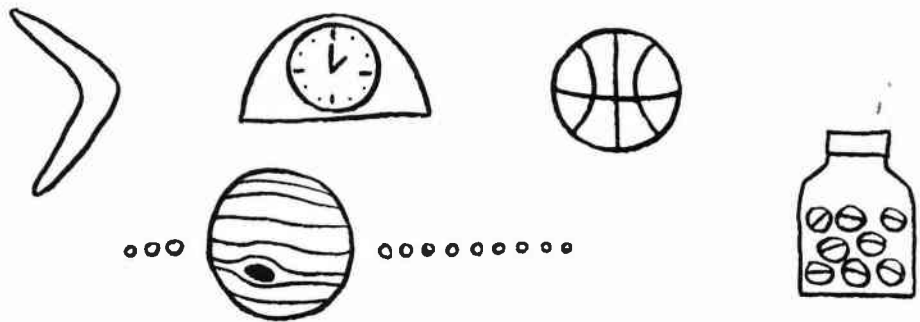
Follow-up activity

The class can write a description of their favourite celebrity.

28 Inventors and discoverers

LANGUAGE	The most/least Talking about the past
CULTURE FOCUS	Inventors and discoverers from different countries and ages
ACTIVITIES	Matching, grading, decision making
MATERIALS	A poster for stage 1 (optional)
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Prepare the poster (optional)
LEVEL	Intermediate

1 Draw the following on the board and ask the class to identify them:



Write the middle column of names from the following chart on the board. Ask the class to divide them into two and discuss the difference between them. (Answer: the first four are inventions, the second four are discoveries; inventions didn't exist before, discoveries did.) Ask the class to guess when things were invented or discovered. Then write up the names on the left and the dates and the right. Tell the class to work in pairs and match the people with the invention or discovery and the date.

Egyptians	basketball	1891
Australian Aborigines	paper	3500 BC
James Naismith (Canada)	the clock	10 000 years ago
the Chinese	boomerangs	1st century BC
Alexander Fleming (Scotland)	other galaxies	1610
Galileo	pain reliever	1924
Hippocrates (Greek)	penicillin	5th century BC
Edwin Hubble (USA)	moons of Jupiter	1928

(Answers: Egyptians, the clock, 3500 BC; Australian Aborigines, boomerangs, 10 000 years ago; James Naismith (Canada), basketball, 1891; the Chinese, paper, 1st century BC; Alexander Fleming (Scotland), penicillin, 1928; Edwin Hubble (USA), other galaxies, 1924; Hippocrates (Greek), pain reliever, 5th century BC; Galileo, moons of Jupiter, 1610.)

When all the pairs have finished, ask each pair to make a sentence about one of the inventions or discoveries, for example:

*The Egyptians invented the clock in 3500 BC.
Fleming discovered penicillin in 1928.*

- 2** Ask the class to work in small groups and think of things in their house or school that have been invented and write them down. Put their ideas on the board, for example:

*computer television vacuum cleaner
fridge hi-fi telephone radio*

Now tell them that they have to choose the three things that they would take with them to a desert island (which has electricity) and give a reason why, for example:

I'd take the hi-fi because I love listening to music.

- 3** Tell the class that they have been chosen by the UN to decide which of the following should be banned. They can add their own ideas as well.

*guns landmines drugs nuclear power stations
nuclear bombs cars factories which cause pollution
the electric chair ...*

Put the class into small groups and discuss their 'wish list' of items to be banned and reasons why. When they are ready ask each group to put their list on the board and explain which items they are going to ban.

Follow-up activity

The class can write a description of their favourite invention.

29 International English

LANGUAGE	Words which come from other languages (loan words)
CULTURE FOCUS	How languages relate to each other
ACTIVITIES	Guessing, matching, hangman (see stage 3)
MATERIALS	None
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Think of some words in the class's language that came from English
LEVEL	Lower intermediate to intermediate

- 1 Ask the class if their language has any words which come from English and write some of their examples on the board. Discuss with the class if they have changed in any way – spelling, pronunciation, etc.
- 2 Tell the class you are going to give them some examples from other countries. Write down the following words on the board:
*aisukuriimu (faire le) footing golfista booking kontor
computadora waina*

Ask the class to work in pairs to try and guess what they mean in English. After a minute or two give them the following clues. You can make it more difficult by reading the clues in the wrong order.

This is a Japanese word for something cold that you eat.

This is a French word for a sport or fitness exercise.

This is an Italian word for the person who plays a type of sport.

This is a Danish word for a place where you can buy tickets.

This is a Spanish word for a very common type of machine.

This is a Hawaiian word for a drink.

(Answers: ice cream, jogging, golfer, ticket office/booking counter, computer, wine)

Ask the class why these words are 'loaned' and why their spellings and pronunciation sometimes change. (Possible answer: they are usually words for things that are new to the culture. The spelling and pronunciation change to fit with the other words in the language.)

- 3 Ask the class if they can think of any words in English that came from another language. Write an example on the board, for example:
al kohl alcohol (from Arabic)

Write the following words on the board and ask the class to work in pairs to guess what they mean. Read out some clues to help if they find it difficult.

robota balcone bēor qayaq te kocsi cocodrille marmelada tekhne chocolatl

A kind of machine	(robot) (Czech)
A place to stand outside a house	(balcony) (Italian)
A cold drink	(beer) (Latin)
A type of boat	(kayak) (Inuit)
A hot drink	(tea) (Chinese)
A type of transport	(coach) (Hungarian)
A dangerous animal	(crocodile) (French)
A type of food we eat with bread	(marmelade) (Portuguese)
A way of doing something	(technique) (Greek)
A kind of food	(chocolate) (Aztec/Nahuatl)

Go through the answers with them and at the same time see if they can guess any of the languages the words come from.

- 4** Explain to the class that English is the most common language of communication between people of different nationalities. Ask them to work in small groups and think of reasons why this is a good thing or a bad thing. You could put the following prompts on the board:

Native languages Culture Understanding Difficulty

When they are ready ask each group to explain their ideas and other groups to respond. When each group has had a chance to speak, ask the class to vote on whether they think English should be the common language of communication.

Follow-up activity

Give them the following anagrams to solve and guess where the word comes from:

totota oogarkan osmahop asaun okisok

(Answers: tattoo – Tahiti; kangaroo – Australia; shampoo – India; sauna – Finland; kiosk – Turkey)

30 Festivals and celebrations

LANGUAGE	Sentence building
CULTURE FOCUS	Festivals around the world
ACTIVITIES	Note taking, writing descriptions, listening
MATERIALS	Slips of paper with details of festivals
TIME GUIDE	45 minutes – 1 hour
PREPARATION	Prepare the slips of paper
LEVEL	Intermediate

- 1 Ask the class what sort of festivals they have in their country. Draw the chart on the board and hand out the information slips, one to each learner. Go through *Christmas* as an example using a complete sentence, for example:

In the UK at Christmas we have a Christmas tree and give presents on Christmas day.

Tell the class to mingle, tell each other about their festivals, and make notes. When they have finished they should sit down, copy the chart from the board and fill it in, adding any local festivals they can think of.

Chart

<u>Festival</u>	<u>My Country</u>	<u>Other Countries</u>
Christmas		Britain- Christmas tree, presents on Christmas day

Information slips

Ramadan	Islamic countries, starts 6 Nov 2002, fasting for one month
Rio Carnival	Rio de Janeiro, Brazil, February, one week of dancing
Chinese New Year	starts with the New Moon on the first day of the new year and ends on the full moon fifteen days later.
Halloween	31 October, dead people are said to appear from their graves
Valentine's Day	14 February, lovers send each other cards and chocolates
Bastille Day	14 July, 1789, beginning of the French Republic

- 2** Read out the following short texts and ask the class to guess which festival you're talking about.
- We dress up as witches and ghosts and play bobbing for apples.*
 - There are parades in the streets by the military and speeches from politicians. There are lots of street parties.*
 - We cannot eat anything during daylight hours. At the end of the month we have a big party called Id-al-Fitr when we have a feast.*
 - We clean our houses before the festival then our families get together. Children usually carry lanterns and firecrackers are let off.*
 - We usually dance all night or watch the street parades.*
 - I always give my husband a card even though he's 80 years old now.*

(Answers: a – Halloween; b – Bastille Day; c – Ramadan; d – Chinese New Year; e – Rio Carnival; f – Valentine's Day.)

Go through the answers with the class identifying key words, for example, *witches* and *ghosts* in sentence one.

- 3** Tell the class to work in pairs to write a sentence about some of their festivals. When they have finished they read them out to the rest of the class who should try and guess which festival they are describing. They can ask questions if they can't guess from the sentence.

Follow-up activity

The class can write a description of what their family does for a particular festival.



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