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Preface

This resource package is designed and developed in support of the *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007) and the *Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4 – 6)* (2007)*. It provides learning resources and teaching ideas for the development and implementation of the elective module “Learning English through Popular Culture”.

Aims

This package provides students with the opportunity to enhance their ability in English through exploring popular culture. Through exposure to a variety of text-types, students will increase their cultural awareness and appreciation of how language is used to create meaning, value and identity in popular culture. The materials and activities in this package aim to:

- expose students to a range of popular culture texts, and show how they are constructed to appeal to different audiences;
- help students to approach popular culture texts analytically and creatively;
- enable students to exercise their critical thinking skills to respond to and analyse popular culture texts and to use their creative imagination to produce their own texts.

How to use this resource package

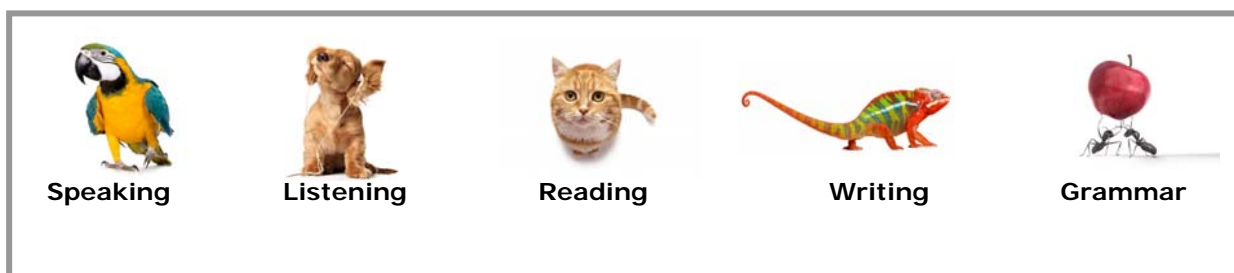
This resource package comprises a **resource file** and a **CD-ROM**. It provides a rich source of material which is likely to take more time to cover than the 33 hours suggested in the SoWs. Teachers are therefore encouraged to take a selective approach to the materials in order to manage the available time and freely adapt them to suit their school contexts and students’ needs, interests and abilities.

Resource File

The **resource file** is for teachers’ handy reference. It consists of **student’s handouts** (indicated by the page number prefix ‘S’), **teacher’s notes** (indicated by the page number prefix ‘T’) and an **activity glossary**. Student’s handout references are indicated by, e.g. ‘S22’ in the left-hand margin of the teacher’s notes for ease of cross-referencing.

The handouts cover the text-types suggested in the scheme of work for the module, namely photo captions, comic strips, advertisements and commercials, columns and reviews, and follow this order. Two sections additional to those in the scheme of work, which focus on ‘gadget columns’ and ‘movie trailers’, are also included. A mix of authentic (e.g. photo captions) and semi-authentic (e.g. movie trailers) texts has been included.

The learning activities on the student’s handouts are categorised according to the main skill / system practised. These are represented by the following icons:



Materials have been pitched to cover a wide range of student interests and abilities. The text-types ‘gadget columns’ and ‘video game reviews’ are pitched at a more challenging language level and appear towards the end of the package for this reason. Supplementary activities have also been suggested, which tend to be for students who would benefit from further challenge or practice of that text-type. These are indicated by an asterisk (*) following the learning activity number in the teacher’s notes and on the student’s handouts.

* From this point forwards referred to as SoWs

The suggested activities engage students in a variety of ways, encouraging personal response, discussion, demanding critical thinking and appreciation, and providing stimuli for creative work. Additional suggestions to support teachers in catering for “**students who need more challenge**” and “**students who need more support**” are contained in outlined boxes in the teacher’s notes for ease of reference. Within the teacher’s notes sections appear language notes and support with word stress (where stressed syllables appear in bold). Likewise, **additional resources** are included in the last section of the teachers’ notes for each text-type where relevant information and / or lesson ideas for students of varied needs are available. Resources with simple, few options more suitable for students who need limited tasks are marked by one star (★). More complex resources appropriate for students who need more challenge are indicated by two stars (★★) and those with three stars (★★★) are considered very challenging for senior secondary students.

Teachers are advised to follow the copyright agreements regarding the use of the photos on pages S1 and S2 as well as the music review on page S103. They should make use of the Hong Kong Copyright Licensing Association (HKCLA) Monthly Reporting Form (accessible at <http://hkcla.org.hk>→service→instruction purpose→photocopying for instruction, or in the CD-ROM of this package) to inform HKCLA of the number of photocopies made for students.

Suggested time allocations have been provided for each activity for teachers’ reference during lesson planning. However, the suggested time is for indicative purposes only and will vary according to students’ needs and abilities. Teachers should use their professional judgement after reading the materials to gauge appropriate timings with a particular group of students in mind.

An **activity glossary** has been included for teachers’ reference on page T152. This provides definitions of learning and teaching activities that have been referred to in the teacher’s notes should the teacher need them. The following symbol GLOSSARY appears after the name of the activity. The items in the glossary are arranged in alphabetical order.

CD-ROM

The **CD-ROM** consists of an electronic version of the learning and teaching materials in this resource package*, as well as a range of recordings covering all text-types in the resource package. The recordings include conversations, pronunciation models, descriptions, adverts and a movie trailer voice-over. A CD Track Listing page is included on page T154 of the package for teachers’ easy reference.

The CD-ROM also contains either flashcards or a PowerPoint version of the flashcards to be used in the Fashion Columns text-type section as well as materials needed for a card game used in the Gadget Columns text-type section.

References to websites where useful language learning and teaching materials can be accessed are included throughout the package. The weblinks or addresses which were accurate at the time this package was published may be subject to change. Teachers might like to make use of a search engine to regain access to any resources that have been relocated, or may look for similar resources on the web.

To further support the implementation of the module, other relevant online teaching resource materials have been developed and can be accessed at the English Language Education Section website <<http://cd.edb.gov.hk/eng>>.

* The copyrighted images used in some activities of this resource package could only be reproduced in the print version according to their terms of use and are therefore not available in the electronic version. Teachers might like to refer to the print version for the use of such activities with students.

Acknowledgements

We are most grateful to the writers of this package, Kathryn Chamberlain and Rosie McLaughlin, teachers and trainers in the Teacher Development Unit at the British Council Hong Kong, for their expert input and considerable efforts in developing this resource package. We would also like to extend our gratitude to the following British Council staff for their participation in photo shoots and assistance in recording the audio tracks for this package:

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Special thanks are due to **Ian Roberts** for his untiring efforts in editing and producing the audio tracks, also to **William Chan** and the **British Council IT team** for their technical assistance and endless patience.

We are much obliged to the following organisations for permission to reproduce copyright material:

Atlantic Syndicate for Calvin & Hobbes comic strip

Garageband, Apple Software for sound effects and background music

King Features for Peanuts comic strip

South China Morning Post for photos / captions and music review

UGO Entertainment, Inc. and Heromachine.com for image items

www.hasslefreeclipart.com for clipart items

www.iClipart.com for clipart items

Items from websites, such as taglines from movies or advertising slogans included in this package have been clearly referenced and acknowledged and are understood to fall under the rule of educational fair use.

Introducing Photo Captions



Learning Activity 1

Speaking

Talking about magazines and newspapers

- What's your favourite magazine / newspaper? Why?
- If you don't read any, why not?
- In popular newspapers, what types of stories do you typically find (e.g. politics, entertainment, sports news)?
- Are the photographs usually in colour or black and white?
- How important do you think the photographs are?
- What do we normally see below the photographs?

i **A caption** is an important piece of information to help us understand the photograph.

(n.) A title, short explanation, or description accompanying an illustration or photograph



Learning Activity 2

Speaking, Listening and Reading

Discussing topics in newspaper photos

A Speaking and Listening – *What are the photos about?*

Look at the selection of photos and answer the questions with your group:

- What's happening in the photo?
- Where do you think it is?
- Describe the people / objects shown.
- Can you guess the story's topic (e.g. politics, entertainment, sports news)?

*Please refer to the print version
for the photographs used in this activity.*

Photo 1

1.

Photo 3

Photo 2

2.

3.

Photo 4

Photo 5

4.

5.

Photo 6

6.

Photo Captions

B Reading – Matching captions to photos

Read the captions and match them to the photos. Write the caption in the box under each photo.

One of the six Chinese GODS OF WEALTH delivers red packets (better known as LAI SEE) to taxi drivers in Hunghom.

Firemen from the New Territories East win the final of the dragon boat race in Shing Mun River, Shatin.

FSD (Fire Services Department) officers rescue villagers from On Leung Village, near Lok Ma Chau in the New Territories after heavy flooding from Typhoon Sam trapped them in their homes.

Students from Shanghai show off their martial arts skills at The University of Hong Kong. From left, Kang Meng, Sun Pingping (middle) and Wang Jie.

Rangers defender Chan Wai-ho (second left) tips over during a moment of Zen in Hong Kong football team's training at Siu Sai Wan.

NBA star Yao Ming meets with youngsters in a seminar organised by The Dragon Foundation at Queen Elizabeth Stadium, Wan Chai.

C Reading and Speaking – What do the captions tell us?

Check by reading each caption and discuss with your partner.

Does each caption tell us ...WHO? ...WHERE?...WHAT?

| | Who? | Where? | What? |
|-----------|------|--------|-------|
| Caption 1 | | | |
| Caption 2 | | | |
| Caption 3 | | | |
| Caption 4 | | | |
| Caption 5 | | | |
| Caption 6 | | | |

Do the photo captions tell us the writer's opinion?

**Learning Activity 3****Grammar*****Tenses used in photo captions***

Look at the first two examples of photo captions.

a) What tense do they use for the first verb?

- > Present perfect?
- > Past simple?
- > Present simple?

b) Look at this caption:

Photographers patiently wait to catch a glimpse of Singaporean singer Katy Wu during her second visit to Hong Kong last week.

(i) When did Katy Wu visit Hong Kong? _____

(ii) When did the photographers wait? _____

c) Now look at another caption:

Shoppers flock to the new Mega Mall in Lok Fu which opened yesterday.

(iii) When did the Mega Mall open? _____

(iv) When did the shoppers flock to the MegaMall? _____

❶ Photo captions use the **present simple** to describe what is happening in the picture even though the event usually happened in the past. We can use the **past simple** to add information later in the caption, e.g. to say *when* it happened.

Shoppers **flock** to the new MegaMall in Lok Fu which **opened** yesterday.

↑
present simple

↑
past simple



Learning Activity 4

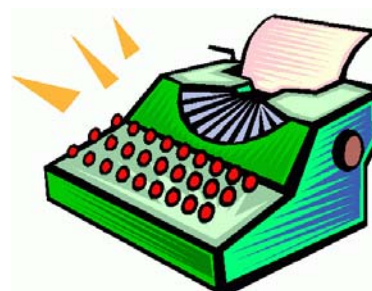
Writing

Caption writing tips

You work for a local newspaper. You have been asked to write some caption writing tips for a new trainee journalist. Make a list of do's and don'ts.

Think about these things when writing your tips:

- People in the photo
- When and where
- Opinions
- Length
- Tenses
- Articles (a, an, the) / conjunctions (and, but)
- Adjectives



Do...

- use *present simple* in the first line

Don't...

- write in *headline style* (abbreviated, omitting words such as 'the', 'an', 'and')



Learning Activity 5

Grammar and Vocabulary

Noun phrases in photo captions

① Photo captions use **noun phrases** to describe the people / objects in the picture. A number of nouns can be used together. Sometimes **adjectives** are also added before the nouns. Look at this example:

Local fish-stall worker Nora Wing...

↑ ↑ ↑ ↑
 adjective nouns used noun noun
 together as
 adjective

- Use the nouns and adjectives below to make noun phrases.
- Choose one or two words from group 1, then add words from group 2.

e.g. fifty-year-old London shop owner...

(1) (2) (2) (2)

old
local
young
big
happy
worried
new
retired
fifty-year-old
traditional

1

+

shop
students
Hong Kong
owner
manager
school
teacher
street
bus
bank
customers
driver
market
crowds
Mongkok
shoppers
worker
London

2

Write your ideas here:

Share your ideas with your partner.

Analysing Photo Captions



Learning Activity 1 Reading and Speaking *Photo captions true or false quiz*

Work in pairs to do the True / False quiz:

| | True | False |
|---|------|-------|
| 1. Photo captions are usually 100 words or more. | | |
| 2. Photo captions <i>do not</i> give information about people in the picture. | | |
| 3. Photo captions always tell us <i>when</i> something happened. | | |
| 4. Photo captions must start with "The picture shows..." | | |
| 5. Photo captions often use <i>present simple</i> to describe the actions in the picture. | | |
| 6. Photo captions <i>do not</i> usually give opinions (e.g. ... <i>an unhappy boy</i> ...). | | |
| 7. Photo captions usually use <i>active</i> verbs (e.g. ... <i>flowers bloom early</i>). | | |
| 8. Photo captions use lots of adverbs to describe the way the event happened. | | |
| 9. Captions usually include a word / phrase before or after the subject to explain who / what the subject is (e.g. <i>Stephen Chow, Hong Kong actor, ...</i>). | | |
| 10. Captions summarise the key facts of the story and tell us extra information that we may not know from the photograph alone. | | |



Learning Activity 2 Reading and Speaking *Good and bad captions*

Look at the picture below and decide which sentence is best for a photo caption. Why?

Please refer to
the print version
for the
photograph used
in this activity.

**Shopping
Mall**

- (i) Lots of people in Hong Kong like shopping.
- (ii) Shoppers flock to the new Mega Mall in Lok Fu which opened yesterday.

Your teacher will show you some more photos and captions. Work in pairs. Decide which text is better to use as a caption for the photo and say why.




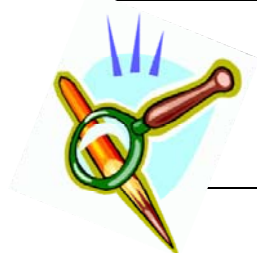
Learning Activity 3*

Reading

Investigating photo captions

Collect photos and their captions from an English-language newspaper or magazine. Fill in the table (you might not be able to fill in all columns for each caption).

| Who? | What? | Where? | When? | Total number of words | First verb (tense used?) | Second verb (tense used?) |
|---|-----------|--------|-------|-----------------------|--------------------------|---------------------------|
|  | Caption 1 | | | | | |
| | Caption 2 | | | | | |
| | Caption 3 | | | | | |
| | Caption 4 | | | | | |
| | Caption 5 | | | | | |
| | Caption 6 | | | | | |



Cropping and Editing Photos



Learning Activity 1 Speaking and Writing *Changing the meaning of photos*



A Speaking – *What is this photo about?*

Go to http://www.media-awareness.ca/english/resources/educational/handouts/consumerism/choosing_editing_photos.cfm to learn about the ways in which newspaper photos may be surprising.

i **Cropping** a photo means cutting part of it off. **Editing** a photo means changing something in the photo so it looks different.

B Speaking – *Changing the meaning of a photo*

Now practise altering a photo so that it could have a different meaning. Some ideas you can use:

- remove a person / people from the photo
- focus on just one small area of the photo
- remove an important object from the photo
- focus on one person from a crowd scene
- remove a hand so the viewer does not see the gesture being made
- show from the neck up only of a pregnant woman
- remove / change a name / sign from a building
- crop a photo of a sporting event to change the result (e.g. cut off the winner of a race)



Can you think of any other ways to change a photo?

C Writing – *Two photos two captions*

Using the two different versions of your photo, write a different caption for each one. Remember the do's and don'ts of caption writing.

D Writing – *Giving constructive peer feedback*

Check your partner's captions against your do and don't list. Has s/he followed the rules?

| Yes, her / his caption is very good because... | The caption is OK, but needs some work on ... | No, she / he needs to make it better by... |
|--|---|--|
| (explain why) | (which rules did s/he forget to use?) | (what are your suggestions?) |

Producing a Photo Story



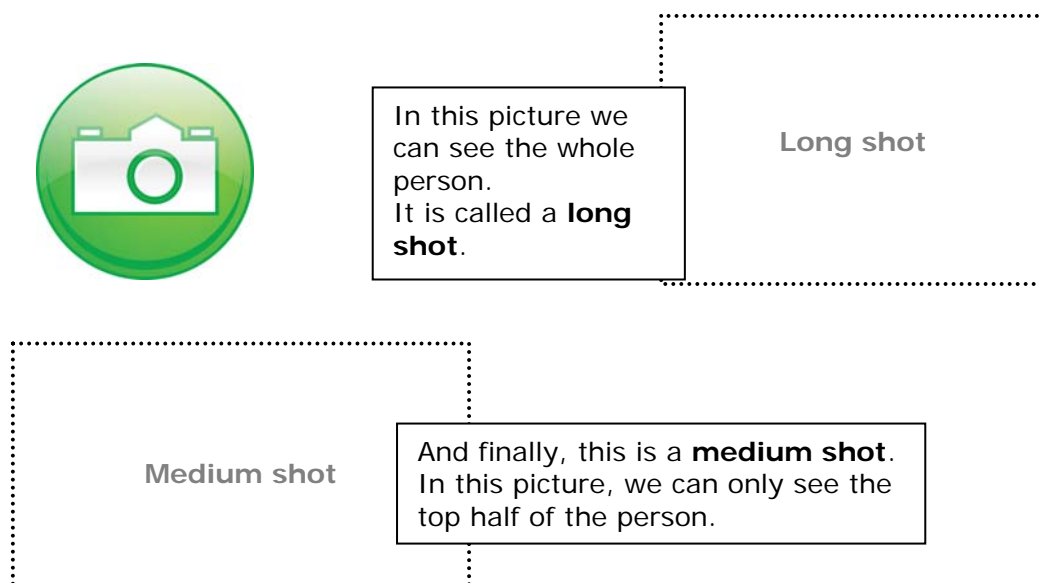
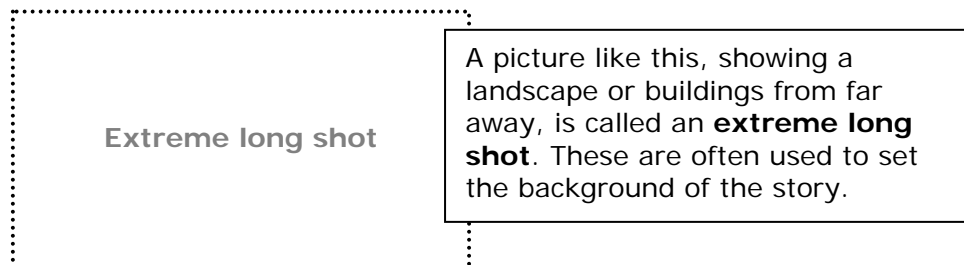
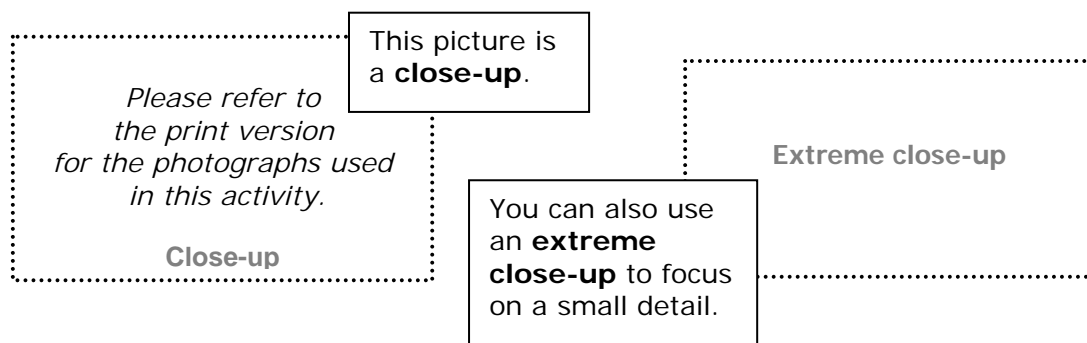
Learning Activity 1*

Reading

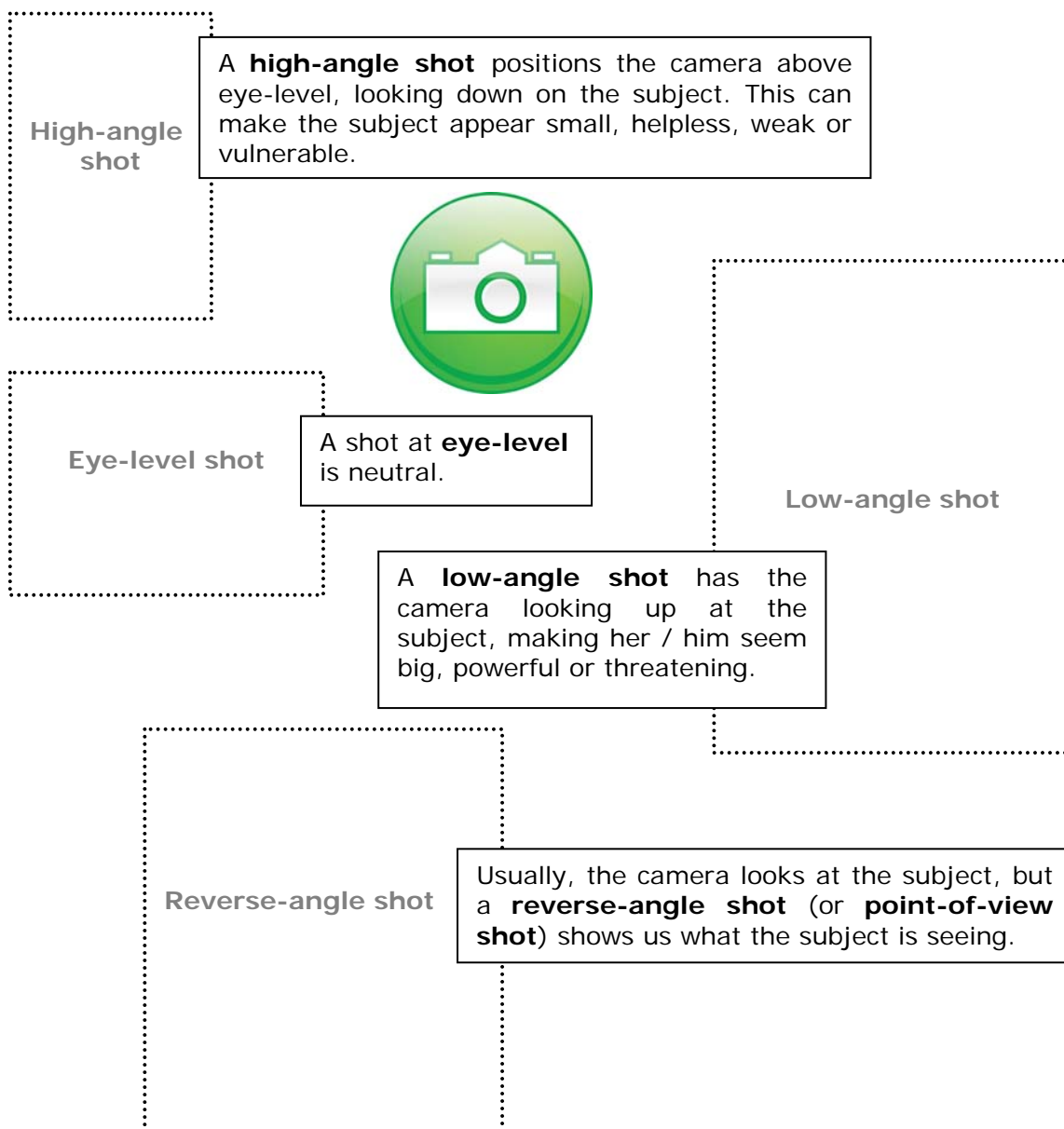
Camera shots and angles

Before you take your photos, you must think about what you want to show. What is the subject of your picture? Is it a person, a place, an action, or a small detail / part of one of those?

i Photographers use different types of **shots** to help them to achieve the effect they want.



i Camera **angle** is also important. Using different camera angles adds variety as well as information. Look at the examples below:



Task: Find examples of each type of camera shot and angle. Make a poster and label each example.



Learning Activity 2*

Reading and Speaking

Telling a story in photos and choosing captions

Use http://www.bbc.co.uk/cbbc/presspack/skillsroom/tellingastory_photos.shtml to practise putting photos into a sequence and adding captions.



Learning Activity 3

Speaking, Listening and Writing

Planning and producing a photo story

Working in a small group, you are going to make your own photo story with captions. These are the steps you should follow:



Step 1: ***Choose a theme for your story***

First, you must decide what your photo story is about. Your teacher may give you some topic ideas.



Step 2: ***Brainstorm story ideas***

Brainstorm story ideas with your group and write notes / make a mind map.



Step 3: ***Make a storyboard***

Now use the storyboard on S12. Draw / write your ideas in the boxes. You also need to think about locations. For each shot on the storyboard, discuss where you will take the photo and write the location under the picture. Remember, it is best to use only a small number of locations and it will be easier for you if they are close to each other.



Step 4: ***Choose a job***

Before you start taking photos, you must decide what job each person in your group will do. Here are some ideas: photographer, model(s), props person, costume / make-up person, director.



Step 5: ***Plan your photo shoot***

Write a list of all the things you will need to take on the photo shoot (e.g. props, costume, camera, notes and storyboard ideas) and who will bring them. Finally, make a plan with your group about when and where you are going to meet to take your photos. Check that everybody knows what they need to bring.



Step 3: Make a Storyboard

This storyboard is your plan for the final photo story. Work with your group and decide what the main events are in your story. Then, write notes or draw a quick sketch in each box to explain what that photo will be of. Also, write where you could take the photo.

| | | | |
|----------------|----------------|----------------|----------------|
| 1. Where?..... | 2. Where?..... | 3. Where?..... | 4. Where?..... |
| 5. Where?..... | 6. Where?..... | 7. Where?..... | 8. Where?..... |



Learning Activity 4

Speaking, Reading and Writing

Producing captions for your photo story

A Speaking – Putting your photos into a sequence

Now you should have a selection of photos. With your group, choose the best ones for the final photo story and put them in order.

Put these sequencing words in order (some of them have the same meaning):


| | | | | |
|---------|------------|------|---------------|----------|
| finally | after that | next | to begin with | secondly |
|---------|------------|------|---------------|----------|

Talk to your partner and practise telling the story. You can write notes if you want to.

Remember: Who? Where? When? What?

B Speaking and Reading – Revision of caption writing tips

Do the quiz below to remind you about caption writing. **Circle the correct option.**

| | | |
|---|---|--|
| 1. A photo caption should be about 5 / 15 / 50 words long. | 2. Photo captions usually use past simple / present simple / past continuous in the first line. | 3. The main people in the photo are / are not usually identified. |
| 4. You do / do not need to use articles (a, an, the) or conjunctions (and, but) in photo captions. |  | 5. Photo captions usually give the writer's opinion / just the facts . |
| 6. Photo captions often include information about when / where / who / why / what . | 7. Photo captions do / do not give us extra information that we didn't know from the photograph alone. | 8. It is necessary / unnecessary to give a description of the photo, e.g. "This photo shows..." |

C Writing – Photo captions for your story

Now write a caption for each photo in your story. Remember the caption writing tips!

With your group, you should discuss the captions and choose the best ones to add to your final photo story. There must be at least two captions from each group member.

D Peer feedback – *A photo story*

Finally, look at another group's captions and answer these questions:

| Did they: | Yes | No | Not sure | Not applicable |
|--|-----|----|----------|----------------|
| ...use present simple in the first line? | | | | |
| ...use past simple later to give us information about when the event happened? | | | | |
| ...tell us about the people in the picture by using adjectives and a noun phrase? | | | | |
| ...make their caption too long? | | | | |
| ...give us their own opinions? | | | | |
| ...use the caption to give us extra information that we didn't know from looking at the photo? | | | | |
| ...use descriptive words like ' <i>beautiful</i> ' or ' <i>terrible</i> ' to describe things which we already knew from the picture? | | | | |
| ...accurately describe the photo? | | | | |

Tell the other group what you thought of their work. Use the sentence starters below to help you:

Advice to help them improve their work:

- You could try (adding / removing / changing) ...
- Why not think about (ordering / listing) ... ?
- Next time, why don't you (change / cut / swap) ...?
- How about (reversing / changing) ... ?



Give them some positive feedback:

- We think your captions are ...
- The story is ...
- You have ... well.
- We really like ...



Introducing Comic Strips



Learning Activity 1

Speaking

What do you know about comic strips?

Instructions

| | |
|------------------|---|
| You need: | four people, a counter each, a coin |
| To play: | Toss the coin. Heads: move two places. Tails: move one place. |
| Winner: | The person to answer the most questions |

| | | |
|--|---|--|
| <h2>Start</h2> | 1 Ask two people in your group about what comics they read and why they like them. | 2 True or False? Comics started to appear in the 1800s and were meant to be funny. |
| | 3 True or False? A small comic-like book appeared in China as early as the 1900s. | 4 What was the first animal comic cartoon character? a) a dog b) a mouse c) a cat |
| 6 True or False? McMug is sillier than McDull. Why / Why not? | 7 Which one is a superhero and how do you know? a) Crayon Shin-chan* b) Doraemon c) Astro Boy d) Calvin (and Hobbes) | 5 What do the following three words mean? a) Manga b) Manhwa c) Anime |
| | | 8 Which type of comic strip do you think is most popular with teenagers these days? a) action b) funny c) relationship stories d) stories about society |

* Also known as *Laap Bat Siu San*



Learning Activity 2

Reading and Speaking

Character and Story

Read some information about two characters you will see in a comic strip in Learning Activity 3. Answer the questions in pairs.

A Reading – Characters

Comic strips
Comic strips
Comic strips

Calvin

Calvin is a young American boy. He has a toy tiger called Hobbes. He also has a very good imagination. In the story you're going to read, it's evening time, and Calvin doesn't want to go to bed.
How does a little boy avoid going to bed?

Calvin's mother

Calvin's mother cares about her son and wants to make sure he has a healthy daily routine, including going to bed on time.
What does Calvin's mother do to make him go to bed?

B Vocabulary – Preparing for the story

Vocabulary check

Match the words to make phrases. What do phrases 1–3 mean?



| | | |
|-------------------------|------------------------------|-------------------------------|
| Example: (1) say | (1) (d) say goodnight | (a) motion |
| (1) A broom | | (b) for bed |
| (2) Slow | | (c) stick |
| (3) Get ready | | Example: (d) goodnight |

All these phrases are used in the comic strip. What happens in the story?



Learning Activity 3 Reading, Speaking and Grammar Working with the story

A Reading – What happens in the story?

You need: six story strips from your teacher for your group.
Activity: Read the strips. Can you guess the order of the story? Your teacher will show you the comic strip after you have finished.

Maybe this strip goes first...

And then, this one?

B Reading – Preparation for role-play

Look below at the lines used by Calvin and his mother. Use the phrases to describe **the way** they are speaking at different moments in the story. Two phrases have the same meaning.

whispering softly ✓
speaking normally

starting to get louder
raising her / his voice

speaking slowly
speeding up

1. Mother: 'Good night, Calvin.'

e.g. *whispering softly*

2. Mother: 'All right, where are you?!'

4. Mother: 'Now hurry up!'

3. Calvin: 'I can't! I'm trapped in...'

5. Calvin: 'Ahh! Time snap!'

C Speaking – Role-play

| | |
|------------------|--|
| You need: | to see the Calvin and Hobbes comic strip |
| Activity: | Work in pairs. Choose a character to play. Read out the dialogue in the cartoon using speed, volume (be quiet or be loud) and body movements to bring the story to life. |
| Feedback: | Role-play the comic strip to another pair of students. Get feedback from them about (a) pronunciation (b) speed and loudness (c) use of face and body. |

Say 'good night, Calvin' more sweetly next time.

Try saying 'all right, where are you?!' a little more loudly.

Pronounce Calvin's first line more slowly and deliberately.

Pronounce the 'p' in 'time snap' more clearly.

D Grammar and Vocabulary – Summarising the story

Circle the correct phrases below to complete a summary of the story.

Calvin is supposed to be (1) **on the sofa** / **in bed.**

He doesn't feel like going to bed, (2) **so** / **then** he puts a broomstick in his bed (3) **instead** / **as well**. His mother comes (4) **to speak** / **to say** goodnight, and finds the broomstick.

She (5) **has** / **starts** to shout for Calvin.

In a different part of the apartment,

Calvin is (6) **moving in** / **going on**

slow motion. He (7) **prevents** / **pretends**

he cannot move any quicker to avoid

(8) **to go** / **going** to bed.



Calvin!

Calvin!

When Calvin's mum (9) **loses** / **raises** her voice, Calvin quickly changes pace

(10) **but** / **and** runs to bed saying that he has had a 'time snap'.

Comic strips

Features of Comic Strips



Learning Activity 1 Speaking and Vocabulary *How do comic strips work?*

A Vocabulary – *Parts of a comic strip*

Draw lines from the labels to the parts of the comic strip.

*Please refer to the print version
for the comic strip used in this activity.*

Calvin and Hobbes comic strip

Panels These are the boxes that show the action and dialogue.

Gutters These are the spaces between the panels. They mark changes in time and place.

Speech balloons These shapes are used to show who is speaking and what they are saying. They are made of the balloon / bubble and the tail.

Speed lines These lines show the speed and direction the character is moving in. They can also sometimes show you how a character is feeling.

B Speaking – *One-minute challenge*

You need: four people to play this speed game
Activity: Write your names in the column. Answer all the questions next to your name within one minute. The tallest person in the group starts first.

| Your names | Panels | Gutters | Balloons | Speed lines |
|------------|--|---|---|--|
| | Does every image have a panel? | What's a gutter? | Which character speaks most? | What do the speed lines in panel 2 show? |
| | Which panels show the setting? | How are gutters used in panels 1, 2 & 3? | How is speech shown in 'slow motion'? | Are there any lines in panels 4-10? Why / Why not? |
| | How many panels show Mum, Calvin and both? | How does the gutter show time between panels 4-8? | Which character has coloured speech balloons? | What do the speed lines show in the last panel? |
| | How many panels show 'slow motion'? | Difference between panel and gutter? | Why is 'NOW' in capitals and larger? | Are speed lines always straight? |



Learning Activity 2

Listening and Note-taking

Use of comic strip features

Listening and Note-taking – *Describing a comic strip*

Read the comic strip below. The three characters are Lucy (the girl), Linus (the boy), and Snoopy (the dog). Did you enjoy the story? Which parts did you like? Now listen to a description of the strip and make notes about storyline and comic strip features. *Before you listen, number the panels from left to right so you can follow easily.*

Panels
1-2

*Please refer to the print version
for the comic strip used in this activity.*

Panels
3-6

Peanuts comic strip

Panels
7-9

words to use

glove ✓

Lucy

WHAM!

strategy

warns

middle

stages

Example:

Panels 1-2

show setting and introduce Snoopy's nose-boxing *glove*

Panels 3-4

Lucy makes fun of Snoopy's nose-glove.

Linus _____ her that Snoopy is a champ.

Lucy needs a _____ to win.

Panels 5-8

show the beginning and _____ of the fight.

The *gutters* divide the fight into three _____.

Panels 7-8 also use onomatopoeia: POW! and _____.

Panel 9 (the last panel)

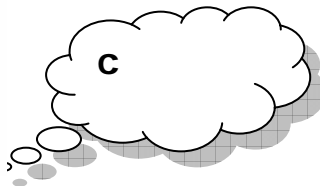
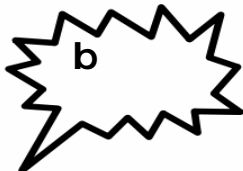
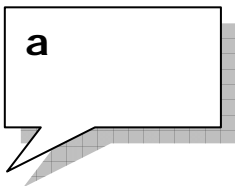
This time, it's _____ wearing the boxing glove on her nose.



Learning Activity 3
Writing
Working with dialogue

A Reading – *Balloons and captions*

Below you can see some speech balloons (a-b), a thought bubble (c), and a caption box (d). Match the phrases to the shapes and explain your choices to your partner.

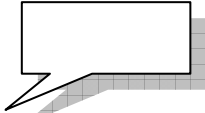


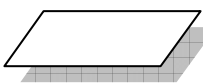


| | | | |
|---|--------------------------------|---|--|
| (1) <i>Calvin isn't in bed, she thought.</i> | (2) <i>One minute later...</i> | (3) <i>'Get to bed this minute, Calvin!', she shouted.</i> | (4) <i>She said, 'Calvin, where are you?'</i> |
|---|--------------------------------|---|--|

B Vocabulary – *Words to describe speech*

(a) Put the words below under the correct comic shape. The words are in four groups: 'said', 'shouted', 'thought' or 'time / place'. You may look up the words from a dictionary if you need to.

| | | |
|----------------|-------------------|-----------------|
| remarked | imagined | guessed |
| wondered | the following day | screamed |
| later that day | shrieked | in the kitchen |
| yelled | mentioned | told (me / you) |

| | | | |
|---|--|---|---|
|  = said |  = shouted |  = thought |  <i>contains time / place</i> |
| | | | |

(b) Why are all the verbs in past simple tense?

C Writing – Dialogue

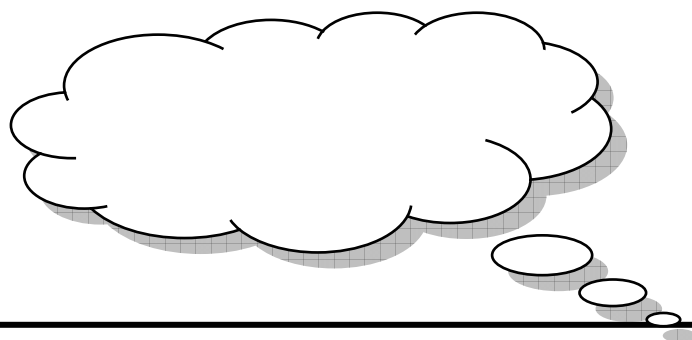
You need: to write the thoughts and speech for panels 7, 8 and 9 of the strip.
Activity: Work in pairs. Look at panels 7, 8 and 9 on S19. Think about, discuss and decide what Linus (the boy) is thinking and might say.

Make notes on how Linus is feeling here:

Example: *Panel 7 – shocked and afraid*

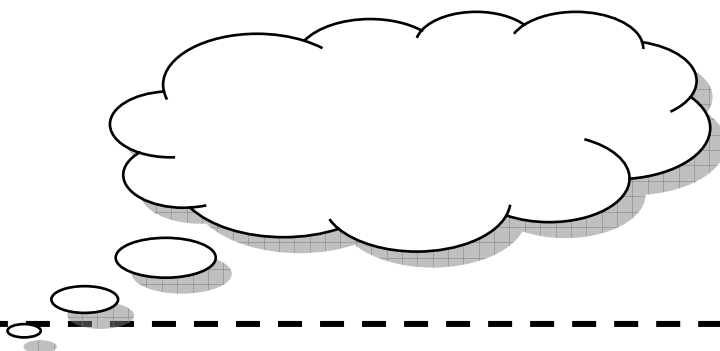
Panel 7 – The fight starts

Look at Linus' hair. It's standing on end! What is he **thinking**?



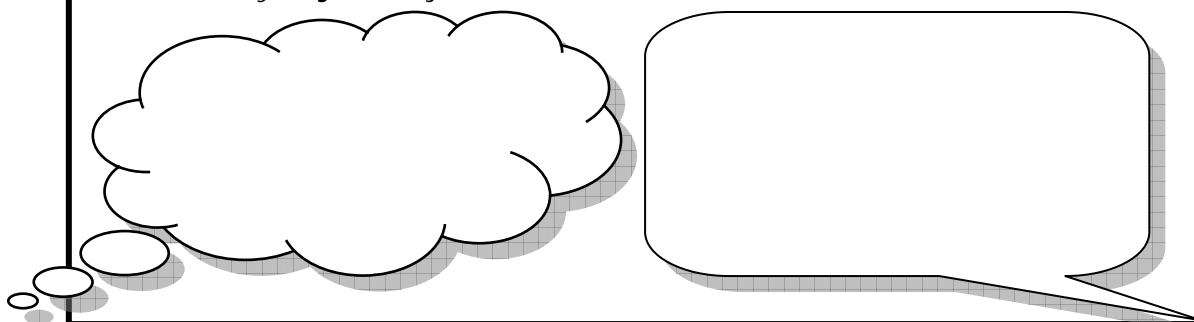
Panel 8 – In the middle of the fight

Linus is standing back from the fight. What's he **thinking** now?



Panel 9 – The fight ends

What is Linus **thinking** now: what does he want to say to Lucy? What does Linus *actually* **say** to Lucy?





Learning Activity 4*

Writing

Superhero profiles

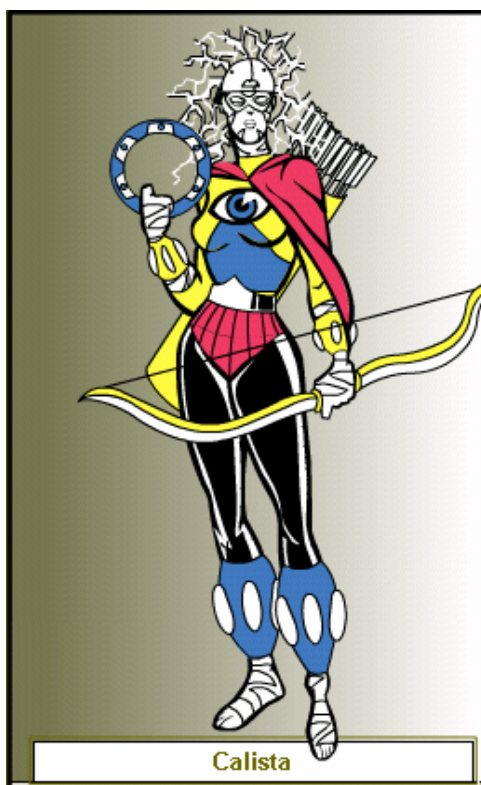
Read the descriptions of these two female superheroes. Write (H) next to descriptions of Hypatia and (C) next to descriptions of Calista.



Example: She's got a two-colour top on and her insignia is a bolt of lightning. **(H)**

- (1) She's wearing dark leggings with protective boots, which form an electric field around her legs. ____
- (2) Her weapons are 'zoom wands', which are hand-held magnetic tools. ____
- (3) She has a cape which makes her invisible. ____
- (4) She's wearing magnetic ballet flats, which allow her to fly near the ground. ____
- (5) Her weapons are a bow and arrows, which are strong enough to go through walls, and a 'transfixer disc', which can freeze a person instantly. ____

Write a description of each character's helmet or mask. What are they for?



★ Superheroes always have bad characters to fight against and protect people from. For example, Batman often protects people from Catwoman. These characters are called 'villains', 'baddies', and the worst one is called 'the arch enemy'.

★ Superheroes usually have one weakness, for example, Superman loses all his powers when he's near the mineral kryptonite. Villains often exploit these weaknesses.



Write a description of either

Hypatia's or Calista's arch enemy. What's her / his name? What does s/he wear? Any special powers? What is your superhero's one weakness, and how does her / his arch enemy use it?

These images provided courtesy of UGO Entertainment, Inc. and Heromachine.com

Hypatia (pron: hi – PAY – sha) the name of a 4th century female Greek-Egyptian mathematician, philosopher and astronomer.
Calista (pron: ka – LIS – ta) means 'most beautiful' in Greek. Calista was a huntress in a Greek myth.



Learning Activity 5

Writing

Tips for comic strip writing

A friend has written some points for new 'family and relationship' comic strip writers at your school. Unfortunately, she made some factual mistakes. Read her list and improve it, changing the mistakes.

Guidelines for comic strip writing



Comic strip stories – make sure there are lots and lots of problems.

Family characters – have around ten characters and make sure they are all different, e.g. different clothes and hair. The story should involve all of them.

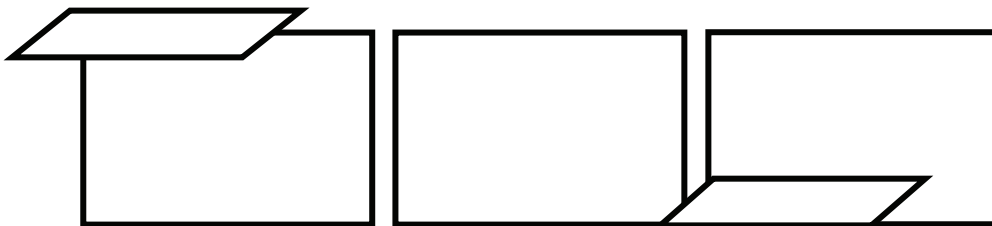
Panels – use panels to show the action. Every panel should have an action scene in it: conflict, drama, conflict, drama!

Gutters – don't worry about gutters. They're not important.

Speed lines – use as many speed lines as you can to create action and adventure. Use as many stars as possible.

Speech balloons or thought balloons – every panel should have a speech or thought bubble to keep the readers interested. Put in a lot of dialogue.

Sounds – if you have action, make sure you include at least ten sorts of sounds (onomatopoeia), like 'smash!', 'thwack!' and 'pow!'



Introducing Advice Columns



Learning Activity 1 Speaking and Reading *Talking about problems*

A Speaking – *What's the matter?*

a



b



c



d



What problem
does each
picture show?
Discuss the
problems with
your partner.

e



f



g



h



Who would you talk to if you had one of
these problems?

B Reading and Speaking – Text quiz

Work in a pair or small group. Look at the example text and answer the questions. Tick (✓) the correct answer a, b, c or d.

Dear Annie

How can I make a guy notice me? There is a guy I like at my school but there are lots of other girls who like him. What should I do so he notices me?

Invisible in Tuen Mun

Dear Invisible

Getting a popular guy to like you is always difficult - and often not worth the heartache. If you're lucky enough to get him, there are always plenty of other girls trying to steal him away. However, one good way is to chat with his mates. Then, when your cute boy comes by, it's much easier to connect 'cause you're already hanging out with his friends. It might not totally succeed of course, but at least it is good practice getting comfortable talking to boys.

Good luck!

Annie

1. Where might the text come from?

| | | | |
|-----------------------------|--|-----------------------|--|
| a) Apple Daily | | c) a Manga book | |
| b) South China Morning Post | | d) a teenage magazine | |

2. Who wrote the first part ("Dear Annie...")?

| | | | |
|-----------------------|--|------------------------------|--|
| a) a 16-year-old girl | | c) a 40-year-old businessman | |
| b) a 25-year-old man | | d) a housewife | |

3. Which clues helped you to decide? (tick more than one)

| | | | |
|----------------|--|------------------------|--|
| a) vocabulary | | c) topic | |
| b) informality | | d) text-type: a letter | |

4. Why is the person writing?

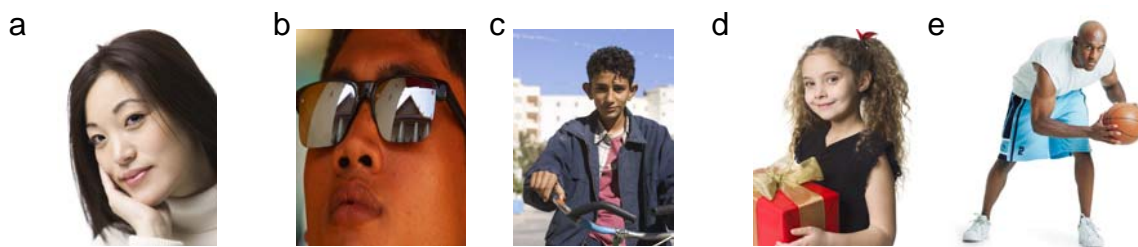
| | | | |
|-------------------------|--|------------------|--|
| a) to give an opinion | | c) to entertain | |
| b) to describe an event | | d) to get advice | |

5. Who is the person writing to?

| | | | |
|-------------|--|----------------------------|--|
| a) a friend | | c) her / his mother | |
| b) a doctor | | d) an 'agony aunt / uncle' | |

i An **advice column** is a column in a magazine or newspaper written to help people with their problems. It is written by an advice columnist (also known as an agony aunt, or agony uncle if the columnist is male). The name "aunt" is used because the image presented is often of a woman providing comforting advice and wisdom. "Agony" describes a feeling of strong pain or a sad or difficult situation.

6. Which picture best shows the magazine 'agony aunt' for this magazine?



Learning Activity 2

Reading and Vocabulary

Typical problems

A Reading – *What type of problem is it?*

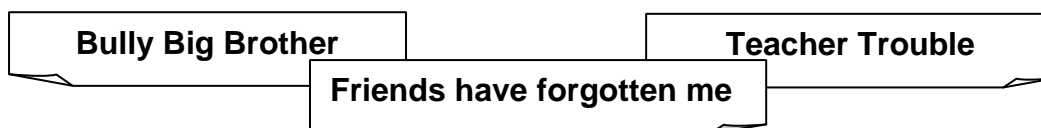
Here are some letter headings from a magazine problem page. Put each one into the correct 'type of problem' group in the table below (some may go in more than one group).

- 1 I want a boyfriend
- 2 Mum's new man
- 3 Tired all the time
- 4 I love my teacher
- 5 Dating disaster
- 6 His bro beats him up
- 7 Will I ever grow?
- 8 Secret smoker
- 9 My friend's a thief
- 10 My mates are richer than me
- 11 Worried I'm too fat
- 12 Exam stress

| Type of problem | Heading number |
|--------------------------------------|----------------|
| Family | |
| Body / Health | |
| Relationships / Love | |
| School | |
| Morals (right or wrong behaviour) | |
| Money | |

B Vocabulary – Alliteration

Look at these problem letter headings from a magazine:



What do you notice about the beginning sounds of the words?
This is called '**Alliteration**'.

i **Alliteration** is when we use words beginning with the same (consonant) sounds. This technique is used in poetry, newspapers, adverts and songs.

Look at the example headings from Learning Activity 2A on page S26.
Circle the ones that use alliteration.

C Vocabulary – Slang and informal language in magazines

i The problem pages in magazines often use **abbreviations** (shortened words), **slang** and **informal** language.

(a) Read the sentences, then work with your partner to guess what the underlined abbreviations mean:

1. My parents think my big bro is cleverer than me. He is 16 and I am 14.
2. I have to choose what to study at college next year. My fave subject is art but my father says I have to study something useful like business.
3. I am worried 'cause my exams are coming soon.
4. My best friend always wears really glam clothes but I can't afford to buy such beautiful things.
5. I have a great boyfriend, but his ex is always calling him and trying to get him to be her boyfriend again.
6. I have a problem with my little sis. She is always coming into my room and playing with my stuff.

| Shortened word: | Full word: |
|-------------------------|------------|
| 1. bro | |
| 2. fave | |
| 3. 'cause / 'cos | |
| 4. glam | |
| 5. ex | |
| 6. sis | |

(b) Try to guess the meaning of the slang / informal words from the context. Read the problem letter and match the underlined words with the definitions below. (You may use a dictionary if you need to.)

Dear Agony Aunt Annie
There's a lad in my class who was my boyfriend until last week. I fancied him for about six months, then he asked me to be his girlfriend. We were together for about 3 months. Then he dumped me because he said I was too chubby, even though I think I am quite thin. I went mad when he dumped me but my mates all told me to forget about him. I don't know what to do now 'cause every time I try to talk to him he's really stroppy. Please help me!

Write the definition numbers in the boxes.

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| a | | b | | c | | d | | e | | f | | g | |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|

| | |
|---------------------------|--------------------------|
| a. a lad (n.) | 1. moody / bad-tempered |
| b. to fancy somebody (v.) | 2. to be attracted to |
| c. to dump somebody (v.) | 3. slightly overweight |
| d. chubby (adj.) | 4. to be angry |
| e. to go mad (v.) | 5. boy / young man |
| f. mates (n.pl.) | 6. to end a relationship |
| g. strop | 7. friends |



Learning Activity 3

Reading

Problem page letters

Work in pairs. Read the letters from magazine advice columns that your teacher will give you. Fill in the table below.

| | Letter 1 | Letter 2 | Letter 3 | Letter 4 | Letter 5 |
|---|----------|----------|----------|----------|----------|
| Who is writing? (e.g. boy / girl) | | | | | |
| Type of problem? (e.g. family / school) | | | | | |
| How does the writer feel? | | | | | |

Advice-seeking Letters



Learning Activity 1 Speaking *What do you think?*

Look at the five problem letters from the previous activity. Finish the sentences below with the number of the problem letter. Tell your partner.

The problem I'm most likely to have is in letter number...

The problem I'm least likely to have is in letter number...

The easiest problem to solve is in letter number...

The most difficult problem to solve is in letter number...

The most unusual problem is in letter number...

The most understandable problem is in letter number...

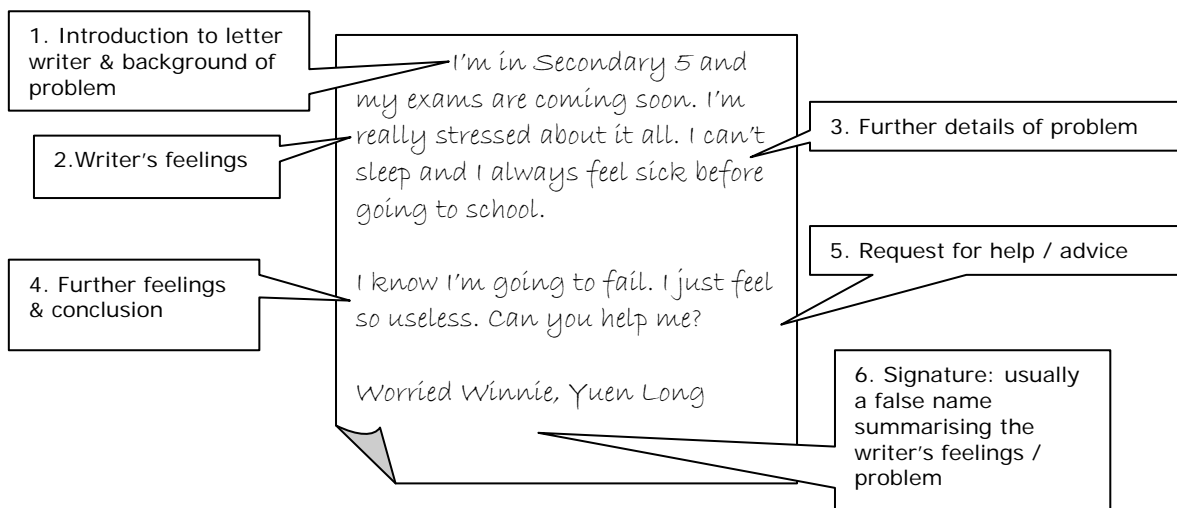
I know someone who has had the same problem as letter ...

The person I'd most like to help is the one in letter...



Learning Activity 2 Reading, Writing and Speaking

A Reading – A typical problem letter structure



B Speaking – *Brainstorming ideas*

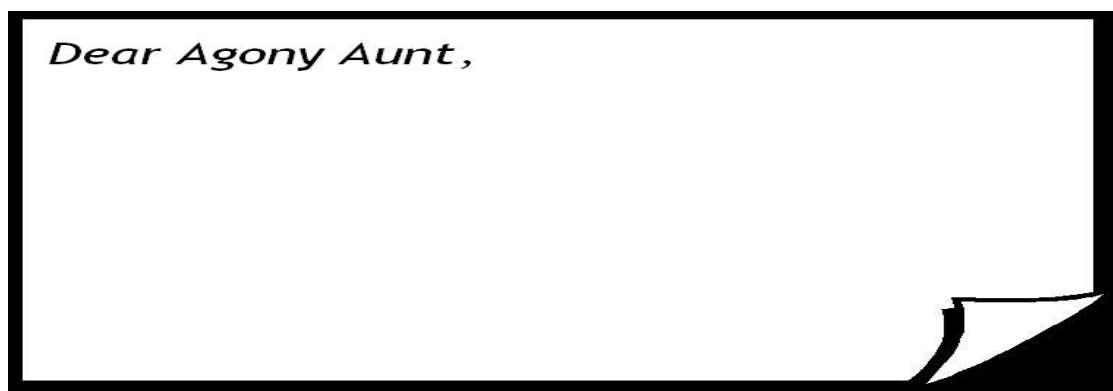
Choose one picture (a-h) from Learning Activity 1A on S24 (Talking about problems) and write a short description of the problem.

- Who is the writer?
- What is the problem?
- How does s/he feel?

C Writing – *First draft of a problem letter*

Individually, write a short letter to the agony aunt (try to write at least 50 words) and remember to use this general structure:

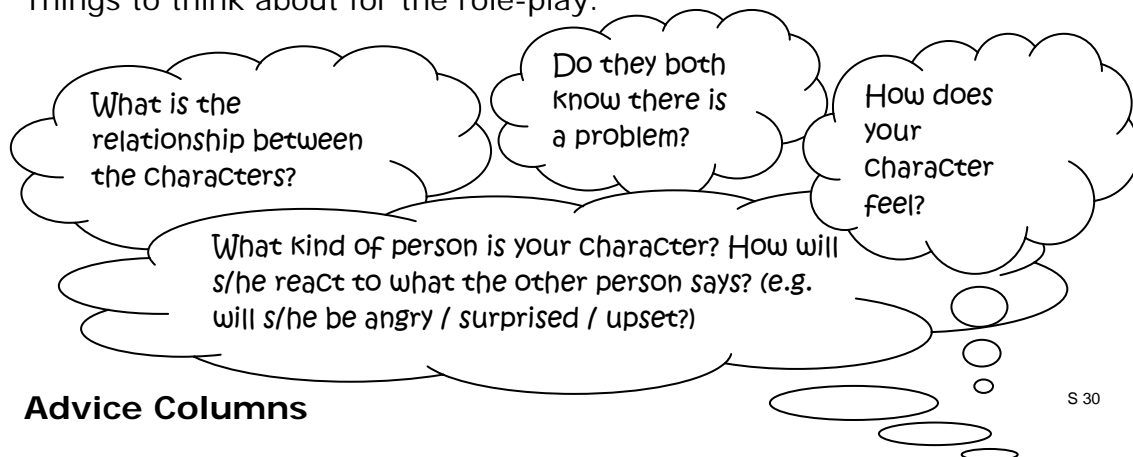
1. Introduction to writer and problem
2. Explain feelings
3. Give further details of the problem and its effects
4. Final summary of feelings and conclusion
5. Request for help / advice
6. False name signature (try to use the same first letter for each word, e.g. Worried Winnie; Anxious in Aberdeen)



D Speaking – *Problems role-play*

Work in a pair. Your teacher will give you one of the five advice letters. Each letter has two (or more) characters involved in the problem. Choose a character each and prepare what you will say (write notes) and then practise your role-play together.

Things to think about for the role-play:



Advice-giving Letters



Learning Activity 1 Writing and Peer Assessment *Alliteration*

Look at the first draft problem letter you wrote and think of a suitable heading. Remember, magazine headings are usually short (three or four words only) and often use **alliteration** (words beginning with the same sound / letter, e.g. Bully Big Brother, Teacher Trouble).

Compare your heading with your partner's and tell them your opinion of their heading using the sentence starters in the boxes.

| Your letter heading needs to | Your letter heading is | Next time, try to |
|--|--|-------------------|
| (e.g. be shorter, be more exciting, use alliteration) | (positive / negative adjective) | |



Learning Activity 2 Reading and Text Analysis *An advice-giving letter*

Here is a problem letter with the agony aunt's reply. Label each part of the reply using the comments from the next page (a-e). Write the letter on the small line. The first one has been done for you.

I'm in Secondary 5 and my exams are coming soon. I'm really stressed about it. I can't sleep and I feel sick every day before I go to school. My father really wants me to get good results but I know I'm going to fail. I just feel so useless. Can you help me?
Worried Winnie, Yuen Long

Dear Winnie

First of all, it is quite natural to feel anxious about big events like this, so talk to your mates and you will find out you are not the only one who's worried.

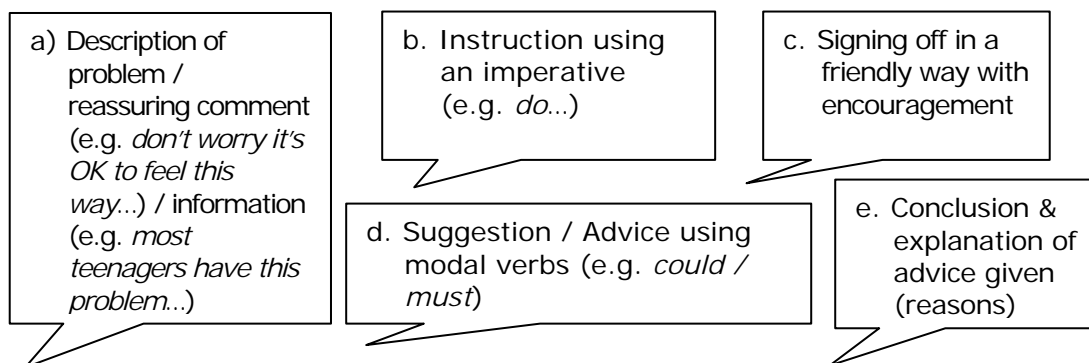
(a)

You could have a chat with your favourite teacher about it and maybe s/he can help you to make a study plan so that you feel in control. _____

Of course, it is an important time, but take time off to do things that you enjoy, like spending time with mates, going to the cinema or doing sports. _____

Spending some time relaxing will help you to feel refreshed for studying and will help you to sleep better too. _____

Good luck! _____



Learning Activity 3 Grammar and Speaking *Ways of giving advice*

A Grammar and Vocabulary – *Language for giving advice*

All the sentences below are used to make suggestions and give advice, but how are they formed? Do the sentences below use:

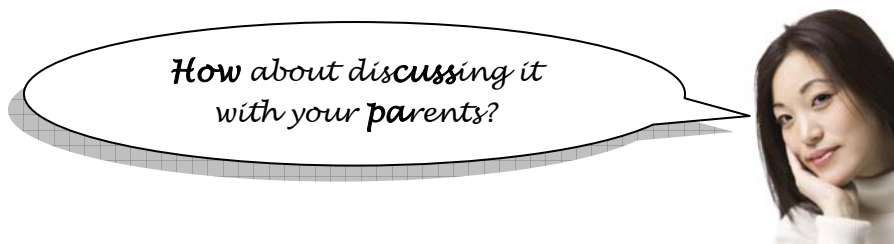
(1) an imperative (2) a modal verb or (3) a question form?

Write the number (1), (2) or (3) and underline key words or punctuation. The first one has already been done for you.

- a. You could try talking to her. **(2)**
- b. How about discussing it with your parents?
- c. Do some sport.
- d. Have you tried going to after-school tutorials?
- e. You may find it helpful to ask your friend what she thinks.
- f. It might be a good idea to meet some new friends.
- g. Perhaps you should speak to your teacher.
- h. Eat more healthily.
- i. Why don't you join a sports team?
- j. Talk to your doctor about it.

B Speaking – *Sentence stress in advice-giving phrases*

Practise saying the phrases with your partner. Because you're speaking, think about the stressed words or syllables. Here's an example:





Learning Activity 4

Writing

An advice-giving reply letter

Can you remember the guidelines for the structure of an advice-giving reply letter?

Fill in the missing words in the sentences below.

An advice-giving reply letter usually follows this structure:

1. Repeating description of _____ / a reassuring _____ / information.
2. _____ / advice using _____ verbs.
3. Instruction using an _____.
4. Conclusion and _____ of advice given.
5. Signing off in a _____ and encouraging way.

*The order of 2 and 3 above can be changed around.

Now your teacher will give you instructions for writing an advice-giving letter to answer some of the problems you and your classmates wrote about in your first drafts.

Fashion Columns



Learning Activity 1

Speaking

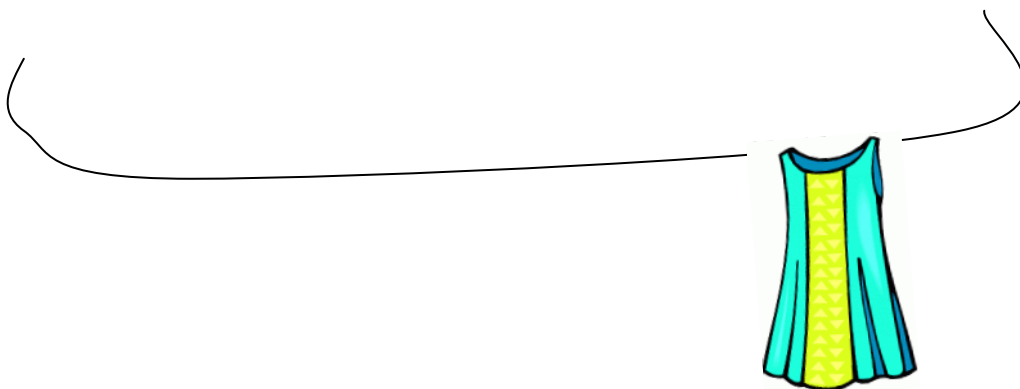
How important are clothes to you?

Instructions

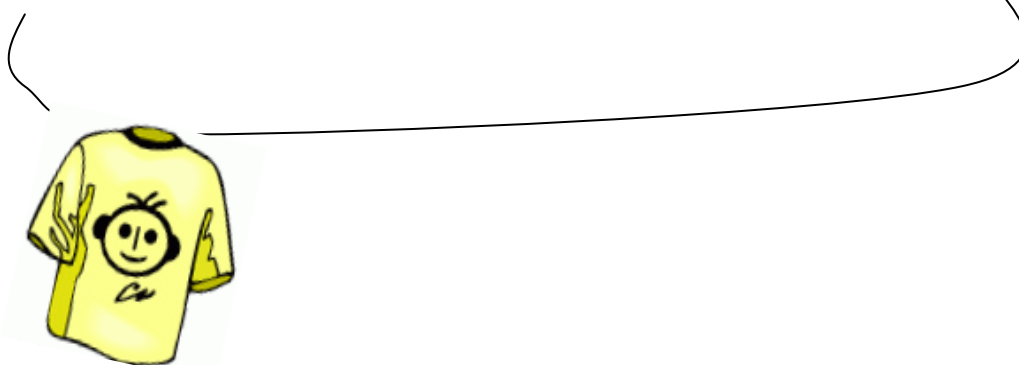
You need: a pencil, two people to play

To play: Use Washing Line A and draw your favourite outfit on it. Take a maximum of three minutes. When you've finished, describe it so that your partner can draw the same on Washing Line B.

Washing Line A



Washing Line B



Speaking

Why are these clothes your favourites? What would you do if you ever lost them?



Learning Activity 2

Listening and Vocabulary

Clothes bingo

You need: to choose a card to play the bingo game: A, B or C.
To play: Your teacher will show you pictures of items of clothing. If you have the word(s) for the item, cross it off your card. Shout 'Line' if you cross out a horizontal, vertical or diagonal line. Shout 'House' if you cross off all your words.

A

Patterns and Fabrics

| | | |
|------------------|----------------------------|--------------------------|
| checks / checked | stripes / stripy / striped | spots / spotty / spotted |
| plain | woollen | leather |
| cotton | linen | denim |

B

Basic Clothing ('Basics')

| | | |
|-----------------------|----------|----------|
| a suit | trousers | a jacket |
| a skirt | a tie | a shirt |
| a jumper or a sweater | a dress | a blouse |

C

Casual Clothing and Accessories

| | | |
|---------------|--------------|-----------------|
| bling (bling) | a hoodie* | cargo pants |
| a trucker cap | skinny jeans | trainers |
| leggings | a T-shirt | loose-fit jeans |

* a hoodie is a short name for a hooded top, sweatshirt or jacket (may also be spelled 'hoody')



Learning Activity 3

Listening and Speaking

Lost property

A Speaking – *Lost and found*

Have you ever lost any clothes? What did you lose and where did it happen? Did you ever recover the clothes? How important were the clothes to you and why?

B Listening and Form-filling – *Lost property office*

You will hear a recording of a woman calling the lost property office of a taxi company to explain that she has left some clothes in the back of a taxi. Listen to the conversation and complete the taxi office lost property form.

| | | | | | |
|-------------------|--------------|---------------|---------------|------------|-------------|
| Date: | 29 February | | (Version A) | | |
| Time of pick-up: | _____ | | | | |
| Place of pick-up: | Albion _____ | | | | |
| Items lost: | (see below) | | | | |
| (1) | _____ | tight-fitting | _____ - _____ | _____ | _____ |
| (2) | _____ | _____ | _____ - _____ | orange | cargo pants |
| (3) | _____ | _____ | _____ | light blue | _____ |





Learning Activity 4

Vocabulary and Speaking

Ordering adjectives to describe clothes

Sometimes we need to describe clothes in detail to another person. Read the following conversation. Where is Person A, and where is Person B? How many times is the jacket described *by the end* of the conversation? Now read aloud the conversation with a partner: the words in **bold** show the stress in the sentence.

Person A

(1) I need my **jacket**. I'm cold.

(3) The **warm** one with a **hood**.

(5) Yeah, the warm, black **woollen** one with a **hood**.

Person B

(2) *Which jacket?*

(4) *The **black** one?*

(quality) (colour) (**fabric** / style / pattern) (feature)



Learning Activity 5

Vocabulary

Describing clothes

Use the words in the box to describe some men's clothes.

Please refer to the print version for the images used in this activity.

T-shirt 1

Shirt 2

Jeans 3

Jacket 4

One word is not needed:

stripy
with a hood
fleece
blue
white
front
baggy

1 T-shirt

| | | |
|---|--|---------|
| a | | T-shirt |
|---|--|---------|

2 Shirt

| | | | | |
|---|------|-----|--|-------|
| a | grey | and | | shirt |
|---|------|-----|--|-------|

3 Jeans

| | | |
|-------|--|-------|
| black | | jeans |
|-------|--|-------|

4 Jacket

| | | | | |
|---|--|--------|--|--|
| a | | jacket | | |
|---|--|--------|--|--|



Learning Activity 6

Reading and Speaking

Fashion column titles



A Reading – *Fashion column titles*

Instructions

You need: a coin, two people to play
Activity: Read the fashion column titles below. Toss a coin. If you throw heads, put a circle around a title of a column that tells you **what to wear**. If you throw tails, put a rectangle around a title of a column that tells you **what to avoid wearing**.



Lovely Lush Looks

Poppy's Big Mistake

Ten Fashion No-No's

Style Council

Glam and Gorgeous

Heavenly Hot Heels

What on earth was s/he thinking?

How not to...

B Language Study – *Fashion column titles*

Discuss the following language questions with your partner.

- 1 What's a 'no-no': a suggestion or a warning? Who says it and who are they talking to? What are they talking about? Can you give an example?
- 2 What kind of mistake did Poppy, the film star, make? Where was she? Who saw her? (Remember, this is a fashion column title.)
- 3 What type of phrase might come after, 'How not to...'? Is this column telling you to do something, or *to avoid* doing something?
- 4 What do the titles, 'lovely lush looks', 'heavenly hot heels' and 'glam and gorgeous' all have in common? (Clue: look at the first letter)
- 5 Does a council usually have authority? What sort of authority does a *style* council have?
- 6 'What on **earth** was s/he **thinking**?' This is a very popular phrase used in fashion commentary these days to say (choose one): (a) s/he made a good choice of clothes; (b) s/he didn't co-ordinate her / his clothing very well; (c) s/he looked ridiculous. Can you say the phrase using the words in **bold** to help you with correct sentence stress? (Remember, there is no answer to this question; it's an exclamation, like 'oh no!'.)



Learning Activity 7 Reading and Vocabulary *Preparing to write fashion columns*



A Language Study – *Fashion columns*

Activity: Read the paragraphs below. The phrases come from three types of fashion columns.
Put a star ★ next to phrases about **current styles**, an unhappy face ☹ next to phrases about **fashion mistakes**, and an arrow ↑ next to phrases about **adapting looks**. Which key language clues helped you decide? The first three are examples.



(a) The ancient Greek or Grecian look is a huge trend. This is an off-the-shoulder, flowing knee-length dress.

(1) Clue: **'a huge trend'**



(b) Candy drew attention to her toes with some eye-catching nail polish – big no-no with such a colourful dress.

(2) Clue: **'big no-no' + past simple tense telling us something has already happened.**



(c) Dress this look up by adding a flowery scarf at the neck.

(3) Clue: **'dress this up' – make it more formal; adapt it.**

(d) Pippa's big toe was on the Catwalk five minutes before the rest of her – cover those feet up and get out of sandals!

Clue:

(e) Polka dots are still in style, and bright polka dots are totally awesome for this summer's beach parties.

Clue:

(f) Sixties style ties are massive on the male Catwalk. Get one in your wardrobe today!

Clue:

(g) A mix of designer label and high-street styles. Works well if you dress it down with sunglasses and bling. Original and cool.

Clue:

(h) How NOT to co-ordinate: the secret to mix-and-match is not to stick to one colour only. Unfortunately, Betty doesn't seem to know this. Hey, Betty, get some fashion sense!

Clue:

(i) Accessorise with a silk scarf for a more sophisticated look.

Clue:

B Vocabulary Review – *Preparing to write*

Activity: Match the beginnings and endings of the phrases to review language you studied in the last section. Try to do this without looking at the last task.



(1) Works well ...

(a) ... to large feet by wearing open-toe sandals.

(2) Stripes are ...

(b) ... mix-and-match is *not* to ...

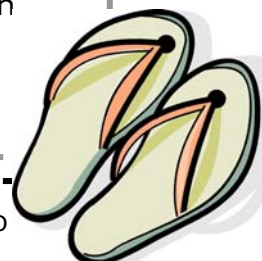


(3) Don't draw attention ...

(c) ... still in style.

(4) The secret to ...

(d) ... by wearing it with flip-flops.



(5) This spring ...

(e) ... if you dress it up with flashy earrings.



(6) Dress this down ...

(f) ... is all about smart suits.



styles, fashion, looks

Speaking

Which phrases are about **current styles**, **fashion no-no's** and **adapting looks**?



Learning Activity 8

Writing

Your fashion columns



A Brainstorming – *Deciding the type of column*

1 In small groups of three or four, decide which type of column you would prefer to write. The options are (1) current styles, (2) fashion no-no's, or (3) adapting looks. You will write four columns to go with four photos.

2 Before you write, you need to decide who is taking the following roles:

(a) Photographer

- responsible for choosing the location of the shots (inside / outside) and the types of shots (see photo captions for ideas)

(b) Wardrobe

- responsible for advising on clothes collections to best fit the type of column you are writing, for example, if you are writing a 'no-no' column, the clothes may be completely different from those for a 'current styles' column

(c) Stylist and / or Model(s)

- both responsible for styles, accessories, hair and make-up for the four key shots to create the column type you have chosen

B Planning and writing – *Early collection and drafting*

1 **IMPORTANT:** Before you start any writing, Wardrobe and Stylist / Model must find appropriate clothes for the column type you have decided. This means you should organise a time slot for the team to meet in order to plan. Use the Photo Template on the next page to help you plan. Enlarge it to A3.

2 Once you have your four outfits or adaptations of one or two outfits, take some early shots to get an idea of how the final photo will look. This will help you think about what you want to say in your column.

3 Using the early shots, start to plan your column. If there are four people in your group, draft one column each. Each column should be 15-30 words. Use the Fashion Glossary (S43) to help you.

C Revising and Editing – *Final photo shoot and peer-editing*

1 Select the best early shots, and plan to take the final shots. Remember good lighting, clear backgrounds and use of make-up can all add to the impact of your photos.

2 Re-draft your early column, checking you have used the language you have studied and making sure that you don't repeat what a team member has already written. Revise and edit each other's work.

3 Finally, use an exciting, but readable font and use colour to increase impact.

(Optional) Photo Template

Title:

1

2

3

4

Fashion Glossary – Useful words and phrases

Hot

Heavenly

Stunning

Glam (glamorous)

Gorge (gorgeous)

Wicked

Rockin' (rocking)

A-list (meaning the best list)

How to get it right

Look the part with ...

Try it, buy it, wear it, love it

Hot off the runway

The perfect (jacket) to wear with ...

Dazzle them with ...

Fabulous!

Worth the splurge (worth spending a lot of money on)

Add your own words & phrases:

Positive



Negative



Big mistake

No-no

Step away from the (trousers / dress)

Faux pas (from French – a word which means 'it should never be done', a *habit* / choice to avoid, e.g. a fashion faux pas)

Made for the bin

Whoops!

What the heck...?

Less stylish (than your grandma's clothes)

Wonder if he looked in the mirror before he came out

Not for the faint-hearted!

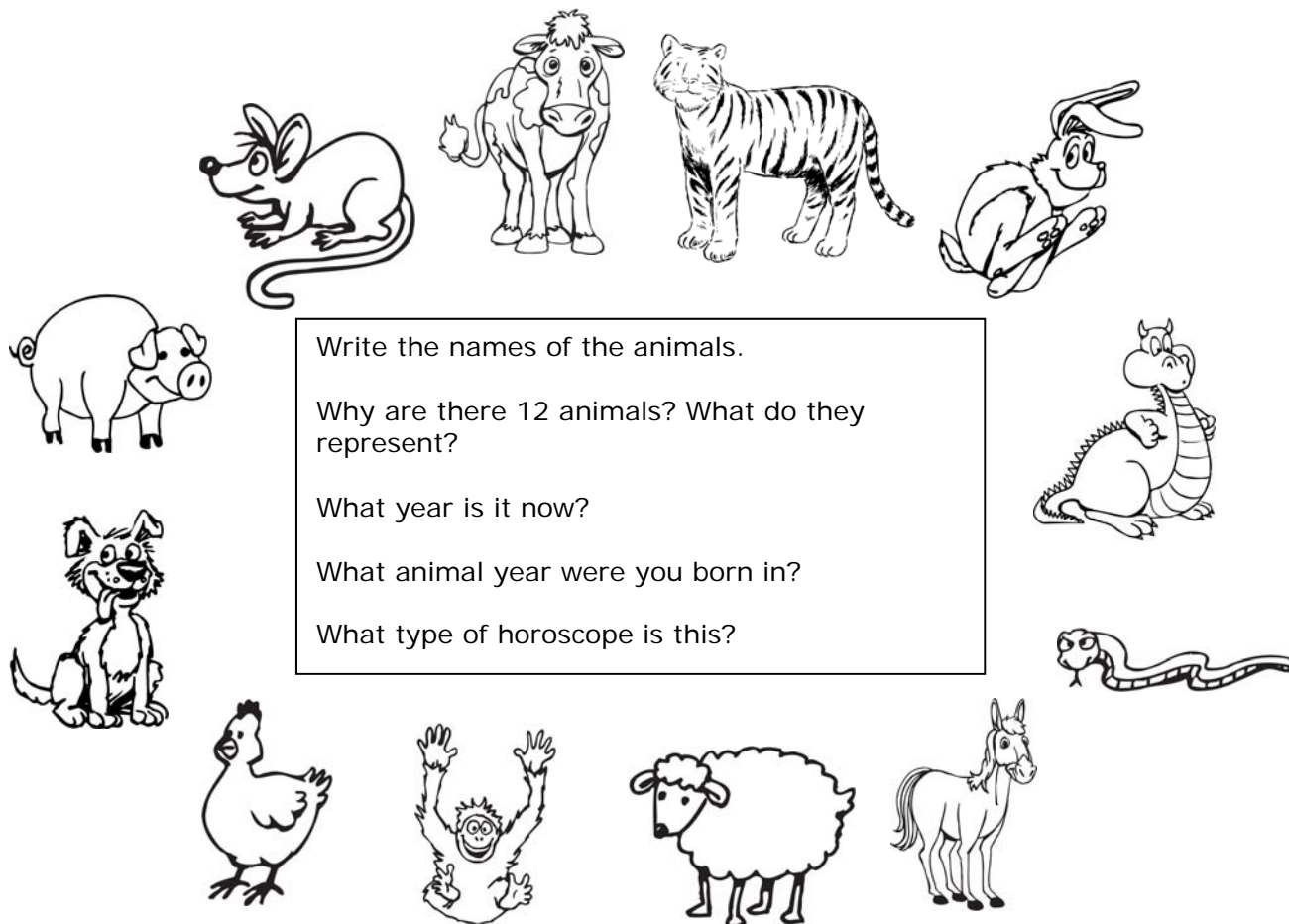
Add your own words & phrases:

Horoscope Columns



Learning Activity 1 Vocabulary and Speaking *Horoscope signs*

A Vocabulary – *Horoscope signs*



B Vocabulary – *Personality adjectives quiz*

Work in a pair / small group. Read the example sentence, then choose the best meaning for each underlined word. Use a dictionary if you need to.

Decide if each word has a positive or negative meaning. Write + or – next to the words.



1. Sarah is very laid-back. I have never seen her get angry.

- a) She is very friendly.
- b) She is funny.
- c) She is a relaxed person.



| |
|--|
| 2. My brother is very <u>stubborn</u> and he thinks he is always right! |
| <ul style="list-style-type: none"> a) He is stupid. b) He doesn't like thinking. c) He doesn't like to change his mind. |
| 3. My best friend can be very <u>frank</u> sometimes so I try not to ask her opinion. |
| <ul style="list-style-type: none"> a) She is always very happy. b) She easily gets angry and in a bad mood. c) She is honest, but too direct. |
| 4. I think I am <u>generous</u> . I always try to give money to people who need it. |
| <ul style="list-style-type: none"> a) I will share what I have with others. b) I have a lot of money. c) I am a very selfish person. |
| 5. My little sister is so <u>bossy</u> . She always shouts at me when we play games. |
| <ul style="list-style-type: none"> a) She is very quiet. b) She tells me what to do. c) She always listens carefully. |
| 6. Jimmy doesn't like answering questions in class because he is so <u>shy</u> . |
| <ul style="list-style-type: none"> a) He doesn't know the answers. b) He is very loud. c) He is afraid that people will laugh at him. |
| 7. My father is <u>optimistic</u> that his business will be successful this year. |
| <ul style="list-style-type: none"> a) He thinks he is the best. b) He has a positive feeling about the future. c) He is worried about the future. |
| 8. My <u>romantic</u> boyfriend bought me flowers and wrote a poem for my birthday. |
| <ul style="list-style-type: none"> a) He shows feelings of love. b) He is good-looking. c) He is rich. |
| 9. Most students in our class are very <u>intelligent</u> and can answer all the questions. |
| <ul style="list-style-type: none"> a) They are very hard-working and always do their homework. b) They are very lucky. c) They are good at learning and understanding things quickly. |
| 10. Angela is very <u>sensible</u> - she eats healthy food and goes to bed early on school nights. |
| <ul style="list-style-type: none"> a) She thinks carefully about her actions and makes good decisions. b) She is very worried about getting fat. c) She is very sensitive. |
| 11. My auntie is very <u>patient</u> and is never in a hurry when I want to discuss my problems. |
| <ul style="list-style-type: none"> a) She gets angry quickly. b) She is kind and takes time to help others. c) She likes talking to people. |
| 12. Kitty is an <u>adventurous</u> girl. She is always trying different sports. |
| <ul style="list-style-type: none"> a) She is very careful. b) She is very busy. c) She likes to do new things. |



C Speaking, Listening and Pronunciation – Horoscope dictation and information exchange

Do you know any other horoscope signs?

a) Listen to the horoscope names being pronounced. Some are for Chinese horoscopes while others are for Western star signs. As you listen, write down the names in the correct columns (Chinese / Western).

b) Your teacher will give you some information. Work in a pair so you are students A and B. Do not show your information to your partner. Ask each other questions to complete the table.

D Vocabulary and Speaking – Personality adjectives

Look at the information about each horoscope. Decide which personality adjective from Learning Activity 1B matches each sign and write it on the line.



Aries ... is often talkative and likes telling people what to do.
e.g. bossy



Libra ... is balanced, calm and easy-going.



Taurus ... supports others and always has time for them.



Scorpio ... has strong feelings and isn't afraid to tell you what s/he thinks.



Gemini ... is quick-thinking and has the power of two brains!



Sagittarius ... doesn't like to do the same things every day.



Cancer ... is very thoughtful, cares about others and is always in love!



Capricorn ... doesn't like to be told what to do – s/he thinks s/he knows best.



Leo ... is a good leader and believes he will succeed.



Aquarius ... is an original thinker and will always share with others.



Virgo ... always thinks about the results of her / his actions.



Pisces ... is very sensitive and doesn't like speaking to strangers at parties.

Which
star sign
are you?

Is the
description of
your personality
true or not?



Learning Activity 2

Reading

Magazine horoscopes

Read the three Chinese horoscopes and discuss the questions below with your partner.



Rooster
1969, 1981,
1993, 2005

You may receive help from someone special today and the meeting may even develop into a love affair. Be careful when doing exercise and getting in and out of vehicles. Decisions you make on this day will be the right ones.



Dog
1970, 1982,
1994, 2006

Try to control your temper today. It is not worth harming the relationship between you and your friends over unimportant matters. Your financial luck does not look good. Avoid lending money to anyone. The result will not be good.



Pig
1971, 1983,
1995, 2007

You will be surprised by a gift or a financial opportunity which arrives on your doorstep today. You should also pay attention to your health, because you might find your energy levels are very low.

Comprehension (circle the correct animal):

- Who will have a bad day?
- Who might meet a new boy / girlfriend?
- Who should be careful not to argue?
- Who will feel quite tired?
- Who might receive some money?



Language:

- Which verb is used to make a prediction about something that is certain to happen?

- g) Which verbs are used to describe possible events or feelings in the future?
 h) What form is used to tell us what to do? Underline three examples.

Structure and content:

- i) About how many words are in each horoscope?
 j) How does the horoscope address the reader? (circle one) we / they / you
 k) What topics are included in these horoscopes? Cross out the ones which are not used:

| | | | |
|---------------------|---------------|---------------|-----------------|
| emotions (feelings) | relationships | school / work | finance (money) |
| decisions | health | entertainment | the past |

- l) In the topic boxes above, write which horoscope (rooster, dog, pig) mentions that topic. You may need to write more than one animal for each topic.



Learning Activity 3

Writing

Horoscopes for your classmates

Complete the sentences:

You will

You might

Today will be a(n) day.

Try to

Be careful about

Don't

You are very at the moment.

Don't be afraid to

This is a good time to

Now use some of your ideas to write horoscopes for your classmates or teachers. Write which star sign each horoscope is for at the top (and use / draw an image if you want to).

Gadget Columns



Learning Activity 1 Speaking *Gadgets? Who needs them?*



Choose the correct definition of the word 'gadget'

- (a) an object for children to play with
- (b) a large pink or yellow fruit
- (c) a small, useful, cleverly-designed machine

Instructions

You need: two people to discuss ideas

To play: Rank the gadgets you see below on a scale of 1-4, and give reasons for your opinions

1 = I really need this gadget

4 = I can't imagine anyone who would need this gadget

A mobile phone that allows you to photograph your contacts and send e-mails to them.

Why?

Please refer to the print version for the images used in this activity.

Mobile phone

An electronic tin opener that you don't have to turn or wind.

Why?

Electronic tin opener

Toenail cutters

Long-reach toenail cutters that allow you to cut your toenails without bending forward.

Why?

Computer

A wind-up computer that doesn't need electricity.

Why?



Learning Activity 2

Reading and Vocabulary

Meeting a person's gadget needs

You need: four people to play; choose a person / card to play with
To play: Read the four descriptions of gadgets below and decide which one your character really needs. Justify why you should have this gadget to the people in your group.

Please refer to the print version for the images used in this activity.

Mobile phone

Thanks to this **savvy, flip** phone, you can now **not only** receive phone calls and texts, **but** can keep photos of all your contacts and send them e-mails. **The phone's** embossed edges and sleek design all weighing just 125 grams **means it's** as slim as you need. **Featuring** a touch-screen, a stylus, a 2-megapixel camera, an MP3 and browser with seven megabites of internal memory and supporting USB 2.0 and Bluetooth connections, **it is a model to be prized.** ☆☆☆

This **powerful, yet simple** electronic tin opener **allows you** to save time while cooking. Opening up to 5 tins a minute, **it's the fastest model** on the market. **Made of** stainless steel and with a magnetic holder for the tin lid, **the machine works effortlessly.** It **includes** a removable blade and ergonomic design and will fit well into a small kitchen. ☆☆☆☆

Electronic tin opener

Gadget Corner

Toenail cutters

Coming top of our list this month for easy self-care gadgets are these fabulous, **easy-to-use**, stainless steel long-reach toenail cutters, which mean you don't have to bend or crouch to give yourself a pedicure. **Improved cutting means** less squeezing on the nail and the plastic handle gives extra grip. Designed for ease and comfort. ☆☆

Announced as the low-cost computer for the masses, this light-weight, cheap, wind-up computer **is the brain-child** of an American university professor. The model is **known for its durability and easy functioning**, and works by using a crank handle. Turning the crank means the computer will run for up to 30 minutes. ☆☆☆

Computer



Learning Activity 3

Grammar, Vocabulary and Listening

Describing and selecting gadgets

A Language Study – Evaluating gadgets

Look at the list of expressions below from the gadget columns. Use the questions to discuss the language you see in the box.

- (a) Savvy, flip phone ...
- (b) Not only ... but (also) ...
- (c) The (phone's) ... means it's ...
- (d) Featuring a ... , it is a model to be prized ...
- (e) This powerful, yet simple ... allows you to ...
- (f) It's the fastest model ...
- (g) Made of ... the machine works effortlessly ...
- (h) It includes (a) ...
- (i) Coming top of our list this month for ...
- (j) This easy-to-use ...
- (k) Improved (cutt)ing means ...
- (l) This is the brain-child of ...
- (m) The model is known for its (durability and ease) ...



1 Which phrase can we use to show that there are **at least** two good things about this gadget?

2 Which phrase(s) suggest(s) this gadget is one of the best?

3 Which phrase tells us the gadget is famous for something?

4 Look at the following phrases. Are they positive or negative? What do they mean? (Use a dictionary.)

Savvy | **powerful yet simple** | **works effortlessly** | **coming top of the list** | **easy-to-use** | **improved (cutt)ing** | **is the brain-child of**

5 Write your favourite phrase below. Why do you like it?

B Reading – *Parts of a gadget column*

Match the parts of a gadget column with the example phrases.

| Parts of column: | Example phrases: |
|---|--|
| (a) describe and evaluate the gadget using positive adjectives (1) | (1) This powerful , yet simple electronic tin opener |
| (b) mention size / where it can go () | (2) allows you to save time while cooking. |
| (c) describe the material it is made from () | (3) Opening up to five tins a minute , |
| (d) describe the <i>main</i> benefit () | (4) it's the fastest model on the market. |
| (e) describe what the main benefit means practically (speed / quantity) () | (5) Made of stainless steel and with a magnetic holder for the tin lid, |
| (f) describe extra features / equipment it has () | (6) the machine works effortlessly . |
| (g) say how excellently it runs / works – evaluation () | (7) It includes a removable blade and ergonomic design |
| (h) say how fast it can do something – evaluation () | (8) and will fit well into a small kitchen. |

NB: Some sentences describe and positively evaluate at the same time.

C Language Study* – *Information packaging*

Gadget columns include layers of phrases to help describe and evaluate the use and effect of the item. Study the following sentences from the texts on S50 to see how *-ing* and *-ed* participles / adjectives and noun phrases are used persuasively.

1 describe what it's made of using **a past participle**

2 link the phrases with '**and**'

3 describe the features using '**with**' + **a noun phrase**

4 then make an exciting claim about the product

Made of stainless steel

and

with a magnetic holder for the tin lid,

the machine **works** effortlessly.

Improved cutting

means less squeezing on the nail

and

the plastic handle **gives** extra grip.

1 describe a new feature using **a past participle**





2 describe the *result* of the feature using '**means**'

3 link the phrases with '**and**'

4 describe the *result* of another feature

D Listening – Choosing gadgets

(a) Listen to Murat Bradley, Nina Christensen, the mother of Martha Abdou and Julia Chen saying which gadget they would prefer to have and write the gadget number (1-4) in the box next to the name.

| | |
|---|----------------------------------|
| (a) Murat  | 1 the mobile phone |
| (b) Nina  | 2 the wind-up computer |
| (c) Martha's mother  | 3 the long-reach toenail cutters |
| (d) Julia  | 4 the electronic tin opener |

(b) Listen again, and make notes on why they would like these gadgets.

| |
|------------------------|
| Murat |
| Nina |
| Martha's mother |
| Julia |



Learning Activity 4

Speaking and Writing

Teacher needs a gadget

A Speaking – *Teacher's gadgets*

Work in groups and discuss the questions below following the instructions on who should lead the discussion.

1 For the person with the longest hand:

What sorts of duties does your teacher have at work? List at least four.

2 For the person with the shortest hair:

Which jobs do you think take her / him the longest amount of time? List at least two.

3 For the person with the smallest pencil-case:

What types of gadgets do you think the teacher uses to help her / him with work duties?

4 For the quietest person in the group:

What types of gadgets would you invent to help the teacher with her / his work?

B Writing – *A gadget column*

In the year 2023, the following gadgets have been voted as the most useful inventions for teachers. Choose one and write a column to describe and evaluate how good the product is. Use the phrases you've seen in the previous learning activities to help you write.

1 An intelligent classroom board

- finds images, text and music to create a lesson as a teacher speaks into the microphone
- has settings: serious lesson, fun lesson, dramatic lesson
- has a personality and speaks to the students about how it's feeling that day
- makes coffee / tea for the teacher; invents and makes sweets for students

2 Classroom management glasses

- allow a teacher to see who is concentrating and who is day-dreaming
- allow a teacher to understand why a student may not be working
- tells a teacher when the students need a change of activity (slower, faster, more exciting)
- send a gentle beam of light to focus students who can't follow

3 A homework filter

- automatically sorts homework into 'interesting', 'OK', and 'boring to read'
- automatically finds all grammar and vocabulary mistakes and finds fun ways to help the students learn the correct form
- automatically finds websites to help the student improve based on her / his problems
- helps the teacher to see if the student has copied any work



Gadget Columns

Advertisements



Learning Activity 1 Speaking *Logos and slogans*

A Speaking – Introduction

Where do we see adverts? Brainstorm ideas with your partner. How many ideas have you got?

B Speaking – Logos

Your teacher will give you a card with some words on it. You need to draw a picture to make your partner say each word.

i Companies use a **logo** to make people remember their company easily so it needs to be simple. They usually use simple shapes and bold colours. Some companies use the letters of their name in their logo.

C Speaking and Listening* – Products and brands

Your teacher wants to buy a new shirt and has been doing some online shopping. Listen to your teacher telling you how much the different shirts cost.



Price of a simple white shirt

Emporio Armani shirt = HK\$_____

Giordano shirt = HK\$_____

Thomas Pink shirt = HK\$_____

Questions

(1) Which is the most expensive shirt?

(2) Why? (a) materials used
(b) advertising
(c) designer's skill
(d) expensive = better
(e) other (what?)

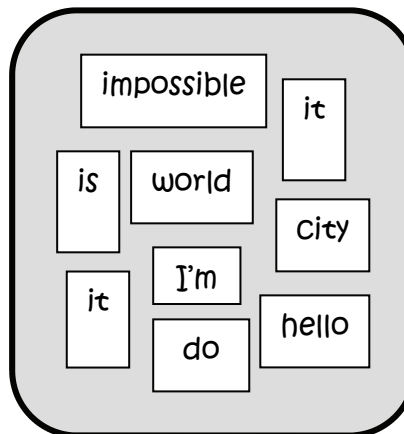
Are the quality of the product and the price connected in any way?



D Speaking – Slogans

What phrases are used for these companies or products?
Complete the phrases using words from the box on the right.

- a) McDonald's _____
- b) Motorola _____
- c) Adidas _____
- d) Nike _____
- e) Hong Kong _____



❶ These are called **slogans**. Advertisers use them to help people remember a company or brand. An advertising slogan should be short and simple.

What do you know about slogans?

True or false? Correct the false sentences.

1. Slogans are often easy to remember.
2. They use long sentences with many words.
3. They always include the company or product's name.
4. The wording of a slogan summarises the values, qualities or intentions of a company.





Learning Activity 2

Grammar and Vocabulary

Features of advertising slogans

A Grammar – *What language do advertising slogans use?*

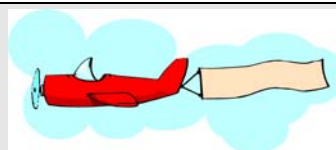
Which advertising slogan do you like best? Why? Tell your partner.

Pure snacking. Pure snacktivity (KP Peanuts) *

Get Rich quick
(Kenco Really Rich coffee) *

Your local family-run business in its 14th year trading under the same name*
(Rico Windows)

i Here are some language features often used in slogans:



- rhyme (words that have the same sound)
- alliteration (words beginning with the same sound, esp. consonant sound)
- made-up words (often joining two other words into a new word)
- puns (using words to mean something different from usual)
- single words (one word only)
- triplets (words or phrases repeated three times)

Look at the slogans below. Which of the language features in the box do they use? Some examples may have more than one feature.

| Slogan (+ company or product) * | Language feature |
|--|------------------|
| 1. New. Fast. Efficient. (Air France) | |
| 2. Britain's Best Business Bank (Allied Irish Bank) | |
| 3. Chineasy (Amoy soy sauce) | |
| 4. Brilliant cleaning starts with Finish. (Finish cleaning products) | |
| 5. Because the Citi never sleeps. (Citibank) | |
| 6. Think. (IBM computers) | |
| 7. Grace... Space... Pace (Jaguar cars) | |
| 8. You'll Wike it too. (Wike Farms cheese) | |
| 9. Don't just book it, Thomas Cook it. (Thomas Cook travel agents) | |
| 10. Milk's gotta lotta bottle. (Milk) | |
| 11. A newspaper, not a snoozepaper. (Mail on Sunday) | |
| 12. Don't dream it. Drive it. (Jaguar cars) | |

*From the website of Adslogans Unlimited (<http://www.adslogans.co.uk>)

B Vocabulary – The top 20 advertising words

Below you can see the top 20 words used in advertising slogans* (not in order). Guess the five most popular words and circle them. Compare your choices with your partner's. (Your teacher will show you the words in order of popularity after you finish.)



Now write three sentences using at least three of the top 20 slogan words in each one. You may add a noun, preposition, article or conjunction if necessary, but remember: a slogan should be short and simple. Here is an example using four of the top 20 words:

More people like our chocolate

Now it's your turn. Write slogans for the products in the boxes.

| | | |
|----------|----------|------------|
| 1. A car | 2. Shoes | 3. A drink |
| | | |

C Reading and Vocabulary – Tips for slogan writers

Read the tips about slogans below and put them in the correct box. One has already been done for you.

A good slogan **SHOULD**...
be simple (e)

A good slogan **SHOULDN'T**...

- | | |
|--|--|
| <ul style="list-style-type: none"> a) be memorable (easy to remember) b) usually use the product / brand name c) be negative d) copy other people's slogans e) be simple f) make the reader say "oh yeah?" or "so what?" | <ul style="list-style-type: none"> g) include a key benefit / advantage h) be too difficult to understand i) be believable j) use difficult technical or formal words k) give positive feelings about the brand l) differentiate the brand (tell the customer why it is special) |
|--|--|

*From the website of Adslogans Unlimited (<http://www.adslogans.co.uk>)

Now, using what you have learnt about slogans read the following six examples* and decide if they are good or bad advertising slogans. Tell your group. What language features do they use?

1. Tic Tac. Surely the best tactic.
2. To save and invest, talk to Natwest.
3. Take a look at us now
4. It doesn't look like you can afford it
5. E-content solutions that power B2B e-commerce
6. Beanz meanz Heinz

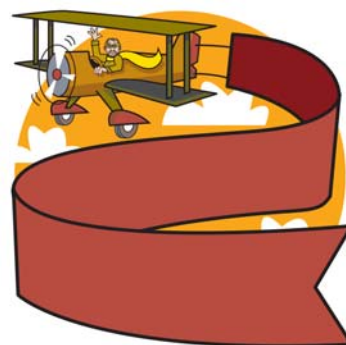
D Grammar – *Imperatives in slogans*

- i** Slogans also use:
- **Imperatives (giving instructions)**
e.g. Just do it [Nike]

Read the sentences and underline the examples of imperatives. Not every sentence has one so be careful. Remember to look at the verbs.

- a) Don't buy anything else.
- b) Come to our shop today!
- c) We think we are the best.
- d) Try our sandwiches first.
- e) If you need shoes, we have the biggest choice.

What kind of language do the other sentences use?



*From the website of ADSlogans Unlimited (<http://www.adslogans.co.uk>)

Commercials



Learning Activity 1 Listening, Speaking and Reading *Analysing advertisements*

A Listening and Watching – *An American TV commercial*

Your homework assignment is to watch a commercial (your teacher will give you the website address). Answer the questions:

Circle the ad that you watched: Pepsi Levi's

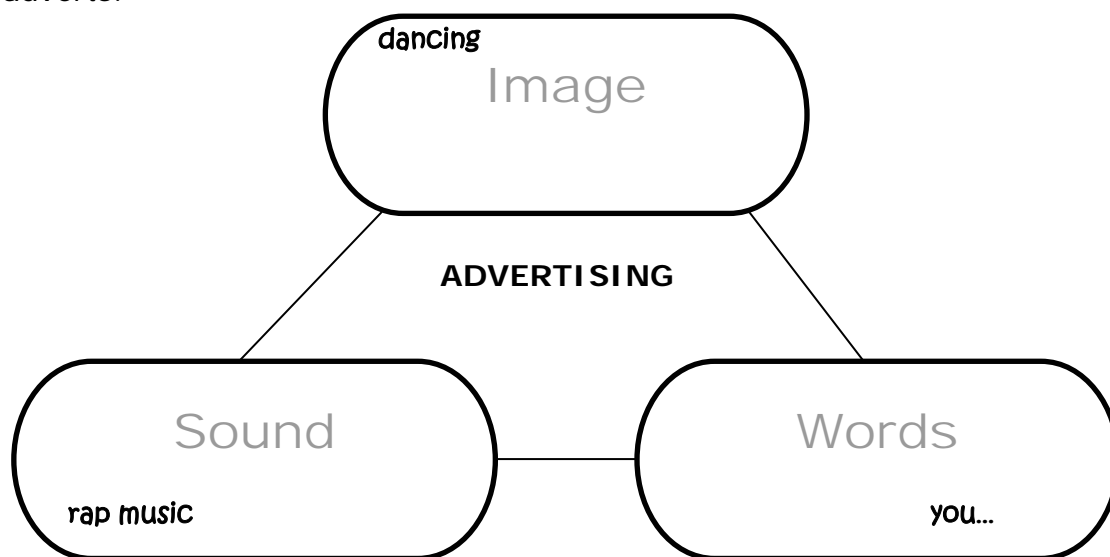


| | |
|---|---|
| 1 | Are there any signs for the product? What do we call these? |
| 2 | Is music used? How? |
| 3 | Write some of the language used. Is there a phrase connected with the product? |
| 4 | Is dance or movement used? How? |
| 5 | Are any of the key advertising words used? |

B Speaking – *Information exchange*

Now talk to someone from the other group and tell them your answers.

Work together to fill in the information in the boxes below about both adverts:



C Speaking – Target markets

❶ **Images** are very important in advertisements. You should also think about the **target market** – who is going to buy that product? What images would appeal to them?

Find **four** target markets and underline them:

apple orange pear housewives banana peach
book magazine teenagers web mag pamphlet
chair stool table mirror bench working women
rabbit chicken monkey retired people mouse

Here are some products / advertisement types:

| Advertisement | Picture | Advertisement | Picture |
|----------------------|---------|------------------------------|---------|
| 1. mobile phone | | 5. sweets | |
| 2. digital camera | | 6. a bank | |
| 3. washing-up liquid | | 7. diet drink | |
| 4. a holiday company | | 8. a local family restaurant | |

Which pictures **would you choose** to advertise the above products? Why?

a.



b.



c.



d.



e.



f.



g.



h.



Tell your partner about your choices and why you chose them.

❶ Target markets are divided by:

- **age** (child / teen / young adult...)

- **gender** (male / female)

- **income** (less wealthy / wealthier)

- **needs, interest, culture, history**

D Reading* – *Lines of appeal*

a) Your teacher will give you some links to advertisements on the Internet. Your homework task is to watch the adverts and answer the questions below.



Which of the adverts use / show...

- | | |
|---|--|
| 1. comparison | 5. ways of improving our lives |
| 2. the support of someone else | 6. a problem-solution structure |
| 3. the product in an unusual way | 7. reference to small or large budgets? |
| 4. glamour | |

| Set 1 | Advert A | Advert B | Advert C | Advert D |
|--|----------|-----------------------|----------|----------|
| What is the advert selling? | | <i>Maxi eyeshadow</i> | | |
| Which of the techniques listed above do these adverts use? | | | | |

| Set 2 | Advert A | Advert B | Advert C | Advert D | Advert E |
|--|----------|----------|----------|----------|------------------------|
| What is the advert selling? | | | | | <i>Twizzlers candy</i> |
| Which of the techniques listed above do these adverts use? | | | | | |

| Set 3 | Advert A | Advert B |
|--|----------|----------|
| What is the advert selling? | | |
| Which of the techniques listed above do these adverts use? | | |

| Set 4 | Advert A | Advert B | Advert C |
|--|---------------------|----------|----------|
| What is the advert selling? | <i>Mobile phone</i> | | |
| Which of the techniques listed above do these adverts use? | | | |

| Set 5 | Advert A | Advert B |
|--|----------|----------|
| What is the advert selling? | | |
| Which of the techniques listed above do these adverts use? | | |

| Set 6 | Advert A | Advert B |
|--|----------|-------------------|
| What is the advert selling? | | <i>Model toys</i> |
| Which of the techniques listed above do these adverts use? | | |

i To appeal to you means that something is interesting or attractive to you. Advertisers want their adverts to appeal to you so they use special techniques called 'lines of appeal' which make their adverts interesting or attractive. These are the ways advertisers try to communicate with you. They usually try to make connections with your desires or fears.

b) Match the 'line of appeal' with the description. Some examples have already been done for you.

| Line of appeal | | Description |
|--|---|--|
| a. novelty | 5 | 1. Some adverts just use the brand name and images without telling us about the product, because it is so well-known. |
| b. celebrity appeal | | 2. This means using factual information (numbers / statistics / graphs) to prove that it is a good product. |
| c. peer pressure (need to be part of a group); 'bandwagon' | | 3. Using the idea that the product will make us more attractive to the opposite sex. |
| d. brand appeal | 1 | 4. This technique makes us feel that if we don't have this product / do this activity, we will be left out of the group. |
| e. credibility (giving evidence) | | 5. Telling us that this is the new updated version, so it must be better and more improved than the old product. |
| f. emotions / feelings | | 6. This means that the product is shown to have amazing powers or it shows the product in unrealistic situations or doing things it may not really do. |
| g. products doing amazing things ('misleading vividness') | 6 | 7. Showing us how this product can make us look / behave differently. |
| h. sex appeal | | 8. Using a famous person to advertise the product makes us think that if that person uses it, it must be a good product. |
| i. reinvent / improve / change yourself | 7 | 9. Using positive connections between the product and good thoughts (happiness / love / family togetherness, etc.) |
| j. hopes and dreams ('social ladder appeal') | | 10. Making associations with rich / powerful people so that we feel owning the product will make us become like those rich / powerful people or have the same lifestyle as them. |



c) Now read some descriptions of adverts and decide which 'line of appeal' they are using. Write the letter in the box. One has been done for you.

1. Three old ladies looking at their shiny new shopping trolleys are very surprised when they see the fourth one still uses a bag. ☐

2. Before (dirty and yellow) and after (shining white) pictures of teeth show us the effect of the toothpaste used. ☐

3. Joey Yung singing in a KTV bar. ☐

4. Some action toys (soldiers, etc.) driving across a desert shooting each other. **g** ☐

5. A woman wearing a fur coat driving a Mercedes Benz. ☐

6. A happy family enjoying their dinner in a fast food restaurant. ☐

7. A boy who has just used his new hair gel with a big group of girls following him along the street. ☐

8. A doctor showing the results of a test for a skin cream – he tells us 95% of people saw a difference. ☐

9. A computer salesman explaining the features and benefits of their latest PC. ☐

10. Just one word written in a famous style on a red and white background. ☐

E Listening – Lines of appeal



Listen to three radio commercials and fill in the table.

| Listening 1 | Commercial 1 | Commercial 2 | Commercial 3 |
|--|--|--|--|
| (a) What is the commercial selling? | | | |
| (b) Circle the line of appeal the commercial uses. | <ul style="list-style-type: none"> Novelty Celebrity appeal Emotions Credibility | <ul style="list-style-type: none"> Novelty Celebrity appeal Emotions Credibility | <ul style="list-style-type: none"> Novelty Celebrity appeal Emotions Credibility |
| (c) Why did you choose that line of appeal? Did you hear any words or phrases that helped? | | | |

| Listening 2 | Advert 1 | Advert 2 | Advert 3 |
|---|--|--|--|
| (d) What's the product name? How many times do they say it? Write down the slogan you hear. | | | |
| (e) Write down an example of words with the same or similar sounds (alliteration or rhymes) that you hear. | | | |
| (f) How quick is the speaker's voice? (circle one) How does this make you feel? (e.g. excited / bored) | <ul style="list-style-type: none"> • Very slow • Average • Fast | <ul style="list-style-type: none"> • Very slow • Average • Fast | <ul style="list-style-type: none"> • Very slow • Average • Fast |

Which advert did you like best? Why? Tell your partner.





Learning Activity 2

Speaking, Reading and Writing

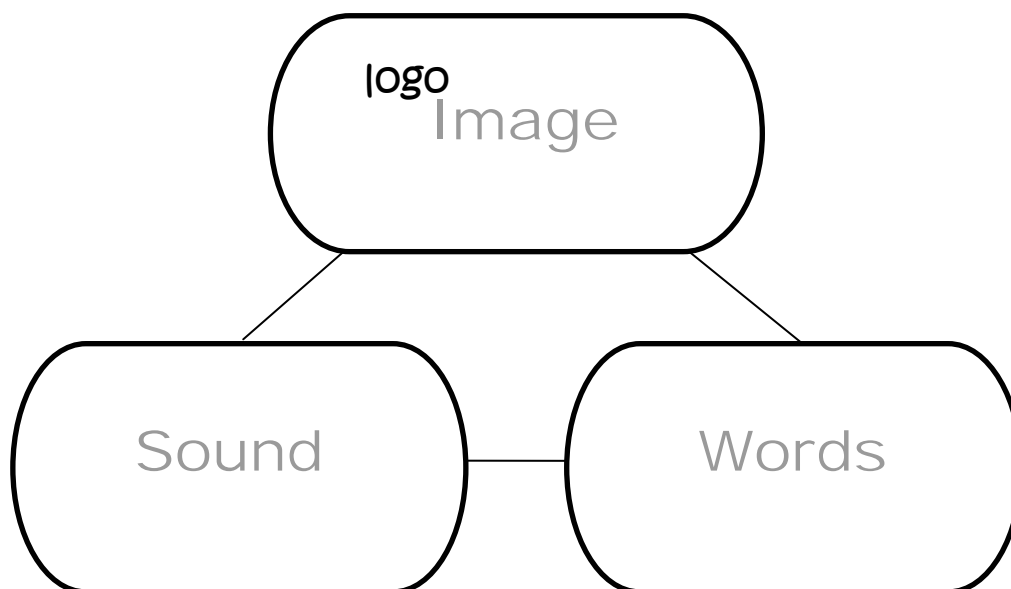
Making advertisements and commercials

A Speaking – *What can you remember?*

Think about what you have learnt about adverts and commercials and write the main features in the correct category below. One example has been done for you.

Main features of an advert or commercial:

logo | slogan | photos | vocabulary | colour |
voice effect | grammar | brand name | music



i These features of an advert are used together in order to give us a **line of appeal**, which is dependent on **the target market**.

B Writing – *Brainstorming ideas for an advert*

You are going to brainstorm some ideas for an advert. Work in a group of three or four students. Your teacher will give you a card with a product and a target group, and some blank paper. Follow the steps on S67.

Suggested steps for creating an advertisement:



Step 1: Discuss the target group

The following questions might help...

- What does this group like doing in their free time?
- What are these people interested in?
- Who are their heroes?
- What do they dislike?



Step 2: Discuss the product

The following questions might help...

- How would you describe the product ?
(taste / colours / appearance)
- Think of a special point that makes this product better than its competitors (e.g. it is the only fizzy drink that won't make your teeth fall out)
- How expensive is your product?
- What is the name of your product?



Step 3: Design a logo

Remember:

- It should be simple
- It should be memorable and recognisable
- It shouldn't use too many different colours / shapes
- It should have a link to your product (e.g. if you are selling ice-cream, your logo probably wouldn't have a picture of a car on it)



Step 4: Write a slogan

Try to:

- Use some of the top 20 words
- Use a language feature (rhyme / alliteration / imperative, etc.)
- Make it memorable



Step 5: Brainstorm the types of images you will use in your advert



Step 6: Start drawing a rough sketch plan of your ideas

C Reading, Speaking and Pronunciation – Making a radio commercial



Unfortunately someone has dropped coffee on this radio advert script and covered some words. Can you remember the missing words? Write them next to each coffee stain.

Speaker 1:

"98.2% of (a) _____ experience skin problems. (b) _____ of people's pocket money is spent on (c) _____ skin solutions. (d) _____ of teens would rather stay (e) _____ than go out when they have spots.

Doctor Lau Long is in the studio with us today. So doctor, what do you

(f) _____?"

Speaker 2 (Doctor):

"The (g) _____ new (h) _____ on the market is Zit-out spot cream. We tested it on Secondary 3 and Secondary 5 students. (i) _____ out of ten students had no more (j) _____ after a week of using Zit-out. 70% said they had more pocket money to spend on (k) _____. Seven out of ten students reported an improved (l) _____ after using Zit-out.

These results are (m) _____!"

Speaker 1: "Zit-out ... So you don't have to (n) _____ out!"



Now work with a partner to write your own radio advert script. It should be no longer than 30 seconds. Underline any words which you think need to be stressed and decide what kind of voice should be used to read it (e.g. fast and exciting, slow and romantic).

A radio commercial for (product name)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Practise saying it together, then record it.



Learning Activity 3*

Speaking, Vocabulary and Listening

Selling products

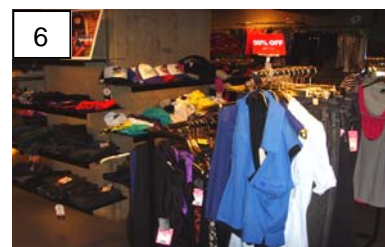
❶ As well as using advertising, companies spend a lot of time and money thinking about where / how people can buy their products. Shops are carefully designed to encourage us to spend our time and money in them.

A Speaking – What's your favourite shop?

(a) Ask your partner some questions about her / his favourite shop. Here are some ideas:

- Which is your favourite shop / shopping mall and why?
- Describe your favourite shop – How big is it?
- What colours do they use inside the shop?
- Are there any special smells in the shop?
- What do you see in the window displays?
- Can you describe the design – modern or old-fashioned ('retro')?
- What is the lighting like – dark or bright?
- What can you hear?

(b) Look at these pictures and say which shop you would prefer to visit and why.




B Vocabulary – *Elements of a shopping mall*

Choose the three most important elements of a shopping mall for you:

size | temperature | building age | window displays | architectural design
seats | merchandise | lighting | music | types of shops | refreshments | other?

Write your top three in the Student A box. Compare with your partner and write her / his answers in the Student B box. Explain and justify your choices and between you, choose a joint top three.

| Student A: | Student B: |
|------------|------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |




Our top three:

1.

2.

3.



C Listening – *A Hong Kong shopping mall*

Listen to two shoppers talking about their favourite shopping mall and answer the questions.

| Speaker 1 | |
|---|----------|
| Has she been to the shopping mall before? | Yes / No |
| Why did she come to the shopping mall? | |
| Does she know what the time is? | Yes / No |
| Write down three reasons why she likes the shopping mall. | |
| | |
| | |
| What problem does she mention? | |

| Speaker 2 | |
|--|----------|
| Is he happy about going to the shopping mall? | Yes / No |
| Has he been to this shopping mall before? | Yes / No |
| Does he like going into the shops with his girlfriend? | Yes / No |
| Write down three reasons why he does / doesn't like the shopping mall. | |
| | |
| | |
| How long has he been at the shopping mall today? | |

Advertisements and Commercials

The six key points mentioned in the listening were:

- **use of space**
- **time**
- **temperature**
- **modernity**
- **lighting**
- **music**

A popular pastime in Hong Kong is shopping. Before going on to the following questions, guess how many hours your partner spends at shopping malls a week. Were you right? Who spends the most time shopping? Do you think people spend too much time shopping?

Here are three questions about shopping malls:

1. Can you see any clocks? How does that make you feel?
2. Does it feel very crowded? Why / Why not?
3. What do you notice about the design of the mall?

Write three more questions you'd like to answer.

- 4.
- 5.
- 6.

Your homework assignment is to go to a shopping mall (a) with your parents, (b) one or two classmates or (c) a friend, and write down your answers to the six questions, along with any other interesting observations. You are going to report back in the next lesson about what you discovered.



Previews and Reviews: Movie Trailers



Learning Activity 1 Vocabulary and Speaking *Movies and preferences*

A Vocabulary – *Types of movies*

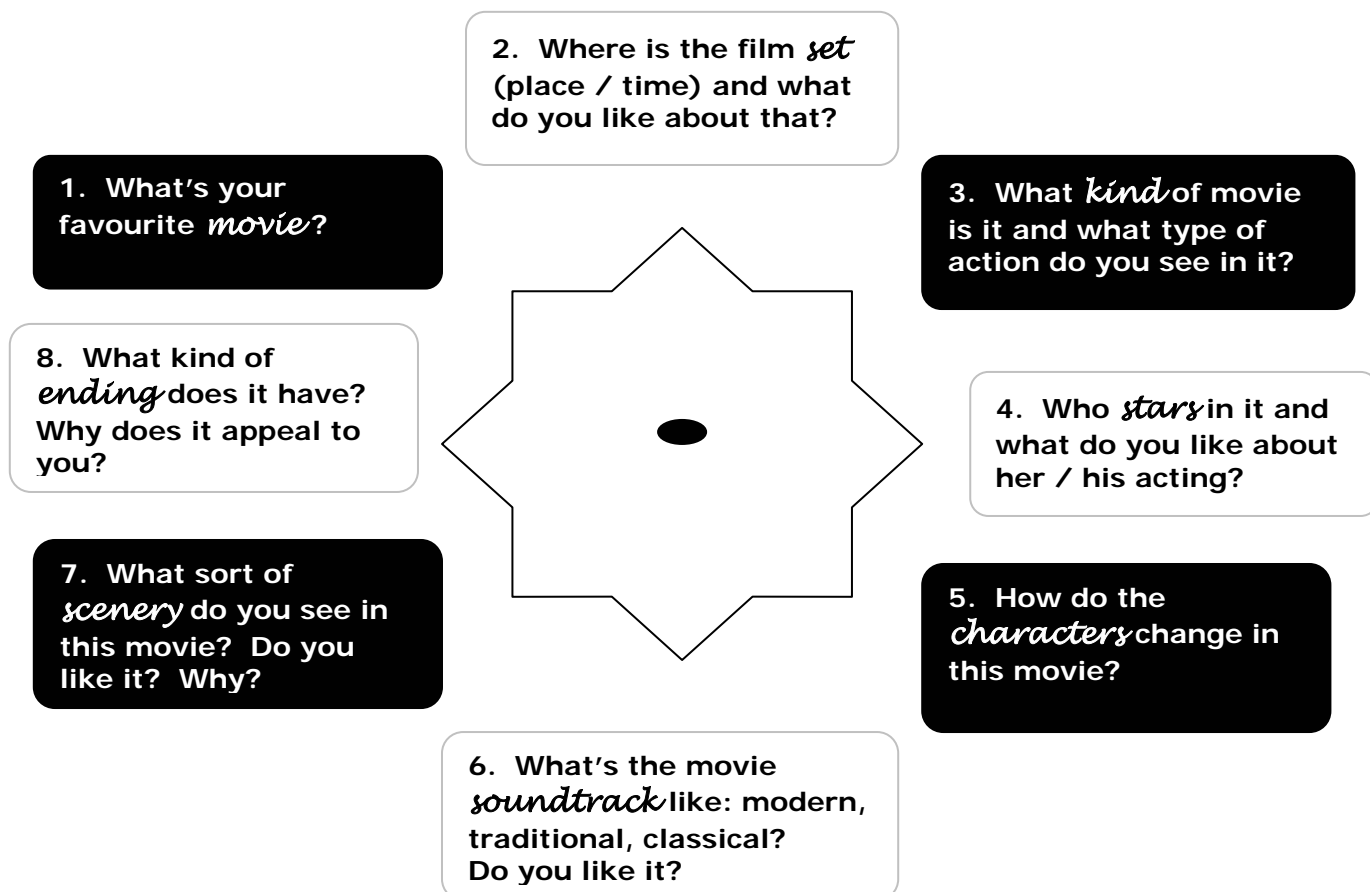
Can you complete the eight types of films below by writing the final letters of each word? Try and do it in a minute.

| | | | |
|-----|--------|------------|------|
| act | adven | roman | come |
| dra | histor | martial ar | anim |

B Speaking – *Talking about your favourite movie*

Instructions

You need: four people, a paperclip and a pencil / pen
To play: **Everyone answers question 1**, then spin the paperclip and talk about the topic it stops at





Learning Activity 2

Reading

Describing movies

A Reading – *Descriptions of movies*

Have you seen any of the films below? Match the titles of the films with the descriptions. Some have been done for you.

| | | |
|---|----------|---|
| (1) Chicken Run | | a. A romantic comedy about an undercover journalist who returns to her high school. |
| (2) Never Been Kissed | | b. A mythical martial arts film set in China: an example of 'wu xia'. |
| (3) Billy Elliot | f | c. An animated comedy about chickens trying to improve their lives on a farm. |
| (4) Crouching Tiger, Hidden Dragon | | d. A futuristic fantasy drama about what happens to the last person on earth. |
| (5) Beowulf | h | e. A coming-of-age film about three teenagers realising their ambitions. |
| (6) I Am Legend | d | f. A rags-to-riches comedy drama about a boy who wants to dance. |
| (7) Sandbox Sailors | | g. An action comedy buddy cop film starring a famous Hong Kong actor. |
| (8) Rush Hour 2 | | h. A digitally animated action drama based on an epic poem about a warrior fighting a monster. |

B Vocabulary – *Useful phrases*

Choose three new words or expressions (in bold) from the table above and write them in circles 1-3. Think of an example of another film for each word or phrase. Write them in the larger circles.

| | | |
|----|----|----|
| 1. | 2. | 3. |
| | | |



Learning Activity 3

Reading and Speaking

Working with images and text

This activity helps you to consider the way posters are used to inform people about and promote movies. Before you start, read the following title, '*Sandbox Sailors*': what do you think it means?

A Group A - Images

Look at the movie poster below and discuss the use of images with your group. Make brief notes about your ideas.



Images

1. What type of background can you see? Where is this film set?
2. How many characters do you see? So how many personal stories are in the film?
3. What nationality do you think the actors might be playing?
4. What time period do you think the movie is set in?
5. What type of activities do the characters seem to be involved in?

B Group B - Words

Look at the movie poster below and discuss the use of language with your group. Make brief notes about your ideas.

Words

1. How many words are there in the title of this movie? Are there any adjectives (describing words)?
2. What's the first letter of the two words in this title? Are the letters the same or different? What sound effect does this have?
3. What does the tagline suggest about the story in the movie: 'Unless you have a dream, you can't live it'?
4. Why does the poster contain the line 'From the makers who brought you "One Dip Too Far"'? Does this suggest that the film company is successful or unsuccessful?



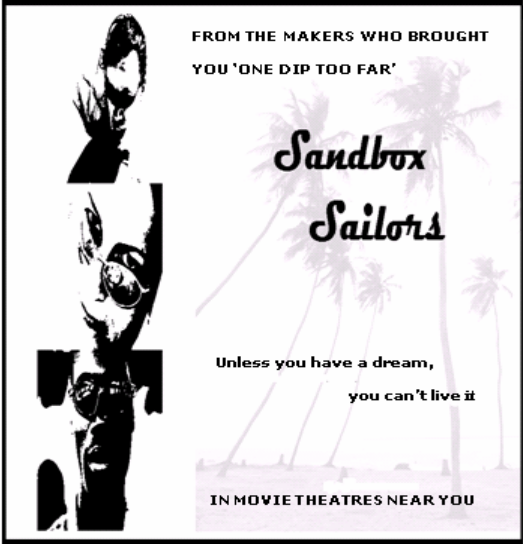


Learning Activity 4
Writing and Vocabulary
Three-minute paper

A Writing – Writing about a movie poster

Now you have shared information with your partner about the images and words in this movie poster, **summarise the information** about the movie in a three-minute paper. Use the words in the box to help you and write as much as you can in three minutes.

| | | |
|--------------------------|------------|---------|
| Title | Location | Culture |
| Female / Male characters | Activities | Story |



B Vocabulary – Film publicity

Match the words with the definitions. Where would you find these items?

| | | | |
|------------------|---------------------|-----------------|------------------|
| A tagline | A voice-over | A review | A preview |
|------------------|---------------------|-----------------|------------------|

(a) This is when you tell people about the characters, story and action in a movie before the movie is in the cinema.

(b) This is the short phrase you use on the movie poster to describe and sell the film to people.

(c) This is the name of an article that critics write to say what was good and bad about a film. The writer sometimes rates the film, e.g., four stars.

(d) This is the voice you hear when you are watching a movie trailer. It tells you about the story, characters, director, actors, and how good the film is.

Does the '*Sandbox Sailors*' movie have a tagline?

C Discussion – Choosing your favourite tagline



Below, you will see some taglines from modern and older American movies. Read them and share your ideas about which ones appeal to you and why. Match some techniques with the taglines below.

Techniques

- (a) Repetition of words or structures
- (b) Use of words with an opposite meaning
- (c) An imperative
- (d) Rhyme
- (e) A phrase about the intended audience
- (f) The use of an exaggerated number / image



| | |
|---|--|
| 1. For anyone who has ever wished upon a star. | <i>Pinocchio (1940)</i> |
| 2. They had a date with fate in Casablanca. | <i>Casablanca (1942)</i> |
| 3. Come to Laugh, Come to Cry, Come to Care, Come to Terms. | <i>Terms of Endearment (1983)</i> |
| 4. They're not just getting rich...they're getting even. | <i>Trading Places (1983)</i> |
| 5. Be afraid. Be very afraid. | <i>The Fly (1986)</i> |
| 6. Same Make. Same Model. New Mission. | <i>Terminator 2: Judgment Day (1991)</i> |
| 7. There are 3.7 trillion fish in the ocean. They're looking for one. | <i>Finding Nemo (2003)</i> |

Taglines retrieved from <http://www.filmsite.org/taglines.html>

D Vocabulary Review – *Film vocabulary*

Check if you can remember what the words in bold mean before you do the following activity. (e) and (f) may contain new words. Check them in the dictionary. Complete the sentences using films you have seen.

- (a) The film that has the most interesting time **setting** is...
- (b) The best **soundtrack** I can remember is...
- (c) My favourite movie **character** is in...
- (d) The most epic **scenery** I've seen is in...
- (e) The worst **plot** I've ever seen is in...
- (f) The **climax** of a film is when...
- (g) The funniest **tagline** I've read is...
- (h) I never / always read movie **reviews** before I see the film because...
- (i) A good **movie trailer preview** should be...
- (j) The best **voice-overs** are done by...



Learning Activity 5

Listening

How do movie trailers work?

How do movie trailers work?

Your **homework** assignment is to watch three movie trailers of your choice (your teacher will give you some ideas) and answer the following questions. You will talk about your notes to a classmate so make sure you do a good job.

| | |
|--|--|
| (1) Watching without the sound Make short notes about: | |
| (a) the scenery (Where is it set?) | |
| (b) the action (What happens?) | |
| (c) the special effects (How is the movie made dramatic?) | |
| (d) the characters' expressions (What roles do the characters play?) | |
| (e) the words that come on screen (What associations are made with the film?) | |

| | |
|---|--|
| (2) Watching with the sound Answer the following True / False questions: | |
| (a) the voice is female | |
| (b) the narrator speaks continuously | |
| (c) the narrator speaks very quickly | |
| (d) the narrator uses pauses to create mood and for dramatic effect | |
| (e) you only hear the narrator in between the dialogue and action shots | |
| (f) the dialogue is in English | |
| (g) there is some dialogue from the film in the trailer | |

Movie Trailers



Learning Activity 6

Listening and Speaking

How do movie trailers work?

A Listening – Movie trailer voice-overs

You are going to hear two voice-over actors doing auditions for the movie trailer for '*Sandbox Sailors*'. Which voice-over actor do you think will get the job and why? Take notes on the delivery while you listen and then share your ideas afterwards.

| Delivery | Actor 1 | Actor 2 |
|--|---------|---------|
| Intonation and Stress – does this help with emphasis? | | |
| Pitch and Volume – is it too high, too low, too fast, too slow, or just right? | | |
| Pausing – are there enough pauses in the right places for the audience to follow? | | |
| Drive and Energy – does the voice-over make you want to see the film? | | |

B Writing – Summarising your ideas

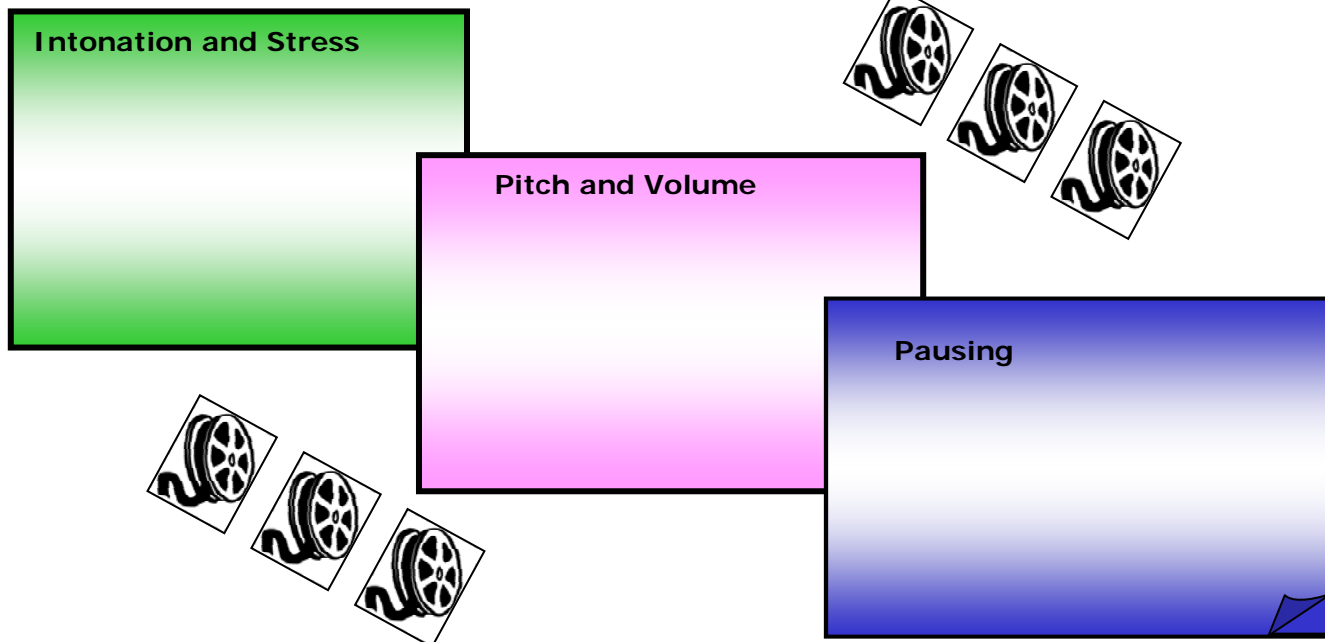
What makes a good movie trailer voice-over?

- It should be ...
- It should ...
- There should be ...



C Speaking – *Practising a good delivery*

Your teacher will give you some lines from a movie-trailer voice-over script. In pairs, practise delivering the lines for impact. Give feedback to each other on the following areas:



Star rating for overall delivery

Give your partner a number of stars for overall delivery including their enthusiasm and energy. Make practical suggestions for how s/he can improve.



D Reading and Speaking – *Giving support and advice*

Match the heads and tails of these sentences and choose the best supportive comments for your partner to improve next time.

| | | |
|--------------------------------|--|-------------------------------|
| 1. Next time, try lowering... | | a. a pause before you... |
| 2. Why don't you speak more... | | b. your voice a bit when... |
| 3. You could take... | | c. voice when you... |
| 4. Raise your... | | d. loudly and quickly when... |



Learning Activity 7

Reading, Vocabulary and Speaking

Organising ideas for impact

A Reading – Organising the voice-over of a movie trailer

(a) Your teacher will give you some strips with the movie trailer voice-over lines from Sandbox Sailors. Work in groups and put the lines in the right order.

(b) Now that you have ordered the lines of the trailer, with your group discuss how the lines are organised for impact. Read the lines and decide which ones best match the six parts of the voice-over.

| | | |
|---|--|---|
| (1) On a Caribbean island (2) In the heat of the city (3) Three teenagers find their futures | | (A) The title of the film and the tagline / strapline |
| (4) A poet picks up her pen (5) A boy begins to dance (6) And a singer finds his voice | | (B) Information about the director and the film |
| (7) Words will be written (8) Salsa will be danced (9) And Cuban rap will begin | | (C) Time and place setting and summary of story |
| (10) The new and rising Cuban director, Maria Marino (11) Creates a myth to save us all: (12) Art against struggle (13) And creativity will find a way | | (D) Names of the famous actors starring in the film |
| (14) Ruby Gonzalez (15) Fernando Herrero (16) And Mini Del Monte | | (E) The main decisions or actions that start the story (using present simple tense) |
| (17) Unless you have a dream, you can't live it (18) Sandbox Sailors | | (F) The main events in the story (using future forms) |

B Language Study – Techniques for voice-overs with impact

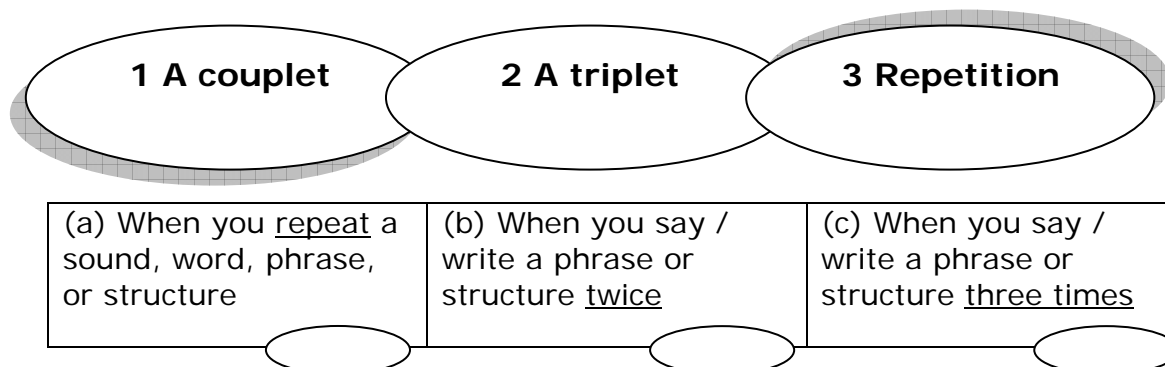
Take a look at the lines from the trailer below and circle Yes or No and tick the number of times you see the phrase used.

| Language from the trailer | Are any structures repeated? | 2 times | 3 times |
|---|------------------------------|---------|---------|
| (a) On a Caribbean island; In the heat of the city | Yes / No | | |
| (b) picks s up; begins s ; finds s | Yes / No | | |
| (c) will be written; will be danced; will begin | Yes / No | | |



Movie Trailers

C Language Study – *Matching words and techniques*



D Vocabulary – *Working with action vocabulary**

How does the voice-over tell you about the actions in the movie? Can you **remember** the phrases? Write the letters in the middle column.

| | | |
|----------------|--|---------------------|
| (1) They find | | (a) rising director |
| (2) To pick up | | (b) a myth |
| (3) To begin | | (c) their future |
| (4) He finds | | (d) to dance |
| (5) A new and | | (e) a pen |
| (6) To create | | (f) his voice |

E Speaking – *Discussing language techniques and your strengths*

Movie trailers use images and action, music soundtracks and language to create an appeal. The diagram below shows the *language* we need to think about when we make a movie trailer. We have looked at the organisation, the use of repetition in couplets and triplets, and the use of tenses and phrases to describe the main action.

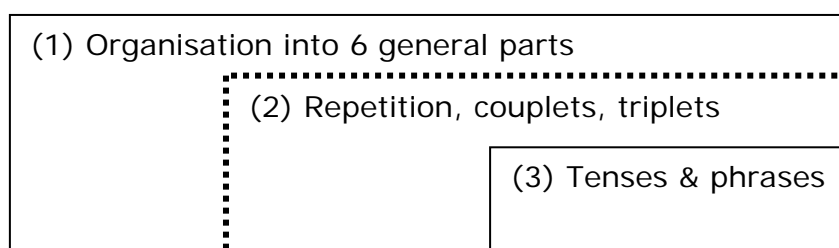


Diagram of language in a movie trailer

Which of these levels: 1, 2 or 3, do you think you will be strongest at and which will you need to work on when you write your own movie trailer? How can you share your skills? Discuss your ideas with your group.



Learning Activity 8 Listening, Writing and Speaking

Making your own movie trailer voice-over

A Speaking – Organising yourselves



will you work with?



trailers will you watch as research?

Action-adventure
Chinese martial arts
Drama
Comedy / Romantic comedy
Horror
Manga / Anime



B Viewing, Listening and Writing – *Researching movie trailers*

Copy and use the following research grid for each movie trailer you watch.

| | Images | Soundtrack(s) | Type of voice: e.g. male / female | Sections of voice-over |
|----------------------------|---------------------------------|-----------------------------------|-----------------------------------|--|
| Trailer ____ | e.g. fast moving, action-packed | use of uplifting background music | adult male | narration and dialogue used in selected scenes |
| Film type: e.g. kung fu | | | | |
| _____ | | | | |
| | | | | |



C Writing and Speaking – *Producing a movie trailer voice-over*

Use the planning grid on S86 to structure your voice-over.



your voice-over. Either:

- do a new voice-over for an existing trailer **or**
- do a voice-over for a movie that you invent

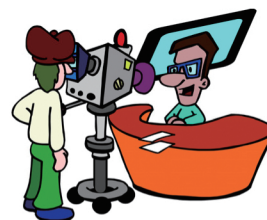
Movie Trailer Voice-over Planning Grid

| Section Content | Volume and speed | Pausing and emphasis | Be careful with the pronunciation of the following words | Soundtrack |
|-----------------|------------------|----------------------|--|------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

Reviews: TV Shows



Learning Activity 1 Speaking *Types of shows*



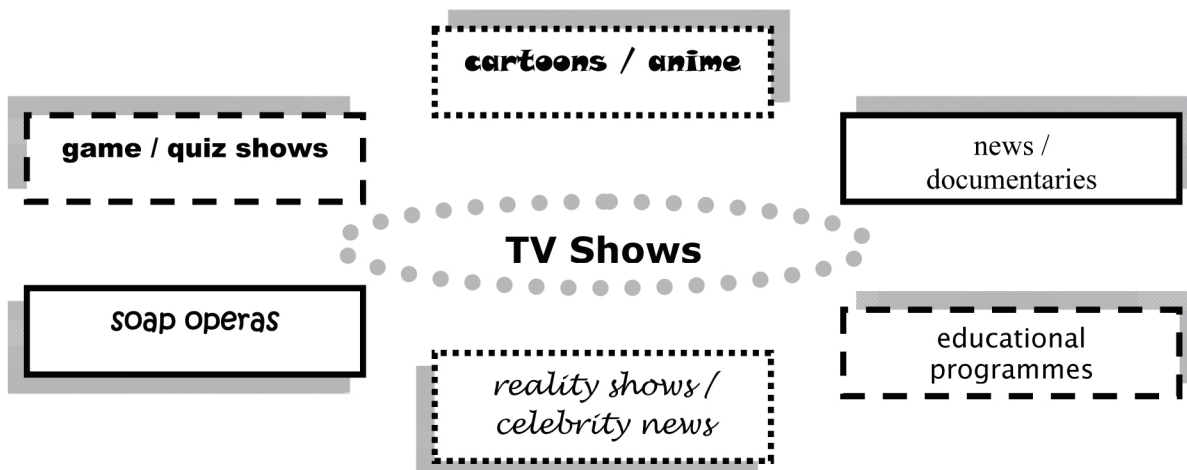
A Speaking – *Types of shows*

You need: four people with pencils

To play: Brainstorm titles of the TV shows you see below.

i The television can be referred to as 'the TV', 'the telly' (British), 'the goggle box', 'the box', etc.

Take a moment to look at the types of TV shows you can watch on TV.
Can you think of examples (in any language) that you regularly watch?



B Speaking – *Scheduling viewing*

sports

thrillers / dramas

arts chatshows

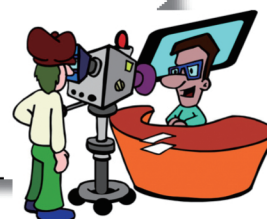
sitcoms

Divide into two pairs for the following task.
Imagine you are planning a day of TV viewing for two people who are sick with flu and are in bed at home. Each person has different needs and interests.

Write down the types of programmes you would recommend. After you have finished, take two minutes to explain and justify your ideas.

Person A: A six-year-old boy who likes stories and learning about animals

Person B: An elderly woman who is intelligent and has a good sense of humour



C Discussion – *How are adults different from you?*

Preparation You have just considered some types of TV shows that you watch, and the ones a small child and an older person might watch. Now consider how your tastes and habits in TV watching are different from your parents or the adults around you. Take a moment to complete the table below before you start your discussion.

| | What time of day do they / you watch TV? | What sort of programmes do they / you watch? | How do they / you feel while watching the programme? | Why do they / you watch it? |
|------------------|--|--|--|-----------------------------|
| Adults / parents | | | | |
| | | | | |
| | | | | |
| | | | | |
| You | | | | |
| | | | | |
| | | | | |
| | | | | |

Discussion Use the table you have completed above to have a discussion. The discussion question is 'How are your parents / adults around you different from you in their TV viewing habits and what are the reasons for this?'

I think...

5-minute discussion

It might be because...

I don't think that...

I've noticed that...

TV Trivia

Circle the correct answer.

- (1) The average person watches the equivalent of **seven years** / **nine years** of TV during their lifetime.
- (2) TV viewing has been described as the **most** / **least** common human activity.
- (3) The most-watched programme in Britain by 2000 was a **comedy** / **drama**.
- (4) TV commercials are the **most** / **least** effective way of selling products.



Learning Activity 2

Speaking and Listening

Class viewing survey

A Speaking – *Preparing the survey*

(a) How much do you know about your classmates' TV viewing habits? Circle an answer.

Almost everything Quite a bit Not much actually Er... nothing

Work in groups of four. Each team mate should choose three people in the class and ask them the following questions about their TV viewing habits.

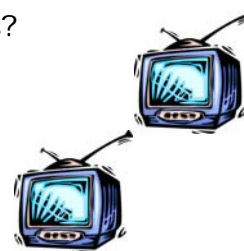
(b) To prepare, complete the following with wh-question words:

Example: *Which* types of TV shows do you watch most?

(1) _____ time of day do you watch these shows?

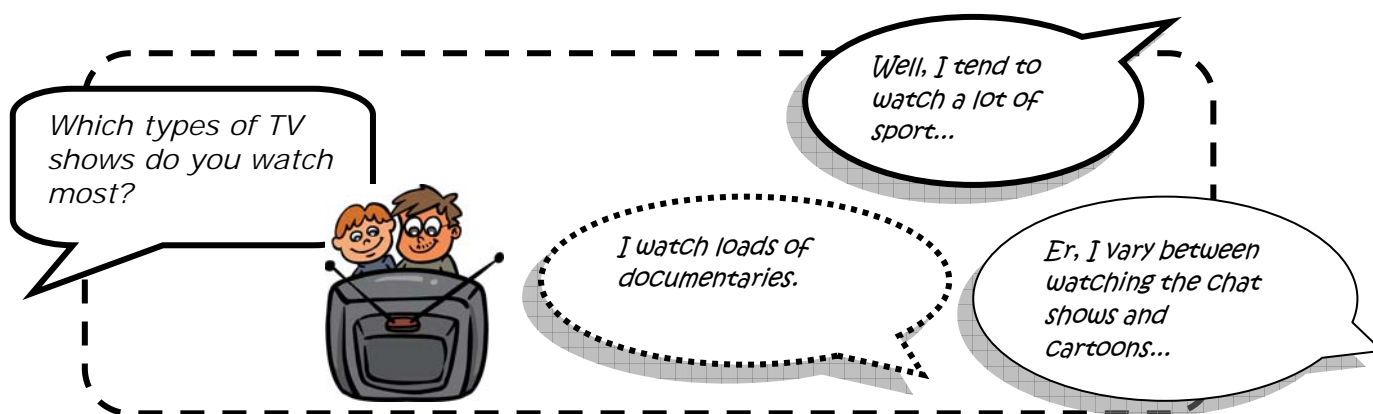
(2) _____ decides what you watch on TV?

(3) _____ do you watch these programmes?



B Speaking and Listening – *Doing the survey*

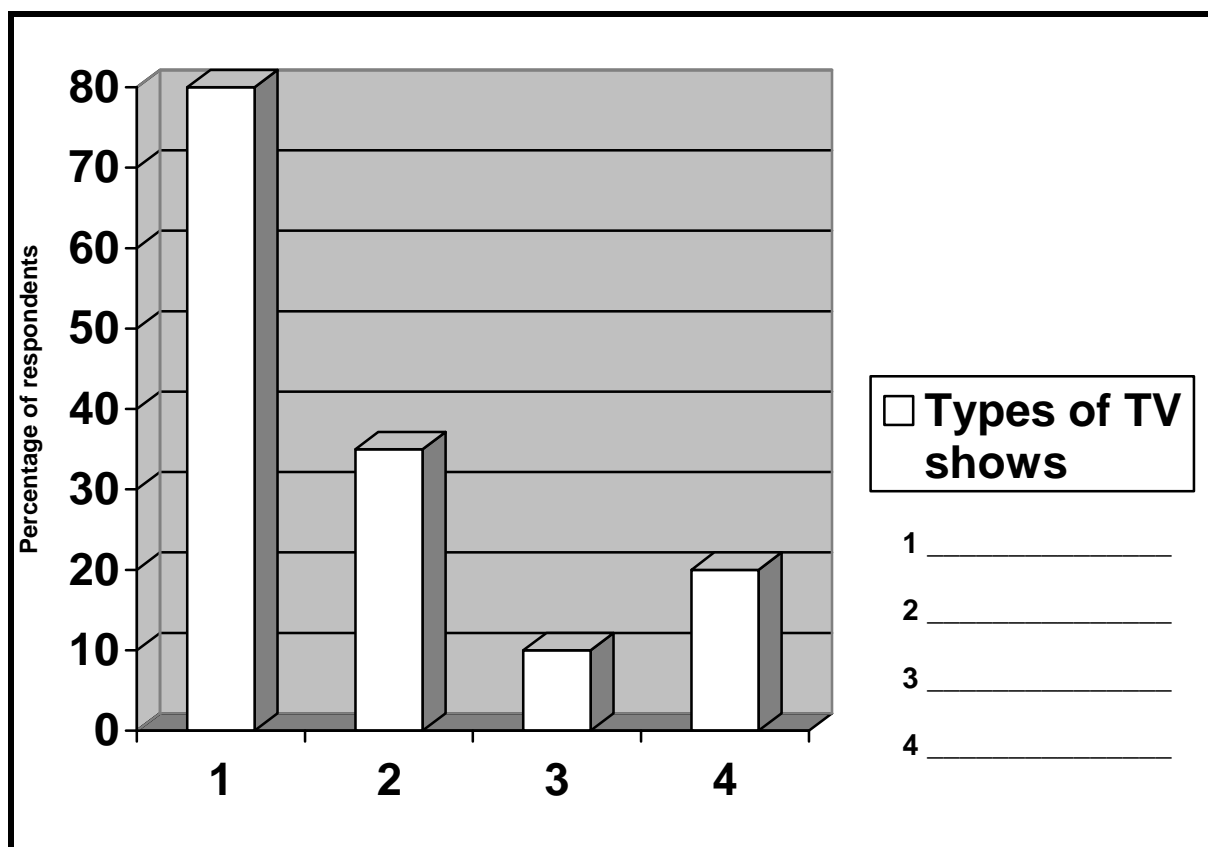
Your teacher will give you three survey cards so you can find out about your classmates' viewing profiles. Stand up and ask your classmates the questions above. Keep careful note of the answers as you'll need the information later.



C Listening – *Preparing for the survey feedback*

(a) Listen to the following conversation. You will hear two people talking about the results of a similar survey they did. They are describing the bar chart on S90. Write the four types of TV shows mentioned next to the bar chart.

Reviews: TV Shows

TV Viewing Habits

(b) What do the following words and phrases mean? Match them with the sentences below. One phrase is used twice.

a pattern of preference
 most (probably over 70%)
 a large number (probably over 60%)
 only a small number of people



- (1) The **majority** of people said that...
- (2) The people who liked (...) were **in the minority**.
- (3) Quite **a high proportion** of people said...
- (4) Only **a low proportion** of people said...
- (5) There seems to be **a trend** towards...



D Speaking – *Preparing the results of your survey*

(a) Now, return to your class survey. In your team, you should have information about several people in your class. Use your calculator to work out the percentages of people who like different types of programmes.

Reviews: TV Shows

Questions to consider when preparing the results of your survey

Data

- 1 What's the most popular type of programme and why?
- 2 What's the least popular type of programme and why?
- 3 What's the most popular viewing time and why?
- 4 What's the least popular viewing time and why?
- 5 How many students had balanced viewing profiles (i.e. they watch a mix of shows)? How many had 'narrow' viewing profiles (i.e. they only watch one / two types of shows)?
- 6 How many students have control of what programmes they watch on TV and when they watch them? If they don't have control, who does and why?

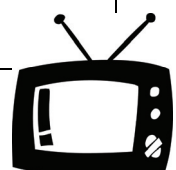


Interpretation

- 7 In your opinion, do students watch TV to relax, to learn, to be entertained, or to waste time? Is it a combination of these things?
- 8 In your opinion, do students watch the right types of programmes?
- 9 In your opinion, do the students in your class have enough control over their viewing habits? What makes you say this? What would happen to their viewing habits if they had more or less control?
- 10 What types of recommendations do you think would help your class?

(b) You will do a presentation to the class of the findings in your class survey, but how will you do it? Have a brief discussion about the following:

| Activity | How will you do it? | Who will do it? <i>Two to three names</i> |
|--|---------------------|--|
| 1 Create or draw and label the bar chart | | |
| 2 Describe the data (and write it down in a script) | | |
| 3 Interpret the data (and write it down in a script) | | |
| 4 Make two helpful recommendations | | |
| 5 Present (everyone must do this but who is doing which part?) | | All group members |





Learning Activity 3

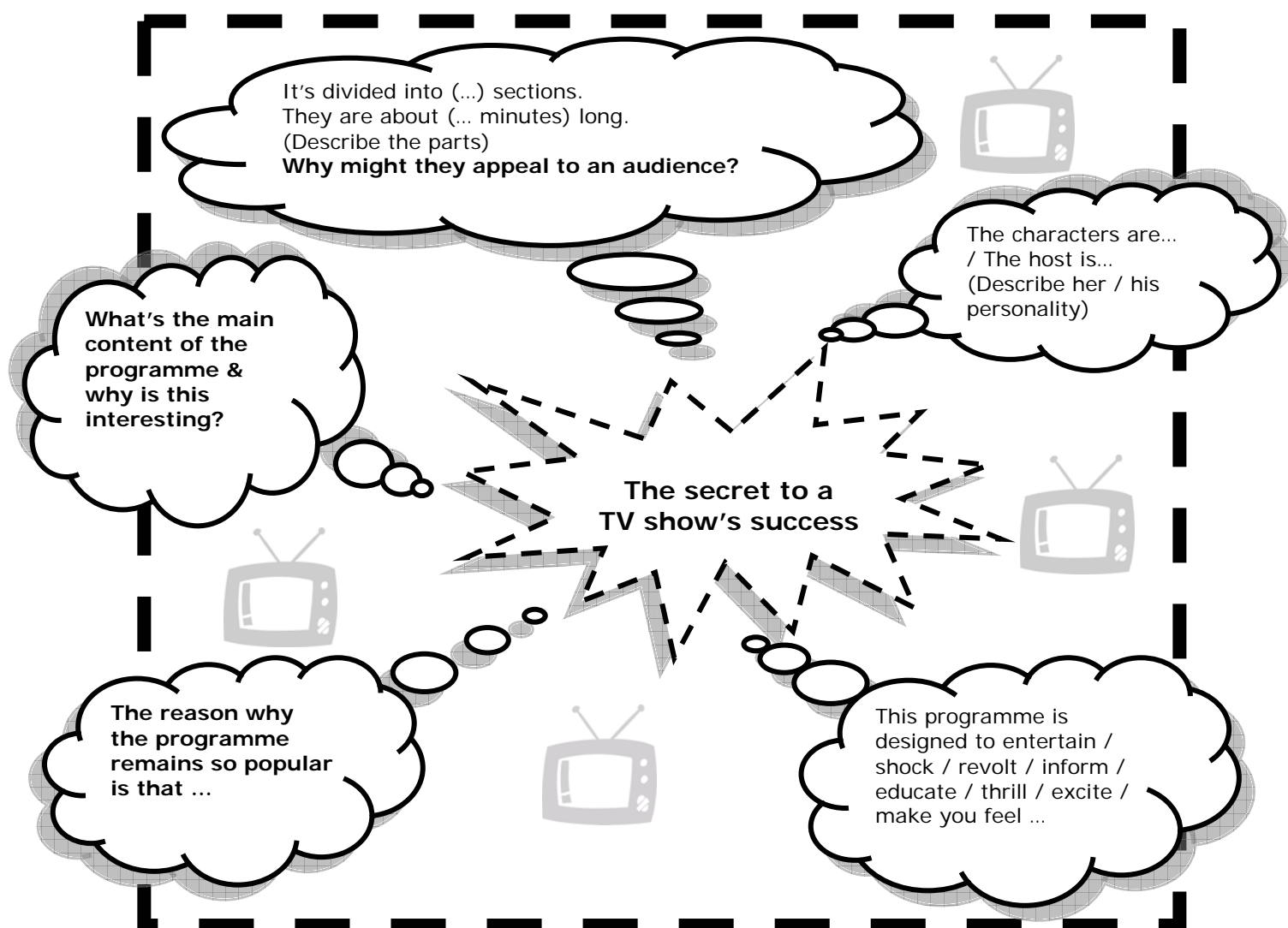
Speaking, Listening and Writing

Watching a popular TV show

A Speaking – *Preparing to watch*

Which TV show was the most frequently watched or most popular in your class? What reasons did people give for watching this type of show? You are going to watch this programme for homework to investigate why it is so popular in your class.

Brainstorm First of all, brainstorm some ideas to describe what might be so appealing about the programme.



B Homework Assignment – *Watching a TV show*

Watch the TV show at home. While watching, decide if your class's ideas were correct. Are there any other reasons why people like the show so much? Share your ideas with your classmates in the next period.






Learning Activity 4 Reading and Vocabulary TV reviews



A Reading – *Who's writing?*

(a) Read the following TV reviews. Most are written by TV programmers, but two are written by viewing members of the public. Can you tell which ones are which? How do you know?

| Review | TV | Public |
|--|----|--------|
|  <p>(1) This exciting fantasy-drama series from the writer, Bowles Chan, cleverly uses the same plot as the Matrix movies. Split between two worlds: a 3-D planet-based world, and a space-age, hyper-technical 4-D one, it has non-stop action, and stars the unstoppably handsome Kit Hipster, as a flying martial arts space-boy. The show sets its own standard in fantasy. Not to be missed.</p> | | |
|  <p>(2) A profile of father and son, Ken and Jack Lo, who complete and win awards in the same triathlon, this intriguing series follows the personal and physical challenges the men go through during the race. A deep and cuttngly honest account of the nature of family relationships. Get out your tissues and get ready to blub.</p> | | |
|  <p>(3) If you have watched your entire DVD collection twice, have run out of anything else to do, and are really looking for ways to waste your time on purposeless living, then this utter nonsense is for you. Watch men and women locked into a factory for a day, trying to work out how to use the shoe-making equipment – mostly with unproductive results and the most mind-numbing tedious conversation ever broadcast on TV. Get it off the box.</p> | | |





(4) Lively banter, witty quips and original commentary from this new chat show programme co-hosted by Samantha Lo and Rodney Blythe, the show sends up all and any ridiculous regional news stories of the week and makes light of the celebrity glitz scene. A must-see relaxant to let it all go after a hard working week.



(5) Cherry Yeung keeps us up-to-date by taking a rare and intelligently critical look at the Hong Kong, Beijing and Shanghai arts, movie, comedy and drama scenes. Be ready for high-brow critique, post-colonial commentary and popular culture commentary in this fascinating and illuminating series.



(6) Even though this programme is overly sentimental and indulgent (it's full of people with bad-luck stories), the aim seems to be to show people facing their problems and finding practical, step-by-step ways of overcoming them. It's supposed to be a documentary, but it's easy to tell that some parts are dramatised to keep viewers watching. Overall though, it's a pretty good show.



(b) Can you match the titles to the shows in Part (a) above? Some are already done, and one title is extra.

- | | |
|-----------------------------|----------|
| (a) Factory Challenge | _____ |
| (b) Smart Arts China | _____ |
| (c) Heartbreakers | _____ |
| (d) Family Feats | 2 |
| (e) Lumaria 9 | _____ |
| (f) Cue the Lights | 4 |
| (g) Finding your Feet | 6 |



(c) Tell your partner which shows you **would** / **wouldn't** watch and **why**.



B Vocabulary – Positive and negative language

Look at the TV reviews from Part A again. Use a coloured highlighter pen or simply underline the words that show that the review is a more positive or negative one. The first text has been done as an example for you.

- (1) This (a) exciting fantasy-drama series from the writer, Bowles Chan, (b) cleverly uses the same plot as the Matrix movies. Split between two worlds: a 3-D planet-based world, and a space-age, hyper-technical 4-D one, it has non-stop action, and stars the (c) unstoppably handsome Kit Hipster, as a flying martial arts space-boy. The show (d) sets its own standard in fantasy. (e) Not to be missed.



**C Vocabulary – Word class**

Using the example above, what types of words and phrases are used to express positive or negative judgements about programmes? Circle the correct word or phrase.

| | |
|--|--|
| (a) This <u>exciting</u> fantasy-drama | adjective / adverb |
| (b) It <u>cleverly</u> uses the same plot | adjective / adverb |
| (c) the <u>unstoppably handsome</u> Kit Hipster | adjective + noun / adverb + adjective |
| (d) The show <u>sets its own standard</u> in fantasy | verb phrase / adverbial phrase |
| (e) <u>Not to be missed</u> | active voice / passive voice |

D Vocabulary – Formal or informal*

Now listen to the following phrases read out by your teacher or your partner, and decide if you think they are more or less formal and more positive or more negative. *Be careful: there may not be examples for every category!*

| | Formal phrases | Informal phrases |
|---|----------------|------------------|
| Positive  | | |
| Negative  | | |



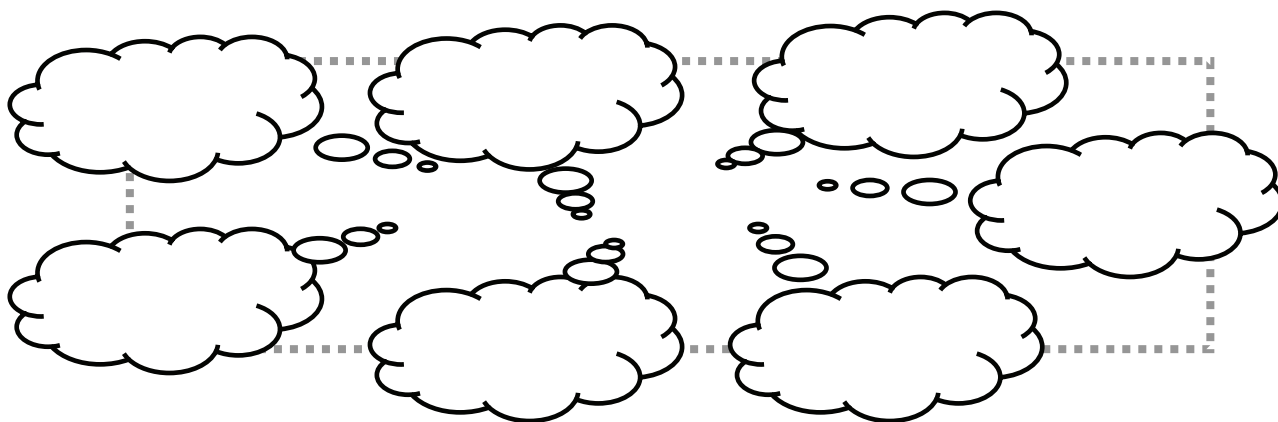
Learning Activity 5

Writing

Writing a TV review

A Preparing to write – *Brainstorming and organising*

- (a) **Choose a show** Which TV show are you very familiar with? This can be the one that you watched for the homework assignment at an earlier point.
- (b) **Describe and evaluate** You're going to write a review for your own blog page about this show. First, decide some descriptive phrases you would use to describe the type of show and some evaluative phrases (positive / negative).



- (c) **Organisation** Think about the organisation of a review. In what order would you cover these areas? (There is no single correct order.)

| | | | | |
|--------------------------|---|---|--|--------------------------|
| The title of the show | How well or badly it has been directed / produced | Reasons why you should or shouldn't watch this show | Who stars in it and how well they act / how good they look | The type of show |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- (d) **Practice** Before you start drafting your own review, see if you can complete and analyse the two practice texts on S97.

Words to use to complete Review A

funniest

hilarious

laugh-a-minute

original

typical

Review A

Apple Pies is the **(1 funniest)** comedy series you'll see on TV. The plot is realistic and **(2)** and makes the best use of the variety of **(3)** characters that you might meet in any high school yard. Not only is it a **(4)** show, but it will get you thinking about your own interpersonal problems and possible solutions to them. Starring the **(5)** Kat Yau and Jade To, it offers the best laugh on TV.

Words to use to complete Review B

thought-provoking

deals with

quick-paced but deep

skilful

made-for-TV

Review B

If you like dramas, then you'll love **Crack of Dawn**, a new **(6)** series from the gifted director Bluey Au-Yeung. Set in the New Territories, the drama **(7)** two generations of the So family and the ways they have learnt to cope with a changing Hong Kong. **(8)** at the same time, the series stars the **(9)** Ho brothers (*graduates of the prestigious APA in Wan Chai*). Never a dull moment in this heated and **(10)** series.

Analysis

Answer the following questions. If you answer 'false', say what the real sentence should be.

Review A Review A Review A Review A Review A Review A

- | | |
|---|---------------------|
| (1) Review A starts with a positive comment. | True / False |
| (2) It continues with a description of plot and character. | True / False |
| (3) The next sentence says what time the show is on. | True / False |
| (4) It finishes with a two-part sentence which tells us who the actors are and also makes a positive comment. | True / False |

Review B Review B Review B Review B Review B Review B

- | | |
|--|---------------------|
| (5) Review B starts by addressing the reader. | True / False |
| (6) It tells us who the actors are at the beginning. | True / False |
| (7) In the second sentence, it describes the main content of the series. | True / False |
| (8) It doesn't use any evaluative language. | True / False |

B Writing – *Drafting your review*

Use the box below to write your first draft of the TV show review you have chosen to do. Remember that your review will be a mix of:

- (a) **naming** – programme, type of programme, actors / actresses (and director)
- (b) **describing** – the type and / or content of the programme
- (c) **evaluating** – the story / plot and how entertaining it is.

**TV show
review**



Reviews: Music



Learning Activity 1 Speaking and Vocabulary *Expressing opinions about music*

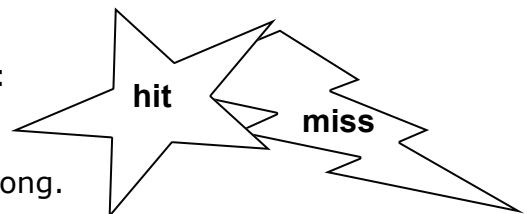
A Vocabulary – A - Z dictionary race

Use a dictionary to find the correct word related to music for each letter of the alphabet (not every letter is used). Some have been done for you.

| | |
|---|--------|
| A (n.) a collection of songs / music, usually on a CD | A |
| B (n.) a simple, romantic song | B |
| C (adj.) pleasant and easy to remember | Catchy |
| D (adj.) a synonym of 'boring' | D |
| F (adj.) simple with a strong rhythm that is easy to dance to | Funky |
| G (n.) a musical instrument with six strings | G |
| I (adj.) music produced by a small independent company | Indie |
| L (n. pl.) the words of a song | L |
| M (n.) a song or tune | Melody |
| N (n.) a piece of music that forms part of a longer performance | Number |
| P (n.) a large musical instrument with 88 black and white keys | P |
| R (n.) a regular repeated pattern of sounds or movements | R |
| S (n.) the recorded music from a film | S |
| T (n.) one of the pieces of music on a CD | Track |
| U (adj.) the only one of its kind; very special and unusual | U |

B Speaking – Your opinions of songs

Write these words on two big pieces of paper:
Listen to some song clips and hold up the
paper to show your opinion about each song.
Tell your partner why you like / dislike each song.



How do you choose what music to listen to?
Do you ever read reviews? If yes, do they affect what music you buy?
What other factors influence your decision?

C Vocabulary – Describing music

Here are some more words to use when referring to music. Put them in the correct column. Can you add any more words?

rubbish not bad great terrible a flop fantastic
so-so brilliant just OK awful a winner

| | |
|------|--|
| Hit | |
| Miss | |



Learning Activity 2

Reading

Vocabulary in context



A Reading – A music review

Read this extract from a music review and answer the questions.

This 19-year-old Taiwanese newcomer has a distinctive voice and the combination of her songwriting skills and singing ability will help her to make it to the top. She was discovered just six months ago in a karaoke bar but her debut album 'Remember' is a brilliant collection of funky tracks which will make you move your feet. The first number 'Fly away' is a catchy song with a strong rhythm. It is followed by 'Red Leaves', a great tune about her childhood. The piano ballad 'Blue' has a soft melody and beautiful lyrics. As the first CD of her career, this is an impressive beginning.

1. Does the reviewer like the album?
2. What are the special talents of this singer?
3. Has this singer produced any other albums?
4. What genre of music do you think it belongs in?
(a) rock / indie (b) film soundtrack (c) dance / pop
5. What does the reviewer predict about this singer's future?

B Vocabulary – Collocations

Underline the adjective + noun phrases in the music review above. Cover them up. Can you remember the phrases? Match the adjectives and nouns.

| | | |
|----------------|--|------------|
| 1. beautiful | | (a) melody |
| 2. strong | | (b) voice |
| 3. catchy | | (c) tracks |
| 4. soft | | (d) rhythm |
| 5. funky | | (e) song |
| 6. distinctive | | (f) lyrics |





Learning Activity 3

Listening and Speaking

Analysing music reviews

A Listening – *Useful phrases from music reviews*

Listen to the three music reviews and complete the phrases with a verb or preposition.

1. The first song 'We Get On' _____ a happy piano melody.
2. 'Play' _____ a dull song.
3. It's not an easy album to listen _____.
4. It's _____ a Japanese singer-songwriter.
5. Her voice sounds _____ an angel.
6. An instrumental version _____ the song.
7. This is the newly-released sequel _____ 'High School Musical'.
8. It kicks off _____ the funky song 'What Time Is It?'.
9. Good _____ dancing _____.
10. 'Fabulous' _____ an infectious melody.
11. Will _____ you move your feet.
12. It's _____ a good selection of different tunes.

B Listening – *Positive or negative?*

Listen to three reviews being discussed and write notes in the correct column below.

| | + Positive comments | - Negative comments |
|-------------------|--|---|
| Album 1 Song 1 | Number ____? Piano? _____ | |
| | | Song lyrics? _____ How is it to listen to? _____ |
| Album 2 Song 1 | Talent? _____ Voice? _____ Lyrics? _____ | |
| | Song 2 Version? _____ | |
| Album 3 Song 1 | Tunes? _____ _____ | |
| | Song 2 What will it make you do? _____ | |

i Music reviews often use a rating system to give their opinion, e.g. stars (usually from one to five) or thumbs up / thumbs down.

☆☆☆☆☆ Fabulous! ☆☆☆☆ Quite good ☆☆☆ Average ☆☆ Just OK ☆ Awful

C Speaking – Ranking

How many points on the ratings board do you think these reviews were given? You can give from one to five.

 = very bad      = the best

| Review | CD Rating |
|---|------------------|
| 1. <i>To my mind, this is easily the best album of the month. It is fantastic.</i> | |
| 2. <i>There are a few good tracks on here but to be honest the rest of it is just OK.</i> | |
| 3. <i>This is not a CD I'd recommend. The songs are dull and the melodies are awful.</i> | |
| 4. <i>She has a unique voice and her beautiful lyrics and catchy tunes make you want to listen again and again.</i> | |
| 5. <i>The first time I listened to this I'm afraid I was bored. The tunes all sound the same and the vocals are rubbish. Overall, this album is a waste of money. Don't buy it.</i> | |



Learning Activity 4 Reading *Identifying music reviews*

A Reading – Unscrambling the sentences

A trainee journalist has mixed up some different reviews by mistake. Can you identify the parts which belong to the music review? **Highlight** them.

The latest blockbuster from Disney is a visual feast full of colourful animation. The guitar and bass will make you tap your feet. The characters in this new edition have more super-powers and longer lives than in the first edition of the game. Unfortunately, her second album is fairly dull and predictable. The lyrics are rather repetitive and start to be annoying after a few minutes. You will find the plot extremely exciting and the climax is a big surprise. There are a couple of interesting tracks, but overall this will be a flop. This fantasy-drama is not to be missed.

B Reading – Sequencing information in a review

Read the review on the next page and label the paragraphs with the correct description. Write the letters in the boxes next to the text. The first one has been done for you.

Descriptions:

- An overview of the whole album / genre information
- Name of singer / CD
- Evaluation – positive or negative overall / recommendation
- Context-setting – e.g. reference to previous hits / CDs
- Descriptions of individual songs – usually the best / worst

| | | | |
|----|----------------------|---|----------------|
| 1. | <div>a + b</div> | <p>Please refer to the print version for the review used in this activity.</p> <p>Music review</p> | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| | | | 7. <div></div> |



Learning Activity 5

Writing

A music review

A Homework Assignment – *Preparing to write a music review*

Select a CD to review. It may be by your favourite artist or one that you have never listened to before. Listen to it a few times and make notes in the boxes below.

| | | |
|---|-----------------------|--|
| Name of singer / group: | Name of album: | First impressions (Your opinion after the first listening): |
| <p>Do some background research – is this the singer's first album? Can you add any interesting facts about the singer / the album's production?</p> | | |
| <p>Which musical genre is it? (Circle one) pop rock ballad classical folk traditional rap hip-hop soul other (what?)</p> | | |

Write some notes about the style / sound:

What instruments are used?

Choose two or three songs that are especially good / bad. Write their names and a few words to describe them:

1.

2.

3.

What is your final feeling about the album?

Write a recommendation or conclusion:



B Writing – A music review

Now write a music review using the skeleton structure:

The (e.g. first) _____ album (album name) ' _____ ' from (artist's name) _____ is (first opinion) _____. This (adjective) _____ example of (genre) _____ will make you want to (verb) _____.

Her / his / their (voices / musical instrument(s)) _____ sound(s) like (noun) _____. The first number (song name) ' _____ ' is a (adjective) _____ song with a _____ rhythm. The (e.g. fourth) _____ track (song name) ' _____ ' has a (adjective) _____ melody and (adjective) _____ lyrics.

Overall, this album is (adjective) _____ and (adjective) _____. (Don't) (verb) _____ it.

Write a second review of another album. Use a similar structure.



Reviews: Video Games



Learning Activity 1 Speaking and Vocabulary Introduction to video games



A Speaking – Online games

Work in pairs. Write the names of three online games in the table below and fill in the answers to the questions.

| | | | |
|--|----|----|----|
| Name of game: | 1. | 2. | 3. |
| Type of game: | | | |
| Who would play this game? | | | |
| Why would this game appeal to those people? | | | |

B Vocabulary – Video games

Match the gaming words or phrases to the definitions. Some have been done for you.

| | | |
|-------------------------------------|----------|---|
| 1. R.P.G. | | a. Fighting |
| 2. simulation | e | b. Categories that games are in, e.g. role-playing games, strategy games, driving games. |
| 3. combat | | c. A role-playing game: A type of game where the player controls a character, on a quest. During the game, the character earns experience points for completing tasks or beating enemies, and becomes increasingly powerful. |
| 4. addictive | | d. Massive Multiplayer Online Role-Playing Game: This online game allows hundreds or even thousands of users to play a game together. |
| 5. violent | | e. "Sims" recreate a particular situation in detail. Flight sims, for example, give the player full control of the plane. Other types of Sims replicate driving a race car, coaching a sports team, running a city, or even dating. |
| 6. fantasy | | f. Using actions that are intended to hurt or kill people. |
| 7. portray | h | g. A machine that you play video games on, e.g. X-box, Playstation, Wii. |
| 8. console | | h. To show or describe someone / something in a particular way. |
| 9. first-person shooter game | i | i. An exciting or unusual situation or experience which is unlikely to happen in real-life. |
| 10. strategy | | j. Using decision-making skills to make a plan so you can reach a goal. |
| 11. genre | | k. This word describes something that you want to keep doing because you like it so much. |
| 12. MMORPG | | l. This is a computer and video game genre where the player sees the action through the eyes of the main character, virtual reality-style. |





Learning Activity 2

Listening, Grammar and Speaking

Are video games bad for you?

A Listening – *Identifying people's points of view*

Listen to the conversation about video games and decide who says each phrase. Write speaker A (woman) or speaker B (man) next to each phrase.

1. "I don't think video games are good for you." ☐

2. "I think they're good because..." ☐

3. "Another positive point is..." ☐

4. "Surely there are some benefits." ☐

5. "I really don't see that as a good thing." ☐

6. "I still think there are many plus points." ☐

B Grammar – *Organising your points*

The speakers used various ways of indicating what they might say next and to put their points in order whilst speaking. Some of these 'signposts' are listed below. Put them in the appropriate category.

- | | |
|--|---|
| (a) Good idea! | (e) There's one final point I want to make about... |
| (b) An argumentative essay, is that right? | (f) Really! I think that's taking it a bit far. |
| (c) Let's begin by introducing... | (g) But what about...? |
| (d) So firstly we can say... | (h) So, to summarise... |

| | |
|-------------------------------------|--|
| Introducing your topic | |
| Responding to someone's comment | |
| Clarifying / checking understanding | |
| Adding more comments | |
| Rounding up / ending the discussion | |

C Speaking – *What do you think?*

Here are some statements related to the conversation you listened to. Colour in the bars below each statement to show how much you agree or disagree. Compare with your partner and explain your answers.

| ME | | | | MY PARTNER | | | |
|--|--|--|----------|------------|--|--|----------|
| Agree | | | Disagree | Agree | | | Disagree |
| 1. Video games can help people to learn new skills. | | | | | | | |
| | | | | | | | |
| 2. Playing on a computer in all your spare time makes you a boring person. | | | | | | | |
| | | | | | | | |
| 3. There are no benefits to playing computer games. | | | | | | | |
| | | | | | | | |
| 4. Online games are dangerous. | | | | | | | |
| | | | | | | | |
| 5. Parents should have more control over what their children play. | | | | | | | |
| | | | | | | | |



Learning Activity 3

Reading and Writing

A first draft of an argumentative essay

A Preparation – Mindmap

Work in groups to brainstorm ideas for and against computer games. Make a mindmap to organise your points.

B Reading – An example essay

Look at the following extract from a student's essay about computer games. Which sentence:

- (a) makes a positive claim?
- (b) makes a negative claim?
- (c) gives an example?
- (d) makes a conclusion?
- (e) justifies the writer's claim?
- (f) evaluates all the evidence?
- (g) makes a comparison?



Write the letters in the brackets after each part of the essay. You may need to use the sentences more than once.

Should computer games be banned for under-18's?

Computer games are bad for your health (). Doctors have found that playing computer games for more than five hours a day can make some people violent (). Computer games targeting boys are usually violent 'first shooter' games, whereas games for girls promote stereotypical interests such as fashion and make-up ()+ (). However, it is not all bad news. Computer games may have some benefits too (). Researchers have discovered that using computer games to help children who are in hospital can reduce their pain (). The children who played computer games needed less pain relief and were more relaxed than the ones who just rested after their treatments (). However, they only played for an hour a day.

Considering these different views, it is hard to decide who is right as there are both advantages and disadvantages (). In my opinion, computer games should be controlled so that children do not become addicted, but they can also be useful for us so we should not ban them altogether ().



C Writing – Organising your ideas

(a) Look at the extract from the example essay in Learning Activity 3B on S107. In what order are the different parts? Fill in the 'recipe' for an argumentative essay with words from the first box.

evaluate | positive or negative claim (x2) | comparison | justify (x2) | conclusion

1. Make a _____.
2. _____ your claim.
3. Give an example.
4. Make a _____.
5. Make another _____.
6. _____ your second claim.
7. _____ all the evidence.
8. Give a _____.

i The order of the steps above might change and you can repeat the steps if you need to. For example, you might make three or four positive and negative claims followed up by a justification and examples.

(b) Practise stages 1-8 from the box above (stages 5 and 6 are repeated) by matching the heads and tails of the following sentences.

| | |
|---|---|
| 1. Simulation games have some benefits because ... | a. ... such as online strategy games and fashion-based Sims. |
| 2. Most teenagers have a console at home, for example ... | b. ... computer games are dangerously addictive. |
| 3. Research by doctors in the USA has found that ... | c. ... we can summarise that computer games are safe when used in moderation. |
| 4. Looking at both sides of the argument ... | d. ... becoming addicted to computer games according to research. |
| 5. Games that appeal to girls are becoming more popular ... | e. ... they allow players to act out real-life situations in a safe way. |
| 6. Boys are more at risk of ... | f. ... Playstation 3 or Nintendo. |

D Writing – A first draft

Write a first draft of an argumentative essay. Follow the steps suggested above to help organise your ideas.

Computer games should be banned for children under 16. Do you agree or disagree with this statement? Write about 200 words presenting your arguments.



Learning Activity 4

Grammar

Error correction

A Grammar – *Finding the mistakes*

A student has written an essay answering the question in Learning Activity 3D on S108. The teacher has used a correction code to help the student find and correct the mistakes. Look at the code and then correct the mistakes. There is one mistake in every line. The first one has been done for you.

| | |
|----|-------------------|
| ^ | a missing word |
| sp | spelling mistake |
| wo | word order |
| vf | verb form / tense |
| ww | wrong word |
| pl | plural |



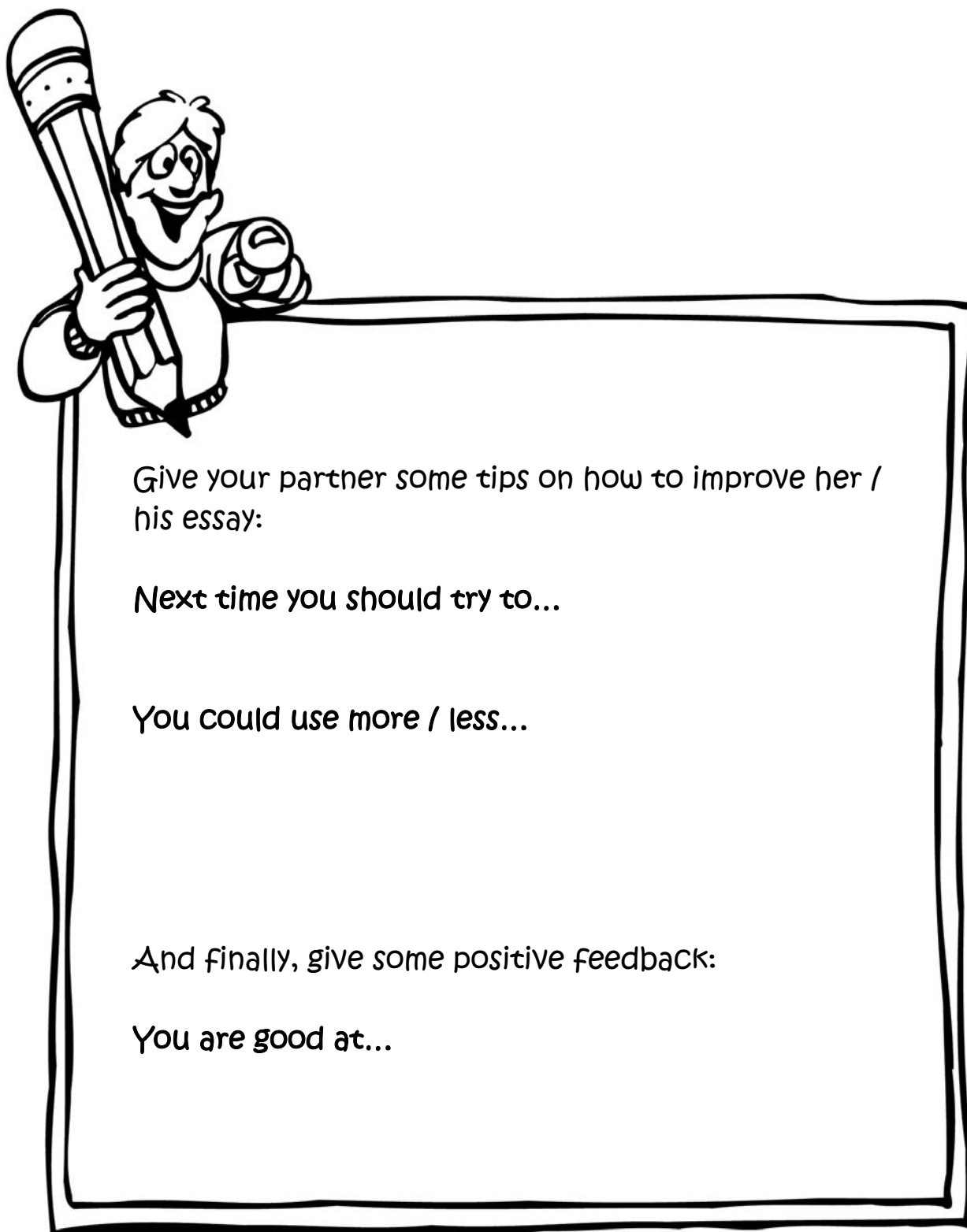
| | | Line no. |
|-----------|---|----------|
| as | | |
| (1) | I don't think computer games cause as much harm ^ people say | 1 ^ |
| (2) | they do. There are many benefit to playing computer games, for | 2 pl |
| (3) | example, improved motor skills. Studies have show that young | 3 vf |
| (4) | children can actually improve their able to use their hands by | 4 ww |
| (5) | play hand-held computer games regularly. Some games can help | 5 vf |
| (6) | with their reading comprehensive, mathematical skills and | 6 ww |
| (7) | problem-sloving abilities. | 7 sp |
| (8) | Doctors in USA have done research in hospitals and found that | 8 ^ |
| (9) | certain medical conditions could be helped by patients providing | 9 wo |
| (10) | with computer games play. One example is the case of a ten- | 10 ^ |
| (11) | year-old boy whose illness caused him to pick his lip, causing | 11 sp |
| (12) | scarring. Previous treatments had failed so the boy was gave | 12 vf |
| (13) | video game console to keep his hands occupied. Two | 13 ^ |
| (14) | later weeks the affected area had healed. | 14 wo |
| (15) | It is wrong to say that computer games can isolate child | 15 pl |
| (16) | because we usually play games with your friends over the | 16 ww |
| (17) | Internet and it is a way of together just like in real life. I play | 17 ^ |
| (18) | shoot-'em-up games with a lot of killing, but that is not | 18 vf |
| (19) | make me behave more aggressively becuase I know they are | 19 sp |
| (20) | not real and it is not part of my reality life. | 20 ww |

B Self and peer feedback – *Checking your work*

Go back to your first draft and check thoroughly for mistakes, then swap with a partner and check each other's work. Use a correction code like the one used above to indicate the mistakes, then complete the checklist and feedback sheets for your partner on S110 and S111.

A checklist for editing your partner's work

| | | | |
|---------------------|--|------------------|--------------------------|
| Grammar | Has s/he used the correct tense? | Yes, always | <input type="checkbox"/> |
| | | Most of the time | <input type="checkbox"/> |
| | | No | <input type="checkbox"/> |
| | Do the subjects and verbs agree? | Yes, always | <input type="checkbox"/> |
| | | Most of the time | <input type="checkbox"/> |
| | | No | <input type="checkbox"/> |
| | Are plurals and singulars used correctly? | Yes, always | <input type="checkbox"/> |
| | | Most of the time | <input type="checkbox"/> |
| | | No | <input type="checkbox"/> |
| Vocabulary | Is there an interesting range of vocabulary? | Yes, definitely | <input type="checkbox"/> |
| | | It's not bad | <input type="checkbox"/> |
| | | No, not really | <input type="checkbox"/> |
| | Are the correct word forms used (e.g. adjectives / nouns)? | Yes, always | <input type="checkbox"/> |
| | | Most of the time | <input type="checkbox"/> |
| | | No | <input type="checkbox"/> |
| | Are the spellings correct? | Yes, always | <input type="checkbox"/> |
| | | Most of the time | <input type="checkbox"/> |
| | | No | <input type="checkbox"/> |
| Organisation | Is the essay clearly organised in paragraphs? | Yes, always | <input type="checkbox"/> |
| | | Most of the time | <input type="checkbox"/> |
| | | No | <input type="checkbox"/> |
| | Does it use the typical steps for an argumentative essay? | Yes, always | <input type="checkbox"/> |
| | | Most of the time | <input type="checkbox"/> |
| | | No | <input type="checkbox"/> |
| | Is it quite easy to read and understand? | Yes, always | <input type="checkbox"/> |
| | | Most of the time | <input type="checkbox"/> |
| | | No | <input type="checkbox"/> |



Use the feedback you have received to write a second improved draft of your essay.

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Photo Captions

Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- identify the content, language structures and features of photo captions
- compile a list of tips about writing photo captions
- crop photos in order to alter the intended meaning and be able to justify their decisions
- produce a collection of photos based on a theme, using various types of shots
- write accompanying captions that adhere to the typical characteristics of this text-type

Time Needed

- Up to 6 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

Introducing Photo Captions

- In pairs or small groups, students talk about their favourite magazines / newspapers and the content / pictures
- Students discuss a selection of photos focussing on events and people
- Students match captions to photos
- Students analyse photo captions focussing on tenses and noun phrases

Analysing Photo Captions

- In pairs, students complete a true / false quiz about the features of photo captions and compile a list of caption-writing tips

Cropping and Editing Photos

- Using a website, students discuss their opinions on different versions of photos
- Students practise cropping / altering photos to change the meaning
- Students write two different captions for their cropped photos
- In pairs, students check each other's captions against their do's and don'ts list and give feedback

Producing a Photo Story

- (Optional) Students use a website to practise telling a story, sequencing photos and adding captions
- In small groups, students plan and produce a photo story and write captions

Materials Required

- Student's handouts S1-S14
- A selection of English language newspapers / magazines containing photos and captions (e.g. South China Morning Post, The Standard, gossip magazines from the UK, the USA and Australia such as 'Heat', 'Closer', 'People')
- Internet access (check website links before class)
- Photos for cropping
- Scissors
- Cameras
- CD Tracks 1, 2 and 3

Introducing Photo Captions

Teacher's Notes

■ Introduction:

These activities are designed to introduce students to photo captions through discussion and noticing of key features. An important point introduced in this focus is that photo captions are used to contextualise and summarise the key points the newspaper is making in the story.

The key features of language and structure used in photo captions are also introduced to support students in producing their own captions later on.

■ Time Needed: 1-2 forty-minute periods

■ Learning Activity 1 Speaking

Talking about magazines and newspapers (5 minutes)

This activity is a lead-in task to raise students' awareness of the features of newspapers and magazines (different stories / images) through personalised discussion.

This can be done as a whole class discussion with the teacher leading and asking individual students to contribute, or with a more participative class, completed by asking students to discuss the questions in pairs or small groups, then feed back as a whole class.

Draw students' attention to the information box to clarify what a caption is.

Answers: What do we normally see below the photographs? – Captions

■ Learning Activity 2 Speaking, Listening and Reading

Discussing topics in newspaper photos

A Speaking and Listening – *What are the photos about? (10 minutes)*

This activity focusses students on the topics / themes of newspaper / magazine photos.

Note: You might like to make use of the Hong Kong Copyright Licensing Association (HKCLA) Monthly Reporting Form (accessible at <http://hkcla.org.hk>→service→instruction purpose→photocopying for instruction, or in the CD-ROM of this package) to inform HKCLA of the number of photocopies made of the photos on S1 and S2 for students.

Do one example first with the students. Elicit ideas about it, e.g. *What's happening in the photo? Where do you think it is? Describe the people / objects / event shown. Can you guess the story's topic (e.g. politics, entertainment, sports, local news)?* Students work in small groups / pairs to discuss the rest of the examples and write notes if they wish. Stress that there are no correct answers, you just want them to be imaginative.

Listening – *What are the photos about?*

CD Tracks 1, 2, 3

If you wish to provide your students with extra listening practice and models of how they may discuss the photos, three sample conversations are provided on the CD (Tracks 1-3). Play the conversations and ask students to decide which of the six photos on pages S1 and S2 the people are discussing. Students could also highlight useful phrases and language for discussion in the tapescript.

Tapescript – CD Tracks 1, 2 and 3

Learning Activity 2 Listening *What are the photos about?*

CD Track 1 (1:08 minutes) – Conversation 1

- A Can you describe what you see in the photo?
- B Well, I'm not sure what they're doing really. I think it's some kind of sports event. The men are all wearing brightly-coloured clothes – the same ones, so they must be a team. There are 6 or 7 people and they all have their arms up in the air. They are kind of stretching, maybe doing yoga or something.
- A Are there any people in the background?
- B No, I can't see any other people watching them.
- A And where was the photo taken?
- B I think it's in a football stadium or other sports stadium.
- A Is there anything special or unusual about the photo?
- B Well, it's a normal topic for a newspaper photo – sports, but one of the men is falling over, so I guess they chose the picture because it's quite funny and unusual. Also, it shows footballers doing something they don't usually do – yoga.

CD Track 2 (0:50 minutes) – Conversation 2

- A What about the next photo?
- B This is quite interesting because there are people in some water...
- A What are they doing?
- B I think they're being rescued...
- A Who is in the photo?
- B The people being rescued of course, and some other guys who are rescuing them – I think they're firemen because they are wearing special yellow hats...
- A Like a helmet?
- B Yes, yes, a helmet.
- A Why is it in the news do you think?
- B Probably because it's quite an exciting story. We don't often have floods in Hong Kong, or not ones as big as this one anyway, so it's quite unusual.

CD Track 3 (0:53 minutes) – Conversation 3

- A What's the third photo about?
- B It seems to be a photo of a special event...
- A What kind of event? Sports?
- B No, some kind of show or demonstration of skills. Maybe they're actresses...
- A Why do you think they are actresses?
- B Because of the clothes they are wearing. They are wearing some special costumes, like traditional Chinese costumes.
- A And what are the girls in the photo doing?
- B They're showing their fighting skills and special movements.
- A Where do you think this photo was taken?
- B Hmm – difficult to say. Somewhere in China I guess...

S3

B Reading – Matching captions to photos (5 minutes)

This activity asks students to match the captions to photos using vocabulary clues.

Point out the captions and pre-teach vocabulary if necessary, although this may pre-empt the matching, so you may prefer to check new vocabulary after students have tried to match the captions using the pictures as clues. Encourage students to look for and underline key words in the captions that will help them to choose the correct picture: these will tend to be noun and prepositional phrases.

Answers:

| Picture | 1 | 2 | 3 | 4 | 5 | 6 |
|---------|-----------------|-------------------|----------------------|---------------------|-------------------------------------|---------------------------|
| Caption | FSD officers... | One of the six... | NBA star Yao Ming... | Rangers defender... | Firemen from the New Territories... | Students from Shanghai... |

S3

C Reading and Speaking – What do the captions tell us? (10 minutes)

This activity raises students' awareness of the key informational elements of photo captions.

Tell students that photo captions usually include the following information: Who? Where? What? (and sometimes 'When?'). This activity is designed for students to check if the real newspaper examples follow this rule.

Answers:

| | Who? | Where? | What? |
|------------------|---|--|--|
| Caption 1 | FSD officers / villagers | On Leung Village, near Lok Ma Chau in the NT | Rescue / flooding / people trapped in homes |
| Caption 2 | One of the six Chinese gods of wealth / taxi drivers | Hunghom | Delivers red packets (better known as LAI SEE) |
| Caption 3 | NBA star Yao Ming / youngsters | Queen Elizabeth Stadium, Wan Chai | Meet at a seminar |
| Caption 4 | Rangers defender Chan Wai-ho / Hong Kong football team | Siu Sai Wan | He loses balance ('tips' over) during training exercises |
| Caption 5 | Firemen (from the New Territories East) | Shing Mun River, Shatin | Win the final of the dragon boat race |
| Caption 6 | Students (from Shanghai) Kang Meng, Sun Pingping and Wang Jie | The University of Hong Kong | Show off their martial arts skills |

Do the photo captions tell us the writer's opinion? **Perhaps not explicitly; however, it is argued that an ideological standpoint is always implicit in texts. Only introduce these concepts if students are ready to start handling them.**

S3

Learning Activity 3 Grammar Tenses used in photo captions(5 minutes)

This activity provides opportunities for students to be exposed to and practise the grammatical tenses typically used in photo captions describing recent events.

Focus students' attention on the first two example photo captions (FSD and Lai See) to highlight the grammatical tense used: present simple. Ask students to underline examples of the main verb (the first verb) used in the caption. In the first two examples, 'rescue' and 'delivers' are used: both present simple even though the event has clearly taken place in the past. In (b) on page S4, present

simple 'wait' is used to refer to a past activity. Item (c) is different: present simple 'flock' is used *in the main clause*, and past simple 'opened' is used *in the subordinate clause* (which gives additional time-related information).

Guide students through this language feature to sensitise them to how tense *is used within news photo captions to create relevance to the moment of reading*. You may wish to do some remedial work on tense construction at this point.

Answers: (a) present simple 'rescue'; 'delivers'; (b) the main verb in the caption is 'wait' (present simple) but (i) Katy Wu visited HK **last week**; (ii) the photographers waited **last week**; (c) The verbs used are 'flock' and 'opened' and (iii) the MegaMall opened **yesterday**; (iv) shoppers flocked to the Mall **yesterday**.

S4

■ Learning Activity 4 Writing *Caption writing tips (15 minutes)*

This activity provides an opportunity for students to clarify features of photo captions by writing tips for a journalist.

Instructions for this activity are given in the student's handout. It may be more productive if students work together in pairs so they can discuss their ideas before writing.

Suggested Answers:

| DO... | DON'T... |
|--|---|
| use present simple in the first line | write in headline style (abbreviated, omitting words such as 'the', 'an', 'and') |
| be concise (keep it short) | write too much (one line is usually enough) |
| identify the main people in the photo | describe the picture as 'beautiful', 'horrible', 'dramatic', etc. if we can see this in the photo |
| use articles (a, an, the) and conjunctions (and, but) | make judgements / give opinions if you don't know the truth (e.g. 'an unhappy boy') |
| include information about where it is (and maybe when) | |
| use the caption to give extra information that we cannot know just by looking at the photo | |

Catering for Learner Diversity

For students who need **more support**

- You could provide the caption writing do's and don'ts list as a sorting activity by cutting the strips up, distributing to pairs and students decide if each statement is a 'do' or a 'don't' tip.

For students who need **more challenge**

- It could be done as a dictogloss GLOSSARY with you reading out each tip for students to jot notes and categorise into 'do' or 'don't'.

■ Learning Activity 5 Grammar and Vocabulary

Noun phrases in photo captions (10 minutes)

This activity exposes students to the use of noun phrases for giving information in photo captions and helps students to practise word order.

Go through the information first to highlight the use of noun phrases and typical word order. Students create noun phrases using the words given. Instructions are on the student's handout. **Monitor carefully to ensure correct word order and collocations as some of the words cannot be combined, e.g. 'old young students' or 'big driver bus'.** Set a time limit. To add a competitive element, you could see who can make the most acceptable noun phrases in the time given.

Some Suggested Answers:

Happy Mongkok shoppers... Worried bus worker... Traditional Hong Kong street market...

Catering for Learner Diversity

To vary the interaction:

- This activity could be done as a type of Pelmanism ^{GLOSSARY} (matching card game) where students turn over cards and see if they make a correct noun phrase. Teachers would need to provide index cards and marker pens for students to write the words out before they play the card game.

Analysing Photo Captions

Teacher's Notes

■ Introduction:

These activities help students to focus on features of photo captions through a true / false quiz and by discrimination tasks to highlight what constitutes a good photo caption, compared to a poor example. They round up with a self-directed task where they select and analyse examples of photo captions according to a set of given criteria.

■ Time Needed: 1 forty-minute period

S6

■ Learning Activity 1 Reading and Speaking

Photo captions true or false quiz (10 minutes)

This activity provides an opportunity for students to consolidate their knowledge of photo captions from previous lessons.

Students work in pairs / small groups to complete a true / false quiz. You may like to introduce a competitive element by awarding points for correct answers.

Answers:

1. **F** (about 10)
2. **F** (they usually answer some 'Wh' questions)
3. **F** (not always explicitly but it's understood to have happened recently with relevance to now)
4. **F** (this is more typical of (scientific) text-book language where a picture needs to be labelled)
5. **T** (present simple appears to be the most commonly-used tense, used to show relevance to now)
6. **T** (not usually explicitly)
7. **T**
8. **F** (they tend to leave out extra description due to their summarising and objective nature)
9. **T** (the position of this descriptive noun phrase changes depending on which paper is using it: it can come before or after the name)
10. **T**

S6

■ Learning Activity 2 Reading and Speaking

Good and bad captions (5 minutes)

This activity provides an opportunity to discriminate between more and less successful features of photo captions.

This activity is designed to encourage students to think about the features of photo captions by discriminating between good and poor examples. Some examples are provided but you may wish to add some more of your own to give students further practice. Do an example with them first so you can discuss the types of things they should be looking for, e.g. number of words, correct use of present simple / past simple, noun phrases, viewpoint (*see S4 caption-writing do's and don'ts and S6 true / false quiz for more features to highlight). During feedback, it is also helpful to highlight that the longer texts are typical of the language we use in news *stories* (not *captions*) and that is why they work less successfully as captions. If you would like to vary the interaction in the class, you could put the photos and captions around the room and students walk around to

discuss and analyse them. Alternatively, you could turn it into a team competition where each team votes on which caption they think matches each photo (display them on an overhead projector (OHP)) and explain why, then award points.

| Photo | Possible captions |
|--|---|
| <p>1.</p> <p><i>Please refer to the print version for the photographs used in this activity.</i></p> <p>Photo 1</p> | <p>a. In the picture on the left you can see a black helicopter landing. It was a very cloudy day. Inside the helicopter is the handsome Jet Li who is an actor and he is coming to make his new movie.</p> <p>b. Film star Jet Li's helicopter lands in Kowloon yesterday as filming of his new movie begins this week in Hong Kong.</p> |
| <p>2.</p> <p>Photo 2</p> | <p>a. You can see two photographers waiting for the gorgeous singer Katy Wu to leave the hotel she stayed in last week while she was here for her concert. Over 20,000 fans went to watch her performance at the HKCEC on Thursday night. This was Katy's second visit to Hong Kong from her home in Singapore and she said "I love Hong Kong. It is so exciting to be here".</p> <p>b. Photographers patiently wait to catch a glimpse of Singaporean singer Katy Wu during her second visit to Hong Kong last week.</p> |
| <p>3.</p> <p>Photo 3</p> | <p>a. The grand prize in the annual 'Driver of the Year' competition is displayed in Shatin on Saturday.</p> <p>b. This picture is of the car which was the grand prize in a great competition. The competition is held every year to find the best driver in Hong Kong.</p> |

Suggested Answers:

Example on S6, Learning Activity 2 – The better caption is (ii) *Shoppers flock to the new MegaMall in Lok Fu which opened yesterday*, because it tells us **who** (shoppers), **where** (Mega Mall, Lok Fu), **what** (grand opening) and **when** (yesterday). The first caption simply makes a general statement about preferences which is more appropriate to a text on trends in Hong Kong so is not a good example for this specific event-focussed caption.

| Picture | Caption a comments | Caption b comments |
|---------|--|--|
| 1 | Not good <u>as a caption</u> because it starts with the labelling information ('In the picture on the left you can see...'); it includes numerous adjectives (<i>black; cloudy;</i>) and gives evaluation / opinion (<i>handsome</i>). | This is better <u>as a caption</u> because it is shorter, it uses the correct tense (present simple); it tells us who, where and when; Jet Li is described with a pre-modification (' <i>film star Jet Li</i> ') rather than a relative clause. |
| 2 | Far too long <u>as a caption</u> ; it starts with explanatory context-setting aimed at the reader (' <i>You can see...</i> '); uses evaluation / opinion (<i>gorgeous</i>); there is background narrative (' <i>from her home...</i> ') and direct quotes that are not combinations of features we often find in concise photo captions, and more appropriate for continuous text, such as a news story. | Good <u>as a caption</u> because it summarises the necessary information in as few words as possible; it gives us extra information not evident from the photo; it uses the tense patterns we typically find in captions (present simple followed by past simple). |

| | | |
|---|---|--|
| 3 | Good – less than 20 words; tells us what, where and when; uses a noun phrase ('annual 'driver of the year' competition'); it uses the typical caption tense (present simple). | Contains an introduction ('this picture is of...'); does not say where / when; and gives personal opinion ('a great competition') more typical of longer text. |
|---|---|--|

LS

■ Learning Activity 3 * Reading

Investigating photo captions (20 minutes)

This activity consolidates students' knowledge of photo captions so far by providing an opportunity to do independent research.

Instructions are given on the student's handout. This activity asks students to find their own examples of captions and find out if the rules apply. If you want to do it as a classroom activity, ensure you have a large selection of newspapers / magazines containing accessible and suitable photos and captions for students to analyse. Alternatively it could be set as a homework task.

Cropping and Editing Photos

Teacher's Notes

■ Introduction:

These activities focus on the ways in which images and information may be altered to affect meaning. Key learning points to convey to students are:

(1) Images and information may represent a particular point of view or standpoint, therefore are not neutral.

(2) One technique used to create meaning in images is *omission* (i.e. what is *left out* of a news photo is just as important as what is shown).

(3) In order to develop critical thinking / awareness in the students, it may be helpful to determine *who* is giving us the message and *why*.

These points are intended to raise students' media awareness and improve their critical thinking skills.

■ **Time Needed:** 1 forty-minute period

85

■ Learning Activity 1 Speaking and Writing

Changing the meaning of photos

A Speaking – *What is this photo about? (10 minutes)*

This activity introduces students to the technique of cropping and editing photos to change their meaning.

This website has a huge number of resources aimed at raising students' media awareness. This particular activity is most effective if students look at the first photo, then discuss their interpretations with a partner (or jot notes) before revealing the full photo. They can then discuss any differences between the two. You may also like to draw students' attention to the captions and do some language analysis on the structures / vocabulary used.

Catering for Learner Diversity

For students who need **more support**

- You may prefer to provide guiding questions for students to use when discussing the photos, e.g. Where is this? How old is the person? Is s/he rich or poor? To provide even more support, they could have multiple-choice answers.

85

B Speaking – *Changing the meaning of a photo (5 minutes)*

This activity provides students with hands-on practice of cropping a photo.

Provide a pair of identical photos for each pair / small group of students. Go through the suggested ways in which a photo may be altered and pre-teach vocabulary. Make sure students understand the terms **alter**, **crop**, and **edit**.

85

C Writing – Two photos two captions (10 minutes)

This activity provides students with practice of using tenses and noun phrases by producing first drafts of two photo captions.

Instructions are given on the student's handout. Remind students to follow the do's and don'ts of caption writing. They should write their captions individually to facilitate the next stage (peer feedback).

85

D Writing – Giving constructive peer feedback (5 minutes)

This activity provides guidance for students on how to structure constructive criticism on a classmate's work.

In pairs, students assess their partner's two captions from Learning Activity 1C and fill in the applicable box with a sentence or two.

| |
|---------------------------------------|
| Catering for Learner Diversity |
|---------------------------------------|

For students who need **more support**

- It may be helpful to give students more options to select from regarding their feedback, e.g. focussing on specific areas they think their partner has been successful in, such as vocabulary, spelling, tenses, and to what extent.

Producing a Photo Story

Teacher's Notes

■ Introduction:

This section includes various activities designed to support students in planning and producing their own photo stories. Learning Activities 1 and 2 are additional follow-up activities intended to provide further practice and extend students' knowledge in preparation for the production stage. Learning Activity 3 is a step-by-step guide to creating a photo story and the final stage is scaffolded to assist in the production of photo captions for the photo story.

■ Time Needed: 2-3 forty-minute periods

S9

■ Learning Activity 1* Reading

Camera shots and angles (10 minutes +)

This activity exposes students to more advanced camera techniques.

This activity is more challenging as it looks at camera techniques which your students may like to try and incorporate in their photo stories to add interest and creativity. You will also need a selection of photos from newspapers / magazines containing a variety of camera angles / shots (you could ask students to collect these examples for homework).

S10

■ Learning Activity 2* Reading and Speaking

Telling a story in photos and choosing captions (10 minutes)

This activity provides additional practice and support for telling a photo story.

If you feel your students would benefit from more practice on sequencing and telling stories, this activity focusses on this area using an interactive website.

S11

■ Learning Activity 3 Speaking, Listening and Writing

Planning and producing a photo story (25 minutes + time outside class)

This activity prepares students for the production of a photo story to consolidate their knowledge of photo captions.

The stages needed for students to plan and prepare their photo story and the actual photo shoot are explained on the student's handouts. Students should be divided into groups of about 3-5 (obviously the fewer in a group, the more each student will have to do). Specify a minimum number of photos they must produce (between 16-20 will allow for selection of the best ones and rejections later).

Catering for Learner Diversity

For students who need **more support**

- You may choose to assign topics / themes to each group. You may also wish to suggest a specific sequence for their photos / story and give them more prompting about the storyline they are working on, e.g. by providing 8 items of vocabulary to help structure the story. You may also provide examples of photo stories for them to refer to (see the website mentioned in Learning Activity 2 on page S10 for a simple example).

For students who need **more challenge**

- As a follow-up, ask students to write a short reflective piece on their choice of shots / angles and the effects they may have on the reader. You could also ask them to justify their decisions on locations, characters and events included in their photos.

Alternative procedure if students do not have access to cameras:

Students can collect photos from magazines / newspapers / websites which correspond to their selected theme. It may be easier in this case for them to select the photos first, then build up their storyline around them.

S13

■ Learning Activity 4 Speaking, Reading and Writing *Producing captions for your photo story*

A Speaking – Putting your photos into a sequence (5 minutes)

This provides students with an opportunity to consider the sequence in which they tell a story and to practise using sequencers.

They should work in their photo story group to select and order their own photos then break in pairs to order the sequencers and practise telling the story to each other. Monitor and encourage use of sequencers **when they are speaking**.

Answers:

| | | | | |
|-------------|----------------|----------|-------------------|--------------|
| finally (5) | after that (4) | next (3) | to begin with (1) | secondly (2) |
|-------------|----------------|----------|-------------------|--------------|

Note: (3) and (4) can be changed around with no effect on meaning.

S13

B Speaking and Reading – Revision of caption writing tips (10 minutes)

This activity supports students in revising the key features of photo captions in preparation for writing.

This is a straightforward revision quiz requiring students to select the correct option to make sentences about photo captions. Ask them to circle the answers / cross out the incorrect options. You could turn it into a team quiz, set a time limit and award points if you want to make it more competitive.

Answers: 1. 15; 2. present simple; 3. are; 4. do; 5. just the facts; 6. when / where / who / what; 7. do; 8. unnecessary

S13

C Writing – Photo captions for your story (20 minutes)

This activity provides an opportunity for students to produce their own captions adhering to the conventions of this text-type.

Instructions are given on the student's handout.

S14

D Peer feedback – A photo story (15 minutes)

This activity provides students with practice in giving and receiving constructive criticism and praise about their work.

Students should work in groups to look at the other group's photo story and captions and use the peer feedback sheet to make comments. Set a time limit for their preparation, then each group should go through their feedback sheet with the other group (who could be encouraged to ask questions to clarify what they should do in order to improve their work).

Resources for Photo Captions

Websites for Photo Captions:

Captionmachine ☆

A blog where you can upload your photos and add captions or read other people's captions and add your caption ideas. Easy to use. Warning: this is a public access site so some captions may contain inappropriate material / language: select carefully.

<http://www.captionmachine.com>

Captionbubble ☆

An option for students to upload their digital photos and add captions / dialogue in speech bubbles.

<http://www.captionbubble.com>

Desktop publishing caption tips ☆☆

A general reference and list of tips / features regarding writing photo captions. Not designed for English language learners so some challenging technical terms used but with a little selective editing from the teacher, it has some useful information.

<http://desktoppub.about.com/cs/pagelayout/ht/captions.htm>

Hot tips for writing photo captions ☆☆

Another informational site with a comprehensive list of tips. Aimed at journalism students.

http://www.poynter.org/content/content_view.asp?id=4355

Photo captions and cutlines ☆☆

Primarily an informational reference about the nature of photo captions and reader behaviour. Aimed at university students, so some more challenging vocabulary.

<http://web.ku.edu/~edit/captions.html>

Writing photo captions for the web ☆☆

An academic article for teachers' own background reading about the purposes and features of photo captions.

http://www.firstmonday.org/issues/issue8_9/garner/index.html#g3

BBC Presspack Skills Room ☆

A student-friendly interactive site telling the story of a day in the life of a BBC journalist. Students drag and drop captions onto photos to produce the story and see tips and information about telling stories with pictures.

http://www.bbc.co.uk/cbbc/presspack/skillsroom/tellingastory_photos.shtml

Media Awareness ☆ / ☆☆

A huge variety of activities related to the media aimed at encouraging critical thinking skills. Categorised by themes and student age / grade.

<http://www.media-awareness.ca/english/teachers/index.cfm>

http://www.media-awareness.ca/english/resources/educational/handouts/consumerism/choosing_editing_photos.cfm (pages related to cropping photos)

Sources of photos online:

(NB: Check copyright before downloading photos)

South China Morning Post (SCMP)

Bank of photos from SCMP publications. Registration needed (free).

<http://photo.scmp.com/index.php>

Royalty / copyright-free images sites:

<http://www.burningwell.org>

<http://www.freefoto.com>

Comic Strips Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- order a simple narrative
- use language to describe types of speaking
- describe the names and uses of comic strip conventions

Time Needed

- 6-7 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

Comic Strip Storylines

- Students play a speaking game about comic strips
- Students are introduced to two characters in a strip and work with the structure of a comic strip narrative
- Students learn / review expressions connected with speaking before role-playing the comic strip narrative
- Students complete a written summary of the comic strip narrative

Features of Comic Strips

- Students label key features of a comic strip and read definitions
- Students listen to a description of the use of conventions and take notes
- Students match dialogue to speech balloons
- Students write dialogue for characters in a comic strip
- Students complete a factual error correction activity on comic strip writing

Materials Required

- Student's handouts S15-S23
- CD Track 4

Introducing Comic Strips

Teacher's Notes

■ Introduction:

These activities introduce students to the comic strip text-type, and give them an opportunity to work with a basic storyline and character motivations. Students work with a simple narrative and consider a possible story ending. The language work focusses on volume and pace in speaking, both reflected through key comic strip orthographic conventions.

■ Learning Activity 1 Speaking

What do you know about comic strips? (10 minutes)

This activity provides students with an opportunity to practise speaking in small groups in order to share ideas and guess simple facts about the history of comics.

Bring in some comic magazines to class and ask students if they read them. Ask students how comics are different from novels, textbooks, manuals, and newspapers (e.g. use of image, no. of pages, covers, storylines, audience, pricing). This game is designed to cover (a) some student-centred opinions – questions 1 and 8, and (b) some basic facts about comics and characters, which touch on comic development in different periods in China, Japan and America / the UK. As with all games, demonstrate it with a group of four and deal with questions before students start to ensure maximum take-up and persistence.

Note for the game:

What if a student's counter lands on the same square? S/He answers the same question but from her / his point of view / or skips the question.

What if a person gets to question 8 really quickly? S/He can answer 2 or 3 more questions s/he hasn't answered before.

What if there were some questions students couldn't answer? The teacher can go through the questions students ask her / him to cover.

Answers:

1. Opinion question
2. True – the first recorded instance of a comic character is in Britain in the early 1800's.
3. True – It was called *Lianhuanhua*. Images of this can be seen at <http://kaladarshan.arts.ohio-state.edu/exhib/ccomic/comindx.html>
4. (b) a mouse - Mickey Mouse born on 18 November 1928.
5. Manga is the name of the Japanese comic strip; Manhwa is from Manga, and refers to the Chinese equivalent. Anime is the name of animated cartoons based on Manga characters. **In summary:** *Manga: Japanese; Manhwa: Chinese (and Manhwa: Korean); Anime: Asian animated cartoons*
6. McMug and McDull are well-known Hong Kong pig comic characters created in the late 1980's. McDull is typically known as the sillier of the two pigs although McMug is fairly silly too.
7. (c) Astro Boy is the superhero. He has special powers. Astro Boy was created in Japan in the 1950's and is one of the earliest Asian superheroes. The others are (a) a child character; (b) a cat character and (d) a small boy (and his toy tiger). Calvin and Hobbes is introduced here as one of the Calvin and Hobbes comic strips is worked on at a later point.
8. The four options in this story reflect the main content of comics available today. Option (d) is generally political and aimed at an older audience.

Catering for Learner Diversity

For students who need **more support**

- Give less confident / less able students the role of prompter with strips for questions 1, 5, and 7, so that they can read to 'help' the others (see below).

Learning Activity 1 Speaking Prompt strips for students who need **more support**



1 What comics do you regularly read? Do you read them because of the story, the action, the characters, or the look of the comic?

5 Manga could mean one of the following:

(a) a Japanese comic (b) a Taiwanese magazine (c) a Korean book

Manhua could mean one of the following:

(a) a Chinese magazine (b) a Chinese book (c) a Chinese comic

7 Clues: A boy who can fly and has special powers



Learning Activity 2 Reading and Speaking

Character and Story (15 minutes)

Through reading and vocabulary work, students are introduced to two characters, and their relationship and motivations, in preparation for working with the structure of a simple narrative. This strip can be found on S18 and T22.

Summary of the story:

Panel 1: Calvin (a very young boy) is supposed to be in bed. He doesn't feel like going to bed, so he puts a broomstick in his bed instead and plays in a different part of the apartment.

Panels 1 & 2: His mother comes to say goodnight, and finds the broomstick.

Panel 3: She starts to shout for Calvin.

Panels 4-10: In a different part of the apartment, Calvin is moving in slow motion. He pretends he cannot move any quicker to avoid going to bed.

Panels 11-12: When Calvin's mum raises her voice, Calvin quickly changes pace and runs to bed, saying that he has had a 'time snap' (and therefore can move quicker).

(Pre-reading)

A Reading – Characters (5 minutes)

These boxes introduce the character's role and main motivations. By the end of this short speaking activity, which could be set up in pairs or led by the teacher, students should establish that: (1) little children don't like going to bed early and will invent a number of ways to avoid it; (2) Calvin's mother will assert her authority to make him go to bed.

B Vocabulary – Preparing for the story

Vocabulary check (10 minutes)

This is a short vocabulary check of key items in the story which are important to the narrative. Once students match the items, they are asked how they might shape the story. Give students a few minutes to brainstorm ideas.

Answers (italics and bolding show word stress):

(1) (c) a **broomstick** (a compound noun)

(2) (a) slow **motion** (a compound noun: we usually say 'to move *in* slow motion')

(3) (b) get **ready** for **bed** (a verb + noun collocation)

S16

■ Learning Activity 3 Reading, Speaking and Grammar

Working with the story

A Reading – What happens in the story? (10 minutes)

This activity provides an opportunity for students to use visual cues to order a simple narrative.

Preparation – See T22 for comic strip. Cut up the narrative ‘story strips’ below, one set for each group of four to five students and give them out. Students order the sentences. Then using the classroom visualiser, reveal the comic strip row by row and have students check the order of their sentences.

The aim of this brief, fun activity is to get students ordering sentences to show simple narrative structure: (a) characters / time / location **setting** – Calvin’s bedroom / their apartment; (b) **complication / problem** – Calvin should be in bed and isn’t, he’s elsewhere; **complication / problem** – Calvin uses a technique to avoid going to bed (slow motion walking); and (c) **solution** – Calvin’s mum raises her voice to assert her authority: Calvin speeds up and runs to bed.

For vocabulary, teachers may want to highlight the phrase ‘to move in slow motion’. Help students to think about why Calvin changes speed – *because of the nature of the parent and child roles the characters have*. This is why the mother uses the structure ‘you’d better get in normal speed’: a strong language device to indicate there may be bad consequences if the action isn’t followed.

Learning Activity 3A Reading Story strips to cut up for students to order



| | |
|--|--|
| (a) Calvin’s mum finds him walking in slow motion. | (d) Calvin changes to high-speed and runs to bed. |
| (b) She calls for Calvin. | (e) It’s night time, and Calvin’s mum comes to say goodnight, but he isn’t in bed. |
| (c) She tells him to speed up / change speed. | (f) In another part of the house, Calvin is moving in slow motion. |



Answers: e, b, f, a, c, d

S16

B Reading – Preparation for role-play (5 minutes)

This activity provides an opportunity for students to think about (a) the way the mother’s volume increases and (b) the way Calvin’s pacing slows down and the means we have of describing this in English. Both volume and pacing are key to the progression of the story.

If students need the support, have them read out the short phrases (mostly a present participle + adverb of manner). Ask students how the mother’s voice changes from the first to the last panel (it progressively gets louder and possibly more clipped). Ask how Calvin’s voice changes (he slows and probably lowers his voice for the slow motion panels, and raises and speeds up his voice for the final panel).

Answers:

- (1) Mother – probably **whispering softly** ‘Good night, Calvin’
- (2) Mother – probably **starting to get louder** ‘All right, where are you?!
- (3) Calvin – probably **speaking slowly** ‘I’ (Note: one word per panel)
- (4) Mother – probably **raising her voice / shouting**
- (5) Calvin – probably **speeding up** (Note: movement and speed lines)

C Speaking – Role-play (pair work) (15 minutes)

This activity provides speaking practice in using volume, pacing and stress to bring the comic strip to life.

If you have a lively class, agree classroom behaviour at this point. Run through a group reading of the strip again. Ask them how the characters are speaking in each panel. As this is an *accuracy* stage, elicit, correct and provide models (using good contributions) of appropriate ways to deliver the lines. Once you think enough support has been given, set up pair work, monitor and support and have students perform for one another. You may want them to stand up while doing this and act out the lines.

Catering for Learner Diversity

For students who need **more support**

- Either have students work in mixed ability groups (one more able + less able) so modelling can take place,
- Or, ask students to focus on one part of the dialogue, for example, just Calvin's slow-motion scenes. This will reduce processing load.

For students who need **more challenge**

- Give the students the panels without the phrases to describe the way the characters are speaking and have them write their own phrases. To do this, you would need to white out a copy of the page with the phrases.

D Grammar and Vocabulary – Summarising the story (10 minutes)

This activity provides a written consolidation activity for the narrative while providing accuracy practice in (a) cohesive devices (b) present simple third person for storytelling and (c) adverbial expressions. This activity can also be used as a settler after the role-play.

Note: This is a two-option multiple-choice activity.

Answers:

- (1) (example: in bed)
- (2) so (*Note:* 'so' here means 'because of this')
- (3) instead (*Note:* 'instead' is a short form for 'instead of being in bed himself')
- (4) to say (*Note:* collocation: 'say' + 'goodnight')
- (5) starts (*Note:* verb + infinitive: **starts + to shout**)
- (6) moving in (*Note:* collocation: 'to move in slow motion')
- (7) pretends
- (8) going (*Note:* verb + gerund: **avoid + -ing verb**)
- (9) raises (*Note:* collocation: 'to raise your voice')
- (10) and

Catering for Learner Diversity

For students who need **more challenge**

- Give students a gap-fill which they supply the words for (see T21). Have them compare their answers with the students who do the two-option MC version.

D Grammar and Vocabulary – *Summarising the story*

Option for students who need **more challenge**



Calvin is supposed to be (1) _____.
 He doesn't feel like going to bed, (2) _____ he puts a
 broomstick in his bed (3) _____. His mother comes
 (4) _____ goodnight, and finds the broomstick.
 She (5) _____ to shout for Calvin. In a different part of the
 apartment, Calvin is (6) _____ slow motion. He
 (7) _____ he cannot move any quicker to avoid
 (8) _____ to bed.
 When Calvin's mum (9) _____ her voice, Calvin quickly changes
 pace (10) _____ runs to bed saying that he has had a 'time
 snap'.



Learning Activity 3 Reading *Working with the story*

A Reading – *What happens in the story?*

Please refer to the print version for the comic strip used in this activity.

Calvin and Hobbes comic strip

Features of Comic Strips

Teacher's Notes

■ Introduction:

These activities expose students to the conventions of panels (the boxes that organise the story), gutters (the spaces between the panels), speech and thought bubbles and speed lines (for movement). Students listen to a description of the use of these features in a comic strip. Further activities allow students to work with reporting verbs and dialogue writing, descriptive language about superheroes, and finally a factual error correction on guidelines for comic strip writing.

■ Learning Activity 1 Speaking and Vocabulary

How do comic strips work?

A Vocabulary – Parts of a comic strip (5 minutes)

This activity exposes students to four key comic conventions with definitions.

This is a matching activity where students read the words and definitions and match them to the parts of the comic strip. It may help for the teacher to read out the words and mark the word stress. Note that we can also use 'panelling' and 'guttering' as nouns.

Answers and Additional Notes:

Panels – the boxes which divide and organise the story. There are 12 panels in this strip. Note the alternation and absence of panelled boxes in the second line.

Gutters – mark off boundaries between scenes and show changes in time and place between panels. Depending on the story, the time can be long or short. This feature can be picked up upon when comparing the Calvin and Hobbes strip with the Peanuts strip, where the space used between gutters is slightly larger to indicate a longer time lapse.

Speech bubbles – speech bubbles are used to good effect in this strip, with the mother being given a different colour background in her speech bubbles and with one bubble in panel 12 showing a larger, bolder 'NOW!' to indicate that she's shouting. Calvin's speech bubbles are also used purposefully. He is in slow motion for the most part of the story and this is shown by giving him one word speech bubbles per panel up until the last panel, when he speeds up and so does his speech. *NB: There are no thought bubbles in this strip. They will be introduced later in the Peanuts strip.*

Speed lines – speed lines are used in panels 2 & 12: once to show Calvin's mother shaking the bedclothes, and again to show Calvin running at high speed to bed. Both sets of lines create two features: motion and speed.

B Speaking – One-minute challenge (10 minutes)

This activity provides students with reading and speaking opportunities to review the meaning of the four conventions and consider their use in the Calvin and Hobbes strip.

Set students up in groups of four. Students write their names down the left-hand column and then have one minute to try to answer the questions about panels, gutters, bubbles and speed lines next in the row next to their name.

Some questions are more general and some are specific to the Calvin and Hobbes comic strip.

Answers:

| Panels | Gutters | Bubbles | Speed lines |
|--|--|---|---|
| No. In the second line in the strip, panels 4, 6 & 8 have no borders. They are still panels as they have images. | A gutter is the space between the panels. | The mother has the most speech and she speaks in whole phrases. Calvin doesn't. | The lines in panel 2 show that the mother is shaking the bedspread. They show rapid movement. |
| Setting is shown in panels 1 & 2 only and then disappears. | Gutters show changes in time and place. | Calvin is given one word per speech bubble. It slows everything down. | Panels 4-10 have no lines as Calvin isn't moving quickly. |
| Panels 1-3 just show mother; panels 4-9 just show Calvin and panels 10-12 show both. | Guttering is used to slow down time. Calvin only has one movement and word in each panel. | The mother has the coloured bubbles. This may be to differentiate her speech from Calvin's. | They show Calvin running to bed – rapid movement. |
| Slow motion is shown in panels 4-10. | The panel shows the action & speech, the gutter breaks indicate changes in time and place. | 'NOW' is in capitals to show volume and force in the mother's voice – she's shouting. | No. The speed lines in the last panel are round and straight. |

Catering for Learner Diversity

For students who need **more support**

- Divide speaking load: Ask less confident students to answer only two out of four of the questions going across their name. Or, have students work in pairs with two names down the left-hand column, each person answers two questions.

S19

■ Learning Activity 2 Listening and Note-taking

Use of comic strip features

Listening and Note-taking – Describing a comic strip (15 minutes)

CD Track 4

This activity provides contextualised practice of the four conventions by listening to a speaker describe the use and effect of the features in a comic strip.

Set this activity up by having students consider the Peanuts comic strip, which appears in black & white on the student's handout and in colour on T27 of the teacher's notes. Teachers may like to enlarge the colour copy so students can keep track of what happens to the boxing gloves. The characters are: Snoopy (the dog), Lucy (the girl), Linus (pronounced like '*minus*' – the boy). You may need to pre-teach: **boxing glove(s)**, **boxing**, **to have a fight**, **to throw a punch**.

Note to the teacher – Summary of the Peanuts strip

NOT to be given to students but can be used for discussion after the listening task

In this strip, we see the theme of social status in the group explored through the vehicle of a competitive fight. The story starts with Lucy first questioning and then making fun of Snoopy's ability to fight and the way he wears his boxing glove (a single boxing glove on his nose).

A key moment takes place in the story when Linus, the voice of moderation, warns Lucy not to enter into a fight with Snoopy without a strategy. Typically, Lucy rides roughshod over this warning and challenges Snoopy to a fight. Lucy at this point is wearing red boxing gloves, and Snoopy is wearing his purple boxing glove on his nose.

After several cleverly ordered and different visual scenes of the moment-by-moment fight and Linus' reactions to it, the final panel shows us both Snoopy and Lucy having fallen out of the vortex of their fight and on the ground, but this time with Lucy sporting Snoopy's nose-boxing glove and Snoopy apparently wearing Lucy's red boxing glove.

Possible starter questions for the story: What's the theme of the story? What kind of person do you think Lucy is? Does she already know Snoopy? Why does Lucy want to fight Snoopy? What role does Linus take? What happens in the last panel?

Possible starter questions for the features: Can students see how any of the conventions are used? What kinds of bubbles do we have in this strip and who uses them? Note Snoopy's **thought bubble** in panel 5.

You may like to point out the use of words for sounds in panels 7 & 8, two fight scenes: the words, such as *POW!* and *WHAM!!* sound like the actual fight sounds, and so are called **onomatopoeic** (adj.) (**onomatopoeia** – noun). This word is used in the recording.

Prepare the students for the listening by explaining they need to take brief notes of the way the features, such as panels and speed lines, are used. If it's needed, as a model, use a sentence from the beginning of the tapescript and reduce it with students to the minimum information to demonstrate the difference between dictation and note-taking.

Play the recording (CD Track 4) twice with pauses for writing – see pausing references below in the tapescript. Note that the speaker uses some phrases from the actual speech bubbles in the original comic strip, which is priming for Learning Activity 3: Writing. Also note that this recording is at authentic speed.

Suggested Answers:

Panels 3-4: warns; strategy

Panels 5-8: middle; stages

Panels 7-8: WHAM!

Panel 9: Lucy

Students should finish the activity with a clear idea that this strip uses all four features (panels, gutters, bubbles and speed lines) effectively. It is an excellent example of one approach to comic strip writing. *Note that Manga¹ has a distinct and different set of conventions for speech and thought balloons and speed lines.*

Catering for Learner Diversity

For students who need **more support**

- Change task: Instead of the note-taking activity, give students a reduced tapescript matching activity (see T27).

Tapescript – CD Track 4

Learning Activity 2 Listening and Note-taking *Describing a comic strip*

CD Track 4 (4:00 minutes) with suggested pauses for the teacher to check students' note-taking and for the students to re-focus

Oh, Peanuts! Well, this strip is a classic. And this episode has a clever use of storyline, panelling and guttering as well as speed lines and onomatopoeia for the fight scenes. In panel 1, we see the story and setting up well. We're clearly outside – we can see the grass and houses in the early panels 1, 2 and 3. In panel 1, everyone has a boxing glove, but Snoopy's wearing his on his nose. This makes us laugh and at the same time is a key part of the story, which is picked up again in the last panel: panel 9.

¹ Manga was introduced in Learning Activity 1 on S15 / T17

(Pause at 0:42)

In panels 2 and 3, Lucy makes fun of Snoopy for his nose-glove. Now, this is important for the story when we come to the last panel, as something happens to Snoopy's boxing glove.

Panels 3 & 4 are interesting for the story because even though Lucy is making fun of Snoopy, Linus warns her that Snoopy is a champ and she probably won't beat him in a fight unless she has a strategy. Lucy ignores this and makes the situation worse in panel 4 by shouting that she's going to knock Snoopy out.

So the writer uses panels 1 and 2 to set up the story and introduce Snoopy's nose-glove. Then he uses panels 3 and 4 to increase the tension.

(Pause at 1:34)

Panels 5, 6, 7 and 8 are grouped together as they show the beginning and the middle of the fight. Panel 5 moves the story along as we see that Snoopy is too quick for Lucy and this is shown by the clever use of speed lines – Lucy swinging and Snoopy ducking back.

Panel 5 is the only box that has a thought bubble instead of a speech bubble, and it's used to show what Snoopy is thinking.

(Pause at 2:07)

The gutters between panels 5, 6, 7 and 8 are really important here as they divide the fight into stages: there are three parts to the fight, and each are different and there are only seconds between each part.

(Pause at 2:26)

Now, there's a good variety here in the use of speed lines. Panel 6 shows Lucy going around in circles as she repeatedly misses Snoopy.

Panel 7 shows the two of them finally in a fight – we have one multi-line circle here that looks like one moving ball of energy.

Notice the use of onomatopoeia written in capital letters here: POW! WHAM!! for sound, and the visual effect of Linus' hair standing on end.

Panel 8 shows speed lines as an explosion surrounded with stars and onomatopoeia words inside to show us the most extreme part of the fight.

(Pause at 3:04)

Notice, there are no captions here to describe time or place, and this is because the time between the panels is very short. If the time between the panels were longer, we might see a caption like, 'later that day' or 'later on'.

(Pause at 3:22)

Finally, panel 9 relates back to panel 1 as we see both boxers on the floor, but this time, it's Lucy who's wearing the boxing glove on her nose – not Snoopy. This is Snoopy's way of showing his skill and also making fun of her for the comments Lucy made in panels 2 and 3. Really clever storyline, it's a clever use of visual images, a clever use of panelling, guttering and a variety of speed lines. It's all really very entertaining.

Complete Peanuts strip

Note to teacher: Panel 9 (final panel) uses only images and no words to show the solution to the story and equalise the power between Lucy and Snoopy. As Snoopy also seems to be wearing Lucy's boxing glove (see red glove), the comic suggestion here is that no one won the fight and there was an equal exchange which still resolves the insult that Lucy started the story with.

Please refer to the print version for the comic strip used in this activity.

Peanuts comic strip



Learning Activity 2 Listening and Note-taking Use of comic strip features
Listening and Note-taking – Describing a comic strip – for students who need more support

Tapescript matching activity



| What's in the panel? | Write panel numbers |
|--|---------------------|
| Introduction: This episode has a clever use of storyline, panels, gutters and speed lines. | Whole strip |
| a. Lucy makes fun of Snoopy. | 2-3 |
| b. These panels divide the fight scenes. | |
| c. This panel has a thought bubble. | |
| d. This panel shows the end of the fight with Lucy wearing Snoopy's glove. | |
| e. These panels show the outside setting and Snoopy's boxing glove. | |
| f. These panels show a good variety of speed lines. | |
| g. These panels show Linus warning Lucy, then Lucy shouting at Snoopy. | |
| h. These panels show the use of words for sounds like POW! and WHAM!! | |



Learning Activity 2 Listening and Note-taking Use of comic strip features
 Answers for tapescript matching activity

Answers: a. 2-3; b. 5, 6, 7 & 8; c. 5; d. 9; e. 1-3; f. 6-8; g. 3-4; h. 7-8

S20

■ Learning Activity 3 Writing *Working with dialogue*

A Reading – *Balloons and captions (5 minutes)*

This activity (a) provides practice in identifying balloon types and caption boxes and their appropriate language content; (b) provides practice in using reported and direct speech with a range of reporting verbs; (c) provides short controlled practice ^{GLOSSARY} of writing dialogue / temporal items appropriate to the format (balloon / box).

This activity exposes students to the names and uses of four comic icons: (1) the speech balloon (2) the shouting balloon (3) the thought balloon / bubble (4) the caption box used for time and place setting. The students are asked to match the reporting verbs 'thought', 'shouted' and 'said' to the icon which represents these speech / thought acts in comics. The caption box matches with the adverbial time phrase, 'one minute later'.

S20

B Vocabulary – *Words to describe speech (10 minutes)*

This is a controlled vocabulary practice activity to help students to develop their range of reporting verbs. Students will not use these reporting verbs when **writing** comic strips, but they will use them when describing or interpreting comic strip dialogue.

Answers:

Said: *remarked, mentioned, told (me / you)*

Shouted: *yelled, shrieked (means shout in a high pitch), screamed (higher pitch)*

Thought: *wondered, imagined, guessed*

Time / place: *later that day (time), the following day (time), in the kitchen (place)*

Note: Although the convention '=' has been used to explain the meaning of the three balloon types, there is, of course, no one-to-one correspondence between these words: all the reporting verbs (both verbal and mental) have additional meaning, which is where the dictionary work will come in useful.

Catering for Learner Diversity

For students who need **more challenge**

- Add the following four reporting verbs for vocabulary extension:
Replied means to respond to another comment or question
Whispered means to speak in a low voice (possibly so others can't hear)
Snapped means to speak defensively in a sharp, quick and unpleasant way
Groaned means to speak in a low, slow, unenthusiastic way

S21

C Writing – *Dialogue (20 minutes)*

This activity provides an opportunity to draft thoughts and dialogue for the character of Linus for panels 7-9.

This activity provides students with a creative opportunity to think about how the character of Linus responds to seeing the fight take place between his friends. The comic iconography shows very clearly his dramatic response to the event. Note carefully the drawing of the hair (panel 7), bodily movement (panel 8) and blank expression Linus has looking out of the strip, fully facing the reader (panel 9). Draw these details out from the students, supporting them with needed vocabulary, and then have them draft Linus's reactions (i.e. thoughts) for panel 7 and 8 in the thought bubbles.

Panel 9 is different: here what Linus thinks and what he *actually says* may be very different. He may be thinking 'I told you so, Lucy' or 'I warned you, Lucy',

but for the sake of keeping the newfound peace, may either say nothing or something supportive. Again, draw the distinction out from the students and have them suggest wording for both the speech balloon and thought bubble.

As this is a creative activity, there are no suggested answers. Teachers should accept suggestions that are appropriate to the context and mood.

■ Learning Activity 4* Writing *Superhero profiles (30 minutes)*

This activity (a) exposes students to female superheroes and typical comic-strip iconography (styles); (b) provides reading practice of descriptions using items of clothing, equipment and defining and non-defining relative clauses to provide details; (c) provides short descriptive writing practice.

Note: As this is a supplementary activity there are no language awareness, extensive discrimination or controlled practice GLOSSARY tasks. It comprises a vocabulary / grammar-based comprehension matching task followed by an info box and writing stimuli. Online controlled practice activities for relative clauses are suggested in the web resources section.

This activity takes a change of focus from the family-oriented storylines of the two comic strips we have used so far, and deals with Superheroes. The students match the descriptions of the clothing and equipment of the heroes and are asked to write a further description of the heroes' helmets or masks. Guidance should be given in (a) describing the material – 'it's made of...' 'it's a (magnetic / laser)...', (b) what its powers are, e.g. 'which can project...', 'which can defend...'.

After an info box describing villains and superhero weaknesses, a longer unsupported writing activity appears at the foot of the page, which requires students to write a description of one of the heroes' arch enemies, her / his clothes, equipment and to include a description of the heroes' one weakness. This may only be appropriate for more able students. For students who need support with heroes' weaknesses, provide stem sentences, e.g. 'She's afraid of...', 'She becomes weak when she's near...', 'She loses her power when she sleeps next to...', 'X makes her feel...'.

If teachers would like to extend this activity, an excellent online resource for creating superhero characters is suggested in the web resources section. This could allow for practice of descriptive writing incorporating relative clauses.

Notes on vocabulary used in the superhero profiles

A distinctive feature of superhero comic strips is the use of inventive and original gadgets, tools and weapons, for example, Batman's 'batmobile' (his car), or Astroboy's 'megabuster' (a weapon) or his titanium skin. These new words are often formed from **adjective + (adjective) + noun**, as a compound noun from a grading word, such as 'mega', 'hyper', 'super' + noun, or a completely new term. The superhero profiles have some such terms and it may be helpful to get the students to think what the names refer to.

Vocabulary used in the superhero profiles

An insignia – a symbol or sign / picture worn on the clothing to represent a type of energy, value or power.

A two-colour top – a piece of clothing for the upper body that has two colours. 'Two-colour' is hyphenated here and used as an adjective.

Zoom wands – an invented tool. The word 'wand' is associated with magical powers, and the word 'zoom' is connected with acceleration and direction.

Hand-held magnetic tools – note that there are two levels of modifying adjective in this example: (1) hand-held (past participle) and (2) magnetic.

Cape – a cloak-like covering.

Magnetic ballet flats – ‘ballet flats’ are flat ballet shoes which were in fashion at the time of the production of this material, and so many girls will recognise them. To make them fit for a superhero, they have a magnetic function.

A transfixer disc – a disc is a hoop which can be thrown, and the notion of ‘to transfix’ means to immobilise. In this way, the hoop, when thrown at someone, will stop them in their tracks; freeze them still.

Answers: (1) C (2) H (3) C (4) H (5) C

S23

■ Learning Activity 5 Writing *Tips for comic strip writing* (15 minutes)

This activity provides students with a good practice list when writing comic strips by means of a factual error correction activity.

Ask students if they’re any good at spotting mistakes. Tell them that you have a job for them: a student has written a list of guidelines for other students new to comic strip writing, but it’s not as good as it should be. You need them to improve it before it can be used. Go through the first example with them and elicit improvements.

Suggested Answers:

Comic strip stories – make sure there are lots and lots of problems.

Comic strips generally take one problem and solve it at the end of the story, often making a joke about it. The story can use an object or a struggle between the characters.

Family characters – have around ten characters and make sure they are all different, e.g. different clothes and hair. The story should involve all of them.

Have two to three characters maximum. Make sure they are distinctive and different from each other (height, weight, hair, skin colour, accessories). Consider having animals as characters. The characters should be friends, school mates, family members or have some other role towards each other.

Panels – use panels to show the action. Every panel should have an action scene in it: conflict, drama, conflict, drama!

Have around eight to ten panels. Panels 1-3 should show the setting (time / place) and set up the character tension (e.g. brother-sister disagreement); Panels 4-8 should show the main action or problem and complication; Panels 9-10 should show the outcome of the main action and resolution / reflection / joke.

Gutters – don’t worry about gutters. They’re not important.

Gutters are important. They mark the pace of the story and indicate when the reader should expect some change in time and place. *(Note for the teacher: The Calvin and Hobbes strip makes excellent use of panelling and guttering to slow down time, and the Peanuts strip makes excellent use of the same to show three fight scenes. Both these strips use guttering to show time, not place.)*

Speed lines – use as many speed lines as you can to create action and adventure. Use as many stars as possible.

Like everything in comic strips, there is very little space to create an effective story, so speed lines and stars need to be used at key moments only and should reflect the action appropriately. If there’s a great deal of action, the number of lines and stars will increase.

Speech balloons or thought balloons – every panel should have a speech or thought bubble to keep the readers interested. Put in a lot of dialogue.

Speech and thought should be used at key moments, very often to set up the problem and show the relationship at the start of the strip. *(Note for the teacher: Calvin’s speech is slowed down for the main action of this strip, and there is no speech at all in panels 5-9 of the Peanuts strip.)*

Sounds – if you have action, make sure you include at least ten sorts of sounds (onomatopoeia), like ‘smash!’, ‘thwack!’ and ‘pow!’.

Choose a small number of onomatopoeic words and write them in one or two panels only.

By the end of the activity, students should have created a good list of guidelines which they can refer to for their own comic strip creation.

Catering for Learner Diversity

For students who need **more challenge**

- Increase challenge and load: Have students write their own guidelines with just the headings. Do the first example together and give them a key word or two for the other headings.

For students who need **more support**

- The box below is a multiple-choice activity where one answer is correct and two incorrect.

Learning Activity 5 Writing *Tips for comic strip writing*

Sheet for students who need **more support**

Comic strip writing

A friend has written some points for new 'family and relationship' comic strip writers at your school. Unfortunately, she made some factual mistakes. Read her list and circle the correct idea.

1 Comic strip stories

- (a) There should be lots and lots of problems.
- (b) There should be no problems.
- (c) There should be one main problem.

2 Family characters

- (a) Only use around three characters in a strip.
- (b) Use around ten characters in a strip.
- (c) Only use one character in a strip.

3 Panels for action / drama / conflict (*e.g. fighting, running*)

- (a) Don't have any dramatic action panels.
- (b) Make the dramatic action take place in two to three panels.
- (c) Have dramatic action in every panel.

4 Gutters

- (a) Guttering is important. Think carefully about how to separate the action in the story panels.
- (b) Don't worry about gutters. They're not important.
- (c) Separate dialogue by using guttering. Use a panel after each person speaks.

5 Speed lines

- (a) Use as many speed lines as you can to create action and adventure. Use as many stars as possible.
- (b) Use speed lines to show people speaking to each other.
- (c) Use speed lines to show movement and action, e.g. running.

6 Speech balloons or thought balloons

- (a) Use speech balloons or thought balloons to show dialogue and what people are thinking. Don't use them in every panel.
- (b) Every panel should have a speech or thought bubble to keep the readers interested. Put in a lot of dialogue.
- (c) You don't need speech or thought balloons in a comic strip.

7 Sounds for action

- (a) Choose the sounds you use carefully to help the reader to experience the action. Only use two to three sounds.
- (b) You don't need sounds to show the action.
- (c) If you have action, make sure you include at least ten sorts of sounds (onomatopoeia) like, 'smash!', 'thwack!' and 'pow!'.

Answers

- 1 (c) 2 (a) 3 (b) 4 (a) 5 (c) 6 (a) 7 (a)

Extension Ideas

This section provides teachers with further ideas they may like to develop into projects with their students.

Project 1 Create your own comic strip

Creativity – narratives

Use the first three website addresses listed in Resources to set up comic-strip making activities. The online resources have templates, characters, and ideas for storylines. Students will probably need teacher support with limiting storylines to one event, and with dialogue writing.

Project 2 Superheroes

Creativity – descriptions

Using the Hero Machine web address, set an activity to create and describe superheroes. Check the website to prepare for the sort of language support students will need for clothes and patterns. Ask students to decide on the moral qualities, special powers and one weakness of their heroes. Once complete, have the class vote for their favourite superhero.

Project 3 Cross-cultural comparisons ***Analytical skills – comics as culture***

Ask students to compare the Calvin and Hobbes and Peanuts strip (both American) with a current strip from a Manga (Japanese) or Manhwa (Chinese) strip. Set 4 categories of comparison: (1) story themes / storylines; (2) characters – number, type, style; (3) panelling and guttering; and (4) speech, thought balloons, stars and speed lines. Organise a panel discussion to go through the findings with supporting images that students have produced on PowerPoint.

Project 4 Onomatopoeia & Culture ***Analytical skills – comics as culture***

Once you've drawn students' attention to the use and form of onomatopoeic words such as POW!, set up a small-scale project to compare such items in Japanese Manga, Chinese Manhwa and American, British or Australian comics.

Resources for Comic Strips

Websites for Comic Strips:

Read Write Think Comic Creator ☆

Allows students to create 1, 2, 3 or 6-panel comics, using a range of characters, speech and thought balloons, props and room for titles and captions. Has a helpful '?' button to navigate the simple screen.
<http://www.readwritethink.org/materials/comic>

Garfield's Comic Creator ☆

Creates 3-panel stories with speech and thought balloons, backgrounds, Garfield characters (mostly household animals) and props.
<http://www.nhlbi.nih.gov/health/public/sleep/starslp/missionz/comic.htm>

Make Beliefs Comix ☆☆

This site has 15 characters to choose from, some human, some a mix of animals and humans. Allows students to create a 2, 3 or 4-panel comic with captions, speech and thought balloons and background colours. One of the main features of this site is its storyline ideas (see 'More story ideas'). Two story ideas for secondary students are 'A Day At School' and 'Dealing with Bullies'.
<http://www.makebeliefscomix.com>

Comic Life Mac Software

If teachers have access to Apple Mac software, they will find a substantial range of options for comic creation using this piece of software, which includes templates for creating Manga comics.
<http://www.macinstruct.com/node/69>

Websites for Superheroes:

Hero Machine – Create your own Hero ☆

Allows students to design their own superhero with options for skin design, wings, and clothes: masks, capes, footwear shields, logos and helmets. Male and female versions available. **Warning: one of the options to choose from is weapons which include different types of guns.** However, the site is an excellent tool to generate characters for speaking / writing activities for character description.
<http://www.ugo.com/channels/comics/heromachine/classic.asp>

Top Ten Comic Book Superheroes ☆☆

This is a list of a selected top 10 American superheroes including Superman, Batman, The Hulk and Wonder Woman. This could be used as reading material for an activity that compares American with Chinese or Asian characters. The second link shows a list of American comic book villains.
<http://comicbooks.about.com/od/characters/tp/topsuperhero.htm>
http://comicbooks.about.com/od/characters/The_Characters_of_Comics_Bios_Fansites_etc.htm

Stereotyping in Comic Book Characters ☆☆

This site contains a lesson plan and some materials for teachers. It is not designed for language learning, but raises awareness about stereotyping in male and female comic book characters and may be useful background reading for teachers.
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/gender_portrayal/comic_book_characters.cfm

Comic Strips

Websites for the language practised in comic strip text-types:

Rules for reported speech and relative clauses can be found here:

<http://www.britishcouncil.org/learnenglish-central-grammar-definitions-reported-speech.htm>

Written controlled pattern practice activities for reported speech and relative clauses can be found here:

<http://perso.wanadoo.es/autoenglish/freeexercises.htm>

Articles for teachers on the use of comics and cartoons for language teaching:

British Council Language Assistant

Includes ideas for working with comic strip characters. Contains further links to Marvel and Calvin and Hobbes sites.

<http://www.britishcouncil.org/languageassistant-teaching-tips-cartoons-comics.htm>

Books for teachers on comics:

The Language of Comics by Mario Saraceni

Not written for language teachers, but full of fascinating analysis and description of comic strip conventions and their uses.

Vocabulary Comic Strips by Dan Greenberg

Aimed at a reading age of 9-12 for English first-language speakers. Covers a range of topics.

Comic-Strip Grammar: 40 Reproducible Cartoons with Engaging Practice Exercises That Make Learning Grammar Fun by Dan Greenberg

Designed for English first-language speakers. Has well-structured and exemplified activities.

Advice Columns Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- use slang and colloquial language typical of advice columns and their headings in teenage magazines
- read and understand advice columns
- describe and discuss problems and feelings
- write their own advice-seeking letters and replies following the typical generic structure of an advice column letter
- write an alliterative heading for an advice-seeking letter
- recognise organisational features of advice columns, such as the order in which the advice-giving reply is usually structured
- use language for giving advice, suggestions and ideas

Time Needed

- Up to 6 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

- Students identify and analyse an example advice column text through a multiple-choice quiz
- Students categorise problem headings into thematic groups
- Students learn about abbreviations, slang and colloquial language in advice-seeking letters by guessing meanings from context and completing a matching activity
- Working in pairs, students read 5 advice-seeking letters and answer comprehension questions about them
- Students complete sentence starters to give their opinions and personal experience of problems
- Students learn about the typical structure of an advice-seeking letter
- Students write notes about a problem based on pictures
- Students write a first draft of an advice-seeking letter
- Working in pairs, students prepare then act out a role-play based on an example advice-seeking letter
- Students write a heading for their advice column using alliteration
- Students analyse and label an agony aunt's reply letter to identify the generic structure of this type of text
- Students complete a language activity to practise common ways of giving advice in magazine advice columns
- Working in a group of six to eight, students do a collaborative activity, involving reading and commenting on a number of letters in order to gather ideas in preparation for writing an advice-giving reply letter
- Students write a first draft of an advice-giving reply letter

Materials Required

- Student's handouts S24-S33
- CD Track 5

Introducing Advice Columns

Teacher's Notes

■ Introduction:

These activities are designed to introduce students to magazine advice columns and to get them thinking about the themes that might be covered in them. They will also have practice of language commonly used in teenage magazines, such as slang and colloquialisms. This is a challenging area but important in order to help students to better understand this type of text.

■ Time Needed: 1-2 forty-minute periods

S24

■ Learning Activity 1 Speaking and Reading *Talking about problems* A Speaking – *What's the matter? (10 minutes)*

This activity gets students thinking about common problems that teenagers might face and allows students to articulate their ideas.

This is a pair / small group discussion task. Encourage students to think about reasons for the problem by asking them **why** each problem may have arisen as well. Follow up by eliciting some suggestions about who they could talk to if they had a problem (e.g. best friend, parent, teacher, doctor)

Suggested Answers:

a = misbehaviour at school b = bullying / disagreement with friend

c = computer problems / tiredness from too much work

d = argument between boy / girlfriend e = bad exam result f = no money

g = feels fat h = too much studying / homework late into the night

(The pictures are intended to be fairly unambiguous but you can accept alternative suggestions from students who are being imaginative.)

Catering for Learner Diversity

For students who need **more support**

- If you feel your students will not have the vocabulary to talk about the problems, you could provide options for them to match up with the pictures instead, thus guiding them towards the correct topics.

S25

B Reading and Speaking – *Text quiz (10 minutes)*

This activity focusses students' attention on the genre of magazine columns, specifically, advice columns, and helps them to think about the writer, purpose and style of the text.

Working in their pairs / groups, students should answer the questions based on the example text and make deductions accordingly. Highlight the fact that they need to read the info box before they answer question 6. You may like to pre-teach some vocabulary items from the info box, e.g. **columnist**, **agony**, **comforting** and **wisdom**. Also, in the letter, the words **guy**, **heartache**, **mates** and **hanging out** might need pre-teaching, although they are not key for completion of the task. Another item you may need to clarify with students is **informality** (question 3 answer b).

Answers: 1. d; 2. a; 3. a, b & c; 4. d; 5. d (or possibly a); 6. a

S26

■ Learning Activity 2 Reading and Vocabulary *Typical problems*

A Reading – *What type of problem is it? (15 minutes)*

This activity focusses students on the topics that people might write to an 'agony aunt' about.

Elicit some of the problem topics students discussed in Learning Activity 1 to re-cap and go through the categories in the table below to check they understand (**morals** will probably need to be checked carefully). You will probably also need to check / pre-teach some of the vocabulary items in the example letter headings, e.g. **disaster**, **bro** (brother – 'bro' rhymes with 'know'), **thief**, **mates**, **stress**.

Answers: (Items in brackets may go in more than one category)

| Type of problem | Heading number |
|-----------------------------------|----------------|
| Family | 2, 6 |
| Body / Health | 3, 7, 8, 11 |
| Relationships / Love | 1, (4), 5 |
| School | 4, 12 |
| Morals (right or wrong behaviour) | (8), 9 |
| Money | 10 |

S27

B Vocabulary – *Alliteration (5 minutes)*

This activity exposes students to a typical feature of advice columns: the literary device of alliteration.

The first part of this activity is probably best done as a whole class so you can guide them to notice the alliteration by asking them questions or give a hint such as 'look at the beginning of each word'. Drill the pronunciation and syllable stress of alliteration. Then ask students to look back at the headings from the previous activity and circle / highlight the ones which use alliteration.

Definition of alliteration for teachers: "the repetition of (usually) initial consonant sounds in two or more neighbouring words or syllables (e.g. wild and woolly, threatening throngs) – also called *head rhyme*, *initial rhyme*".

For further information and examples please see:

http://www.tnellen.com/cybereng/lit_terms/alliteration.html

Answers: Headings 2, 3, 5, 6, 8 and 10 use alliteration.

S27

C Vocabulary – *Slang and informal language in magazines (10 minutes)*

This activity exposes students to the types of vocabulary items commonly found in teenage magazines and provides practice in guessing meaning from context.

(a) Instructions are given on the student's handout.

Answers:

| Shortened word: | Full word: |
|--------------------------|---|
| 1. bro | brother |
| 2. fave | favourite |
| 3. 'cause / 'cos* | because |
| 4. glam | glamorous |
| 5. ex | ex-girlfriend (can also refer to ex-boyfriend / husband / wife) |
| 6. sis | sister |

**Alternative spelling*

Note: It is interesting to note that the contracted forms are all reduced to one syllable only.

Catering for Learner Diversity

For students who need **more support**

- If your students are unfamiliar with words such as 'glamorous', either in their full or abbreviated form, you could provide the full forms of all the words and do the activity as a simple matching.

(b) Students should read the example letter first ('Dear Agony Aunt Annie'), then try to guess the meanings of the words from the context. You could guide them to begin with by eliciting the general topic of the letter and perhaps do the first word together by asking questions such as 'who is the writer – boy or girl?'.

Answers:

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|---|---|---|----|
| a | 5 | b | 2 | c | 6 | d | 3 | e | 4* | f | 7 | g | 1* |
|---|---|---|---|---|---|---|---|---|----|---|---|---|----|

*Note: It is important to differentiate between these two items in the degree of annoyance they convey. 'To be stropky' is simply to be moody, whereas 'to go mad' implies a very strong expression of anger.

Catering for Learner Diversity

For students who need **more support**

- Work with the whole class to determine word class for each of the underlined items to help them with choosing the correct slang form.

■ Learning Activity 3 Reading *Problem page letters (20 minutes)*

This activity gives students practice in reading and understanding advice-seeking letters and in deducing the type of problem and the writer's feelings.

Before the lesson, make sure you have ten copies of the problem letters cut-ups on T39 (two copies of each) and stick them around the classroom.

This activity could be done as a desk-based activity if you prefer, but it is a good idea to vary the interaction in the classroom and moving around the room can serve as a refresher for students when they have been seated for a period of time. Students work in pairs and walk around the room reading the letters and filling in the table on their worksheet. Feed back with the whole class.

Answers:

| | Letter 1 | Letter 2 | Letter 3 | Letter 4 | Letter 5 |
|--|--------------------------------|--------------------------|------------------------------------|---------------------------------|----------------------------------|
| Who is writing? (e.g. boy / girl?) | Girl (‘sensible sis’) | Either | Girl (‘Winnie’) | Either (but probably boy) | Either (but probably girl) |
| Type of problem? (e.g. family / school) | Health / Family / Morals | Health / Friends | School | Relationship / Love | Friends / Money |
| How does the writer feel? | Worried / Confused | Worried / Embarrassed | Stressed / Useless / Failure | Depressed | Unhappy / Abandoned |

Cut-ups for Learning Activity 3 Reading *Problem page letters*

(1)

My bro and his mates have started smoking. I saw them in the playground last week but they didn't know I saw them. I'm worried about his health and I know my parents will go mad if they find out. Should I say something?

Sensible Sis, Sheung Wan



(2)

I'm worried that I'm too chubby. All my mates are really skinny and I feel embarrassed to go shopping with them 'cause I look awful in trendy clothes. Please help me.

Cuddly Bear, Causeway Bay



(3)

I'm in Secondary 5 and my exams are coming soon. I'm really stressed about it all. I can't sleep and I feel sick every day before I go to school. My father really wants me to get good results but I know I'm going to fail. I just feel so useless. Can you help me?

Worried Winnie, Yuen Long



(4)

I really fancy this girl in my class but she already has a boyfriend. I wish I could find a way to make her like me instead. I'm so depressed. What can I do?

Lovesick, Lok Fu



(5)

My best mate has recently started hanging out with some girls from another school and they all wear really cool clothes with designer labels. I can't afford to buy those kind of clothes and whenever I am nearby they laugh at me and make fun of what I'm wearing. I've tried to speak to my mate on her own but she just says I'm imagining it. I really want my best mate back. I miss her. I don't know why she wants to be friends with them.

Forgotten Friend, Fanling

Catering for Learner Diversity

For students who need **more support**

- You could provide multiple-choice options for each question so that students' choices are more limited (as in the photocopyable example below).

| | Letter 1 | Letter 2 | Letter 3 | Letter 4 | Letter 5 |
|--|---|--------------------------------------|--|---|--------------------------------------|
| Who is writing? (circle the correct one) | a) teenage boy b) teenage girl c) grandmother | a) a girl b) a boy c) either | a) a student b) a teacher c) a principal | a) a girl b) a boy c) either | a) a girl b) a boy c) either |
| Type of problem? (you can choose more than one) | a) health b) love c) school | a) friends b) family c) health | a) money b) friends c) school | a) love b) school c) health | a) friends b) money c) family |
| How does the writer feel?(you can choose more than one) | a) worried b) confused c) afraid | a) happy b) unhappy c) worried | a) relaxed b) sad c) stressed | a) very sad b) depressed c) worried | a) excited b) funny c) unhappy |

Advice-seeking Letters

Teacher's Notes

■ Introduction:

These activities are designed to personalise the theme of teenage problems facilitating discussion and analysis, but in a detached way so that students do not feel embarrassed or uncomfortable. Students are introduced to the typical structure of an advice-seeking letter raising their awareness of this text-type so that they will then be able to produce their own.

■ **Time Needed:** 1-2 forty-minute periods (depending on how much writing time your students need)

S29

■ Learning Activity 1 Speaking *What do you think? (10 minutes)*

This activity has been adapted from 'Using Newspapers in the Classroom' by Paul Sanderson (Cambridge University Press, 1999).

This activity gives students the opportunity to relate the problems they read about to their own experience.

Use the five problem letters from the previous lesson (Learning Activity 3 Reading – Problem page letters cut-ups on T39) as a basis for the discussion task. This could be done again as a walk-about activity with pairs of students reading the cut-ups on the classroom walls, or simply distribute copies of the problems to each group / pair.

S29

■ Learning Activity 2 Reading, Writing and Speaking

A Reading – *A typical problem letter structure (5 minutes)*

This activity exposes students to the structure and organisation of an advice-seeking letter.

This can be done as (a) a discovery activity, where students work in groups to identify parts of the letter, or (b) a teacher-guided and led activity. If choosing option (b), go through the problem letter with the whole class. You may like to read the letter first, then highlight each part and explain its purpose / content. If you have access to an OHP, it may be helpful to copy and enlarge the letter, then go through the text line by line, eliciting and clarifying what each part is.

S30

B Speaking – *Brainstorming ideas (10 minutes)*

This activity gives students the opportunity to brainstorm ideas about a problem.

Instructions are given on the student's handout.

Note: You can use pictures a-h from Learning Activity 1A 'Speaking – What's the matter?' on S24 as a basis for the students' ideas, but if you prefer to collect your own bank of pictures depicting a variety of problems you could use them instead.

S30

C Writing – *First draft of a problem letter (10 minutes+)*

This activity provides an opportunity for students to write a first draft of a problem letter using the organisational structure they have learnt.

Instructions are given on the student's handout. Encourage students to include informal / slang vocabulary where appropriate. **Make sure students save their work (or you could collect it) in order to be able to complete the activities suggested in the next section.**

Catering for Learner Diversity

For students who need **more support**

- You could provide sentence starters for your students to complete in order to construct their letter, e.g. I am a _____ from _____. My problem is about ...

S30

D Speaking – Problems role-play (15 minutes)

This activity gives students oral practice in discussing problems and feelings. It changes the focus from writing to speaking as students have already been working with grammar, vocabulary and text structure and they can now work on fluency.

Ask students to work with a new partner so that they can have additional practice rather than repeating what they have already discussed with the same partner. Instructions are given on the student's handout. Point out that the aim is not for one of them to advise, but for them to role-play the problem between them (which for some may involve argument).

Catering for Learner Diversity

For students who need **more support**

- To help students to prepare their ideas and focus on the sorts of things they could include in the role-play, go through the prompt questions in the bubbles together using one of the pictures as an example. You may also like to provide students with a short script (either in its full form or as prompts / gap-fills as in the suggestion above for Learning Activity 2C).

For students who need **more challenge**

- You may like to encourage students to consider ways in which they can use their voices (by varying intonation, pitch, volume, etc.) to convey their emotions whilst performing the role-play. In the preparation stage they could also decide to assign particular characteristics to the characters (e.g. shyness, easily angered, hates arguing), which may or may not be told to their partner before they begin their role-play.

Advice-giving Letters

Teacher's Notes

■ Introduction:

These activities are designed to support students in the production of an advice-giving letter by helping them to identify the structure of such a text, giving them practice in typical grammatical structures used and by providing them with a controlled group writing activity prior to writing their own letters. The grammar normally associated with giving advice, such as 'you should / ought to...', etc. is actually not that common in authentic magazine advice columns, so the structures practised in Learning Activity 3 are intended to give students practice of the forms that typically occur in authentic samples of this text-type.

■ **Time Needed:** 1-2 forty-minute periods (depending on how much writing time your students need)

S31

■ Learning Activity 1 Writing and Peer Assessment *Alliteration* (5 minutes)

This activity gives students practice in recognising and using the device of alliteration in a magazine column heading.

This activity enables students to put into practice the language learnt previously (alliteration and slang / informal / abbreviations) by asking them to write a short heading for their first draft problem letter. Remind them that a heading is usually fairly short. This part also incorporates a brief peer assessment task. Ask students to swap their headings, then fill in their opinions and tell their partners.

S31

■ Learning Activity 2 Reading and Text Analysis *An advice-giving letter* (10 minutes)

This activity exposes students to the structure of an advice-giving letter.

The problem letter is the same one used in previous activities so students should be familiar with its contents. Go through the reply with them and check comprehension. Items that may need pre-teaching include: **anxious, have a chat, in control, take time off, refreshed**. Also, go through the comments bubbles to check comprehension of items including: **reassuring, an imperative, suggestion, modal verbs, signing off, encouragement, conclusion**.

Answers: (in the order they appear on S31) a; d; b; e; c

S32

■ Learning Activity 3 Grammar and Speaking A Grammar and Vocabulary – *Language for giving advice* (10 minutes)

This activity exposes students to and gives practice in using typical forms used to give written advice in teenage magazines.

Use an example to show to students that there is a range of language options available to use when giving advice in speaking and writing. You might want to highlight the use of the following three patterns in simple and accessible language for students: (i) imperatives (which can be forceful) (e.g. 'eat healthily'); (ii) a range of modal verbs for expressing likelihood (e.g. 'you may find it helpful to...'), possibility (e.g. 'you could try...'; 'it might be...'), and low-level obligation / advice (e.g. 'perhaps you should'); and (iii) phrases appearing in question forms (e.g. 'have you tried +ing...?', 'why don't you + bare infinitive').

Answers: Note that all the phrases are used to give suggestions / advice, and although this advice is created by using the three different patterns mentioned, it may be of most use to students to have them practise some phrases as short, learned vocabulary chunks (highlighted in grey below) that they can put to use in different contexts.

- a. You could try talking to her. (2)
- b. How about discussing it with your parents? (3)
- c. Do some sport. (1)
- d. Have you tried going to after-school tutorials? (3)
- e. You may find it helpful to ask your friend what she thinks. (2)
- f. It might be a good idea to meet some new friends. (2)
- g. Perhaps you should speak to your teacher. (2)
- h. Eat more healthily. (1)
- i. Why don't you join a sports team? (3)
- j. Talk to your doctor about it. (1)

S32

B Speaking – Sentence stress in advice-giving phrases (10 minutes)

Pronunciation model – CD Track 5

This activity focusses students' attention on sentence stress used in advice-giving phrases.

It may be helpful to students to do some accuracy-focussed pronunciation work and demonstrate how the stress and intonation sound. There is a model on the CD (Track 5 – 1:44 minutes) which you could play and ask students to repeat. Then students work with their partner to practise the phrases, focussing on the underlined words.

Catering for Learner Diversity

For students who need **more challenge**

- A possible extension activity for those who finish quickly could be to think of the problem that prompted that response and practise the problem and advice response orally.

S33

■ Learning Activity 4 Writing An advice-giving reply letter (20 minutes+)

This activity gives students practice in writing an advice-giving letter and consolidates the language work done previously.

Make sure you have collected enough problem letters from previous lessons (you could use students' first drafts or your own made-up examples) so students can have one each. You will also need to copy the writing worksheet on T45 so that each student has a copy.

To lead into the main task and refresh students' memories about the order in which the letter should be structured, ask them to fill in the missing information about the advice-giving reply letter's structure.

Answers:

1. Description of **problem** / reassuring **comment**
2. **Suggestion** / advice using **modal** verbs
3. an **imperative**
4. **explanation** of advice
5. in a **friendly** and encouraging way

This activity will work best in groups of eight students but if you have groups of four to six, you may wish to ask them to send the letters round the group twice. (This will also mean that the activity is a bit quicker as students will not need to spend so much time reading the letters and thinking as they will have already seen each one once before.)

- (1) They should sit in a circle or round their desks in a group.
- (2) Hand out one problem letter to each student. Tell them to read it carefully. Go round and check that they all understand their problem.
- (3) Each student passes it to the person on their left.
- (4) When each student receives their new letter, they read that one and write a comment / suggestion / piece of advice on the back of the paper, then pass it to the left again.
- (5) This continues until the letters return to their original place.
- (6) When each student has their original letter back, they use the ideas and suggestions to construct an advice-giving reply letter.

(The idea for the activity was adapted from 'Using Newspapers in the Classroom' by Paul Sanderson (Cambridge University Press, 1999))

Suggestion: Use these first drafts as the basis for a formative assessment activity, providing students with the chance to improve and produce further drafts.

Catering for Learner Diversity

For students who need **more support**

- You could provide sentence starters on the back of each problem letter for students to complete for each one they read (e.g. *Have you tried ...ing?; You probably feel...; Why don't you...?; It might be a good idea to...*)



Photocopiable worksheet for Learning Activity 4 – *Writing an advice-giving reply letter*

Dear ...

Resources for Advice Columns

Websites for Advice Columns:

Hilary.com ☆☆

An online US women's magazine with fairly inoffensive subject matter in the problem letters, but take care because there are a few references to sexual orientation / 'sleeping together'. Generally seems to include problems from people in their 20's rather than teens. Vocabulary is informal.
<http://www.hilary.com/dilemma>

Teen today ☆☆

A problem page aimed at UK teenagers. Warning: Subject matter may concern sensitive subjects, e.g. sex.
<http://www.teentoday.co.uk/guides/problems/index.shtml>

Problem Forum ☆☆

These forum pages contain a vast number of posts from people in the UK concerning all areas of problems such as friends, relationships, self and family. There is a '16 and under' section. *NB: As these are forum postings, some of the texts are lengthy and dense regarding the language used.*
<http://www.problempages.co.uk>

Advice by girls ☆☆

A site aimed at teenage girls who can post their problems and receive replies from other girls around the world. Topics include boys, friends and family.
<http://www.agirlsworld.com/info/advice.html>

Teaching ideas for teachers:

A site with lots of practical ideas based on magazines for teachers to try out in the classroom.
<http://www.teachingenglish.org.uk/try/resourcetry/magazines.shtml>

Magazines and newspapers with advice columns:

Some teenage magazines from the UK which usually include problem pages that you could use as they are a rich source of natural language:

Mizz

Bliss

Sugar

Note: These are all aimed at teenage girls. The few magazines aimed at teenage boys are generally topic specific (e.g. sports, video games) and do not tend to include problem pages. You could use the South China Morning Post's **Young Post** supplement as a resource for problem page letters. These ones tend to concentrate more on fashion, health and appearance.

Fashion Columns Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- use vocabulary items to describe basic clothing
- use a range of compound, adjectival descriptions of clothing
- match column titles to perspectives
- use written language to write one of three types of fashion columns

Time Needed

- 4-5 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

- Students complete a speaking activity about their favourite outfits
- Students play a bingo game to practise basic clothes vocabulary items
- Students complete a listening activity for exposure to adjectival word order
- Students complete a vocabulary activity to practise adjectival word order
- Students read sample fashion column titles and analyse the language
- Students read sample fashion column excerpts and categorise the language
- Students draft a fashion column, which they can (optionally) audio record

Materials Required

- Student's handouts S34-S43
- Your own collection of fashion magazine cuttings gathered in a plastic folder
- CD Track 6
- (Optional) Clothes bingo flashcards / PowerPoint file on CD-ROM

Fashion Columns

Teacher's Notes

■ Introduction:

These activities expose students to basic vocabulary items to describe clothes, patterns and fabrics as well as casual clothing and accessories. Students have contextualised listening practice for adjectival order while listening to a lost property report, followed by clarification and more controlled practice. Students match fashion column titles to column types and writer stance. Students analyse and practise key language to write three types of fashion columns. Finally, students use the language practised to create their own photo fashion column.

S34

■ Learning Activity 1 Speaking

How important are clothes to you? (10 minutes)

This activity provides students with a fluency-focussed speaking activity allowing them to use all the clothes-related language they have at their disposal. The language (and errors) generated at this stage can be used as content to supplement later stages.

Students use a barrier activity ^{GLOSSARY}. Students work in pairs and draw their favourite outfit on Washing Line A (both students draw in the top box of their handout). Student A describes to B what s/he has on her / his line, and Student B draws it in on Washing Line B. The students reverse roles.

The follow-up speaking activity, 'Why are these clothes your favourites? What would you do if you ever lost them?' is a preparation stage for the listening in Learning Activity 3.

Additional Notes:

Use this activity to check the (a) range and (b) accuracy of the students' existing clothing vocabulary, and use this as data to decide how much further practice you need to provide. Errors can be noted to provide feedback at a later stage of the Fashion Columns focus.

S35

■ Learning Activity 2 Listening and Vocabulary

Clothes bingo (20 minutes)

This activity provides students with exposure to vocabulary for patterns and fabrics, basic clothing, and casual clothing and accessories through a listening activity: bingo.

Materials Needed: Teacher needs to show students flashcards of the items they have words for in order to complete this activity. (Flashcards appear as a Word document and a PowerPoint show on the CD-ROM in this package.)

Do not pre-teach any vocabulary for this game. One of the aims of the game is to have students deduce the names of the items they see. You can do a clarification activity after the bingo is over. *If you pre-teach the vocabulary, it tends to take the fun out of the game itself.*

Procedure for bingo:

- (1) Ask students to read all three cards and then choose one card to play. Try to have roughly equal numbers of students playing each card.
- (2) Explain to students that the aim is to be the first to get a row, a column or a diagonal line, when they should shout 'Line' at which point you check what they have by asking them to read the items aloud. The winner is the one who crosses off all items on their card, and can shout 'House'. Again, have the students read aloud all their items to check for accuracy and pronunciation.
- (3) Copy and cut up the flashcards and show them to the students *without speaking*. **SHOW THEM IN THE CORRECT NUMBERED ORDER IN ORDER FOR THE BINGO GAME TO WORK** (see 'Order of bingo flashcards' below)
- (4) Ensure you do a checking activity, where you can drill and model pronunciation and word stress once the bingo game is over.
- (5) A follow-up activity would be to have three students playing A, B and C cards to sit together, swap their cards and test to see if the other person can remember the items and pronounce them correctly.

Teaching points after the bingo game: It may be helpful to elicit or teach:

Spelling: **striped** (single 'p') vs **spotted** (double 't'); **woollen** (double 'o', double 'l'); **leggings** (double 'g'); **loose** (double 'o')

Pronunciation: **suit** (rhymes with 'root'); British vs American pronunciation of **blouse**: US = 's' at the end, rhyming with 'house'; UK = 'z' at the end rhyming with 'cows'; **loose** (rhymes with 'Bruce' finishing in an 's' sound, vs **lose**, which rhymes with 'choose' and finishes in a 'z' sound); **loose-fit jeans** – the main stress is on 'jeans'.

*Order of bingo flashcard images and Card A, B or C reference with **line** or **house** indicators*

- 1: checks / checked (Card A)
- 2: skinny jeans (Card C)
- 3: a T-shirt (Card C)
- 4: leather (Card A)
- 5: a shirt (Card B)
- 6: a jumper or a sweater (Card B)
- 7: spots / spotty / spotted (Card A)
- 8: a hoodie (Card C) **vertical LINE Card C**
- 9: a tie (Card B)
- 10: stripes / stripy / striped (Card A) **horizontal LINE Card A**
- 11: woollen (Card A)
- 12: trousers (Card B)
- 13: cargo pants (Card C)
- 14: linen (picture of a linen apron) (Card A) **vertical LINE Card A**
- 15: bling (bling bling) (Card C) **horizontal LINE Card C**
- 16: trainers (Card C)
- 17: loose-fit jeans (Card C) **vertical LINE Card C**
- 18: a blouse (Card B)
- 19: a dress (Card B) **vertical AND horizontal LINES Card B**
- 20: denim (Card A) **horizontal and diagonal LINES Card A**
- 21: leggings (Card C) **horizontal LINE Card C**
- Note: Card C now has one item left before getting full house; B has 3, A has 2**
- 22: a suit (Card B) **horizontal LINE Card B**
- Note: Card B now has two items left before getting full house**
- 23: cotton (a cotton shirt) (Card A) **horizontal and diagonal LINE Card A; A has 1 item left**
- 24: plain T-shirt(s) (Card A) **FULL HOUSE FOR CARD A**

(Remaining items: Card B: a skirt, a jacket; Card C: a trucker cap)

S36

■ Learning Activity 3 Listening and Speaking *Lost property*

A Speaking – *Lost and found (5 minutes)*

Have you ever lost any clothes? *This activity provides an opportunity for students to prepare for the thematic content of the next listening activity, review vocabulary and provide brief fluency practice through a speaking activity.*

Give students a few minutes to tell any stories they have about losing clothes or finding them somewhere unexpected. If there is time, ask a couple of students who told humorous stories to share their experiences. Ask students if anyone has ever been to a lost property office, at the bus station, for example. What happens there? How do people report their missing possessions?

S36

B Listening and Form-filling – *Lost property office (15 minutes)* **CD Track 6**

This activity provides students with contextualised exposure to adjectival order when speaking in contrast to adjectival order when form-filling through an intensive listening activity.

Tell students they are going to listen to a short recording of a person reporting that she has left some clothes in the back of a taxi. She's in a country that uses English as a lingua franca. The person in the taxi office is completing a form. The students' task is to complete part of the form. Have the students study the form and ask any clarification questions before playing the recording (CD Track 6) twice. You may feel that you need to stop after each adjectival description, although these are mostly repeated twice for clarity in the recording.

Answers: Time of pick-up: **11.45am**, Place of pick-up: Albion **Street** (*not Albion Road*). Items lost: (1) a tight-fitting, fur-lined, blue denim jacket; (2) some baggy, leopard-print, orange linen cargo pants; (3) A loose, stripy, light blue silk shirt.

Follow-up for meaning: Ask students if they feel that the mother has chosen the right clothes for her son. Encourage them to wonder whether a tight-fitting, fur-lined, blue denim jacket might be the ideal present for a teenage son. Ask students whether they hope the clothes will be returned to the mother or not.

Tapescript – CD Track 6

Learning Activity 3 Listening and Speaking *Lost property*

CD Track 6 (3:50 minutes)

Situation: A telephone call set in the UK between a taxi driving company and a customer who has just lost a bag of new clothes in the back of a taxi. The taxi company is not very efficient, and the customer is a bit anxious about the prospect of having lost all her son's clothes. **LP = lost property CS = customer**

- LP (Yawning, unenthusiastic) Yep, Diamond Cars, lost property. How can I help?
- CS Oh, yes, can you help me? I've just lost a big bag of clothes in the back of a cab and I really need to get them back because it's my son's birthday and they're all presents.
- LP Er, yeah, OK. Need some details though.
- CS Well, there were loads of things...
- LP Sorry, can you slow down a little bit? I just need to get a pen...
- CS OK, well, I do hope you have them and that another customer didn't pick them up. Do you think you'll have them?
- LP Er, hope so. Depends if you're lucky really. Right, details. What time did you take the cab and where did he pick you up?
- CS It was about 11.45 this morning and he picked me up on Albion Street, near the McDonald's.
- LP Right, right. Albion Road.
- CS Oh, no, sorry, Albion Street.
- LP Street, right, OK... (writing) And what about the driver? Can you tell me anything about him?
- CS I can't really remember. I was on my mobile phone and I was looking for my purse in my bag at the time. I had loads of bags and I couldn't find anything. I think he was an older guy.

Continued on next page >>

LP Right, OK. Did he have blond hair?
 CS Er, look I can't remember. Aren't you going to ask me about the clothes? Someone could be taking them right now from the taxi.
 LP Yeah, OK. What did you lose?
 CS It was a bag of young men's clothes – my son, you know, my son, he's 16 tomorrow and they were all for him. There's a blue er, a blue denim jacket. It's tight-fitting... and fur-lined.
 LP *(Writing)* OK, I just need to write this on my form: **a tight-fitting, fur-lined, blue denim jacket.**
 CS Yes, that's right.
 LP Right, what else was there?
 CS Umm, then there were some cargo pants. They're baggy with an orange leopard-print. They're linen.
 LP An orange, leopard-print?
 CS Yes, he likes bright colours.
 LP Really? Can you tell me again... my pen's run out. Wait a minute.
 CS *(Writing)* OK, **some baggy, orange, leopard-print, linen, cargo pants.**
 LP OK, done that. Anything else?
 CS Yes, the best present – a silk shirt. It's loose, erm, stripy. It's light blue.
 LP Sorry, could you repeat that so I can fill in the form?
 CS *(Writing)* **A loose, stripy, light blue silk shirt.** Cost a fortune.
 LP Right then, so I've got the jacket, the cargo pants and the shirt. Is that it?
 CS Well, I left a packet of biscuits at the bottom of the bag too. Do you think you can get it back for me?
 LP I'll do my best. Can I have your name and phone number?
 CS Yes, it's... *(trailing off)*

Important note: Language awareness raising

If your students have found this activity manageable, and you feel they have the ability, show them the section of the tapescript above dealing with descriptions and ask them the following questions or give the questions out for them to discuss.

Learning Activity 3 Listening and Speaking *Lost property* **Questions to discuss**

- 1 What is the customer doing during this phonecall: only speaking, only writing, or both?
- 2 What is the lost property person doing: only speaking or only writing, or both?
- 3 The customer uses adjectives to describe the clothes, but she breaks the descriptions into parts or chunks. Can you see the chunks?
- 4 The lost property person is filling in a form. He uses the same descriptions, but he writes one long, ordered list. Compare his list to the customer's chunks. What do you notice about the difference between using descriptions when we speak, and what happens when we need to write these descriptions down on a form, for example?

Learning Activity 3 Listening and Speaking *Lost property* **Questions to discuss – Suggested Answers**

- 1 The customer is only **speaking** on the phone.
- 2 The lost property person is **speaking** on the phone *and* filling in a form: **writing**.
- 3 She uses a short description and says the name of the clothing she's lost, and then starts a new sentence to describe it in more detail afterwards. So, she starts with the general thing and then gives details, e.g.:

There's a blue denim jacket, **(short description + thing)**
 It's tight-fitting... and fur-lined **(description)**

- 4 The lost property person puts **all** the descriptions first, and ends with the item of clothing: **a tight-fitting, (description) fur-lined, (description) blue denim (description) jacket.**

The difference between them is formality and efficiency. Form-filling is more formal, so we might use a longer sequence of adjectives before the noun. Speaking spontaneously is informal so we break the same sequence of description into smaller, easier-to-manage pieces, often giving more specific detail after we name the thing we're talking about. Notice that the overall sequence of adjectives follows the same order in both speaking and writing; however, in speaking, the sequence is broken down into smaller sentences. Notice that the sentences start with '*It's (tight-fitting)*' or '*They're (linen)*' and we add details using words like '*with a ... print*'.

Catering for Learner Diversity

For students who need **more support**

- Give students half the words they need for this adjectival ordering listening activity – see Version B below. This reduces processing load.

Learning Activity 3 Listening and Speaking *Lost property*

Partially completed sheet for students who need **more support**



| | | | | | |
|-------------------|----------------|---------------|------------|-------|-------------|
| Date: | 29 February | (Version B) | | | |
| Time of pick-up: | <u>11.45am</u> | | | | |
| Place of pick-up: | <u>Albion</u> | | | | |
| Items lost: | | | | | |
| (1) | | | | | |
| A | tight-fitting | | | denim | |
| (2) | | | | | |
| Some | | leopard-print | orange | | cargo pants |
| (3) | | | | | |
| A | loose | | light blue | | |



S37

■ Learning Activity 4 Vocabulary and Speaking

Ordering adjectives to describe clothes (up to 5 minutes)

This activity provides consolidation practice for adjectival order: quality, colour, fabric / style / pattern, and features.

Help to set up the context for students here. (Students have just listened to a phone conversation by someone who's reporting lost property to a taxi office.) This situation is different: here, one person is phoning her / his friend to ask if s/he will bring him a jacket. When someone is looking for clothes in our wardrobe, we might have to be very specific about which item we need. Once the context is established, have students read out the conversation in pairs. The words in bold show the main areas of sentence stress. Teachers may need to pre-teach / exemplify a piece of clothing 'with a hood'.

S37

■ Learning Activity 5 Vocabulary Describing clothes (10 minutes)

This activity provides simple controlled practice of word ordering in adjectives when writing descriptions of clothes if teachers feel this is needed. Teachers might also want to extend this activity to personalise and authenticise it by having students discuss their favourite men's clothes.

In this activity, the context is simply a situation where students might have to describe clothes. Have students study the box to the left. All the words should be familiar by this point with the possible exception of 'fleece'. Here students work with inserting adjectives for colour, pattern and style *before* the noun, as well as using a prepositional phrase *after* the noun. By the time the activity has finished students should have had some practice in ordering the types of adjectives we use to describe clothes. Teachers may want to pre-teach / show an example of a 'fleece' top / jacket in addition to using photo 4.

Suggested Answers (NB: they are all noun phrases):

- (1) a **blue** T-shirt
- (2) a grey and **white stripy** shirt
- (3) black **baggy** jeans
- (4) a **fleece** jacket **with a hood**

The word that is not needed from the box on the left is 'front'.

S38

■ Learning Activity 6 Reading and Speaking

Fashion column titles

A Reading – Fashion column titles (10 minutes)

*This activity exposes students to a range of column titles – two of the three types of column covered: **current styles**, **fashion no-no's** – and allows students to discuss the purpose and use of language (adapting looks is introduced at a later point).*

This activity is a discrimination game for students to decide the meaning and connotation of the 8 titles presented. Follow the instructions and have students keep track of their judgements by using circles to identify items of advice for what to wear, and rectangles to identify items of warnings about what to avoid wearing.

Answers:

What to wear: Lovely Lush Looks, Glam and Gorgeous, Style Council, Heavenly Hot Heels

What to avoid wearing: Ten Fashion No-No's, What on earth was s/he thinking?, Poppy's Big Mistake, How not to...

B Language Study – Fashion column titles (10 minutes)

This activity provides opportunities for students to establish the key concepts connected with each title.

Put students into two groups. Have one group work with questions 1, 3 and 5, and the other group work with questions 2, 4 and 6. Monitor and support development of key concepts (see answers below). Once students have made short notes about meaning, have them feed back answers to their partner from another group. In this way, Student A talks about 1, 3 and 5 and Student B talks about 2, 4 and 6.

Annotated Answers for the teacher:

1. A 'no-no' is a warning. Notice the use of repetition here. The person who uses it probably feels they know about fashion and is speaking to someone who wants some advice. They could be talking about what not to wear at the moment because it's out of fashion.

2. Poppy is probably a famous personality and made some kind of fashion mistake in public, possibly on a night with a lot of media coverage.

3. 'How not to...' columns are warnings and tell you to avoid wearing certain combinations of clothes, for example. *Note: These columns generally take the route of promoting this through unfortunate shots of well-known personalities, and this can come across in the magazine as a form of social humiliation. If your students are up to the challenge, you might decide to use this type of article as a debate on the moral acceptability of this type of media approach in fashion magazines. What effect does it have on the way young (women) readers learn to speak about each other's clothes and looks? Is this a good thing in their opinion?*

4. All the titles use nouns and adjectives that start with the same letter.

Note: This is a literary sound device called alliteration, (previously introduced in Advice Columns) and is prevalent in all forms of advertising and newspaper copy in current day English.

5. A council is a body of people who are brought together in their advising capacity doing so through drawing upon their experience and expertise. This means that they are an authority: like a city council. A 'style council' then is a made-up name for a group that advises what to wear and how to look.

6. The notes here help the students to understand how the phrase is used and the sentence stress. The answer is (c) s/he looked ridiculous. The phrase connotes complete social disapproval of the clothes someone has chosen for the occasion and would probably be said **about** the person wearing the clothes and almost certainly not **to** the person who was wearing the clothes, which is why 's/he thinking?' is used in the title.

There are opportunities here for fun with intonation and sentence stress as well as facial and bodily gestures to add meaning in terms of disapproval and social judgement. Make it light and fun. **Option:** Finish this stage off by having students suggest two clever replies (come-backs) that someone could use if someone criticised their appearance.

Catering for Learner Diversity

For students who need **more support**

B Language Study – Fashion column titles

- Students play the role of 'advisors' and give them suggested and simplified answers. Their role can be to go round, monitor and support the groups who are discussing the topic. See answer sheet below.

For students who need **more challenge**

Learning Activity 6 Reading and Speaking Fashion column titles

- A supplementary activity can be given here for students to bring into class a range of fashion column titles and see if there are more than three categories of column. See the extended fashion titles below for a challenging task.

Learning Activity 6 Reading and Speaking *Fashion column titles***B Language Study – *Fashion column titles***Advisor's answer sheet for students who need **more support****Advisor's Answer Sheet**

- 1 A no-no is something you shouldn't do in fashion. It's a warning.
- 2 Poppy is someone famous. She has worn an outfit that nobody likes to a public event. Other famous people, the public and photographers and journalists probably saw her.
- 3 'How not to...' are warning columns. They tell you what to avoid wearing or matching.
- 4 All the titles use words that begin with the same letter: Heavenly Hot Heels. We use this technique in poetry.
- 5 A council is a group of people who give advice on areas they know a lot about.
- 6 The answer is (c) *S/he looks ridiculous.*

Learning Activity 6 Reading and Speaking *Fashion column titles*Extended fashion column titles for students who need **more challenge**

- 1 **Fashion Victims**
- 2 **Style Council**
- 3 **Lovely Luscious Looks**
- 4 **Fantastic Fall Fashions**
- 5 **Tasteful Tailored Trends**
- 6 **Glam and Glorious**
- 7 **10 Fashion No-No's**
- 8 **Rory's 5 Rules**
- 9 **Shopping Junkie**
- 10 **Fashionistas**
- 11 **Style Icon**
- 12 **Need-to-know Style Guide**
- 13 **What's In – What's Out**
- 14 **Runway Looks**
- 15 **Poppy's Big Mistake**
- 16 **Heavenly Hot Heels**
- 17 **Belt Up!**
- 18 **Footie-pedia**
- 19 **Must-have Dresses!**
- 20 **Catwalk Creations**



■ Learning Activity 7 Reading and Vocabulary

Preparing to write fashion columns

A Language Study – *Fashion columns (10 minutes)*

*This activity provides an introduction to three types of fashion column writing: **current styles**, **fashion mistakes** and **adapting looks**, through using a discrimination activity (i.e. students spot the key differences between the language and purposes of the texts).*

*It may help to review the two types of column you've just worked with (current styles and fashion mistakes) and ask if there are any other kinds of fashion columns. Introduce and pre-teach 'adapting' and ask for a few examples of how a look can be changed. Examples: to add a tie, a hat, or shiny shoes to make a look **smarter**; wear flip-flops to make it **less** formal.*

Students are asked to read the sentences and categorise them according to purpose using a star for current styles, an unhappy face for fashion mistakes, and an arrow for adapting looks. The first three are examples, which show the students language 'clues' to help them to categorise.

By the end of this activity, students should (a) have noticed, and with the teacher's help, become sensitised to the language resources that typify each type of column (current styles, fashion mistakes, adapting looks) (b) have had practice in discriminating column types from each other.

Answers and key phrases that students should highlight:

(d) fashion mistake ☹ 'her big toe was on the catwalk five minutes before the rest of her'

(e) current styles ★ 'polka dots are still in style' '...are totally awesome'

(f) current styles ★ 'sixties style ties are massive on the male catwalk'

(g) adapting looks ↑ 'works well if you dress it down with...'

(h) fashion mistakes ☹ 'How NOT to' 'Betty doesn't seem to know...'

(i) adapting looks ↑ 'accessorise with a... for a more... look'

B Vocabulary Review – *Preparing to write (20 minutes)*

This is a recycling activity that works with the first and last components of key phrases that will be used in the drafting process.

This is language support work in preparation for writing, so students should also have enriched their vocabulary a little by the end of the activity. *Note:* some of the vocabulary items are slightly different from those in the preceding activity in order to provide variety.

Answers:

(1) Works well ... (e) if you dress it up with flashy earrings

Note: More generally, we can also say, 'Works well with a hat'

(2) Stripes are ... (c) still in style

(3) Don't draw attention ... (a) to large feet by wearing open-toe sandals*

**Note:* It might be appropriate for the teacher to make a positive comment about large feet at this point to balance out the intended negative evaluation given in this sentence from a magazine column.

(4) The secret to ... (b) mix-and-match is not to... (wear the same colour)

(5) This spring ... (f) is all about smart suits.

(6) Dress this down... (d) by wearing it with flip-flops.

Speaking The final speaking activity here is a round-up to help students to review which language is typical of the three fashion column types.

S41

■ Learning Activity 8 Writing *Your fashion columns* (30 minutes to 2 lessons depending on need and depth)

This activity provides a staged procedure to support groups of students in their planning, development and production of a photo fashion column.

The students should be organised into groups with a maximum of three or four. This is to ensure effective division of labour and avoid the possibility that anyone could be part of the group without having to contribute creatively. In order to divide up work, the 'roles' of **photographer**, **wardrobe** and **stylist / model(s)** are given, each having different responsibilities to the following activities:

- (1) deciding the type of column they are going to write (current styles, fashion no-no's, adapting looks);
- (2) on the basis of the column type, selecting the clothes collection for 4 separate photos, and deciding where and how to do the photo shoot;
- (3) generating key language for the photos.

It's important to remember the following practical points as well as to support and feed in ideas. The following box can be copied and given out as a photo shoot cheat sheet. A **Photo Template** is available for use if needed (S42). Finally, support the students' language range by having them use the **Fashion Glossary** (S43), which appears after the Photo Template (Learning Activity 8).

Types of Column and Shots for Photo Shoot

(a) A **current styles** column should show variety so four completely different outfits should be used. Full or half-body shots might be useful here, so the column can include head-to-toe descriptions. Remember to use persuasive language to support the pictures as this column is setting the trend that thousands will follow.

(b) A **fashion no-no's** column should show a look that went wrong. Close-ups are probably more appropriate here, as the point of the article is to focus on one mistake. For example, the shot might include a blouse and a handbag, lipstick and nail varnish, or a tie and a jacket that don't match. (These tiny details form a substantial part of many fashion mistakes columns these days.) The pictures often blur out or don't show the person's face in order to keep it anonymous. Keep the approach fun, light and healthy and **don't** get too critical or nasty because fashion is about fun, sharing and enjoyment.

(c) An **adapting looks** column will probably only use 1-2 outfits maximum and show ways of either (a) making it **more or less formal**, (b) making it appropriate for different times of day – **daytime vs evening wear**, and / or (c) making it more appropriate to the **season and temperature**. Adapting looks columns are all about making the best economic use of a single outfit – so considering the budget of your readers is important. The shots that might work here are full body shots to compare the looks, or half-body shots that focus on the changes that you have made. Remember to be positive about these changes and assure the readers that you can make something out of nothing – with very little money.

Further note to the teacher in preparation for the project

It will help the students to manage their project through considering the following and agreeing on some of it in class:

- (a) how much time is available for the project, which you will probably want to divide following the three stages given in the student's handout (Learning Activity 8);
- (b) what you are expecting and how you are going to mark it as the teacher, e.g. will there be a mark for team work, for visual impact, variety and creativity, or is the mark simply for the textual production? Will there be a bias towards good use of vocabulary or phrases they have learnt? Will you mark up for balance, and down for being overly-critical or nasty?
- (c) what will happen to the final product? Will it be displayed, uploaded or kept in a project folder? Will it become part of the time capsule mentioned in the scheme of work?
- (d) record the names of the teams and have them agree their first meeting date;
- (e) discuss where the resources are going to come from – does the school have digital cameras students can use? Can students complete the whole project using mobile phone cameras?
- (f) discuss the division of work and responsibilities. Discuss what students are going to do when they encounter a problem connected with motivation, fulfilling responsibilities, or disagreeing on content or language. How can they resolve this constructively?
- (g) how can students provide for the fact that each person in their team will come with a different skill set and different capabilities? Some people will be better at English, some will be good at design, some will have excellent fashion sense. How will they acknowledge and negotiate this? Will you give marks for this level of sensitivity and maturity in the project? If so, how can it be assessed?

Extension Ideas

This section provides teachers with further ideas they may like to develop into projects with their students.

Project 1 Catwalk

Creativity

The activities given in this focus section could be used as a base to create a class catwalk event, which would involve speaking skills where students describe the collection and how it is being worn. There are many catwalk shows available on the Internet that students can watch to learn about commentary and procedure. See, for instance, Hilary Alexander's Fashion section on the online 'Telegraph'.

Project 2 School Uniform Style Guide

Consultative skills

A panel of students consult other students to find out opinions and attitudes about school uniforms. These are summarised for teachers and parents, who give feedback. As a result of consulting adults and teens, a photo style-guide is developed to help students to (a) appear smart and tidy, and at the same time (b) express their individuality, tastes and creativity in a way that is acceptable within the social and educational contexts of school.

Project 3 Hairstyles of the World

Analytical skills

Students do a survey to compare traditional and pop culture hairstyles either regionally (in Asia) or globally. They decide on a cline of extremity going from very simple and natural to extremely treated and dressed hair and explain their reasons for categorising. Involves use of descriptive terms and analytical skills.

Project 4 Footwear – Now and Then

Analytical Skills

Students do a historical survey of how shoes and shoe-styles developed in a particular region of the world. They can focus on soles, heels, uppers, colours, fabrics / materials and overall looks. They might want to do this around a 'Top 10 Shoe Styles' ranking chart. Involves the use of researching skills, illustration, organisation, descriptive terms and analytical skills.

Resources for Fashion Columns

Websites for fashion aimed at teens:

Important note: The websites listed on this page are all American as these (a) have a good range of fashion items and (b) exemplify some of the language used in this module. In order to provide a balance in terms of cultural input, teachers may want to undertake a web search for Chinese, regional or non-American websites that students can browse as stimuli in addition or to replace the ones listed below.

ELLE Girl ☆☆☆

Has short sections on fashion items for young women. Can be used as a good resource for showing how to mix image and words. (American)

<http://www.ellegirl.com/fashion.html>

Teenmag.com ☆☆☆

The following link has one fashion question followed by a suggestion with links to other websites. A good place to start for fashion advice. (American)

<http://www.teenmag.com/advice/fashion>

ALLOY.com ☆

This site has a short section called 'Fashion Seen' and is a community page where a person describes their look and other people rate it. Can be used to show the language of brief clothes descriptions and combinations. (American)

<http://www.alloy.com>

Gurl.com ☆☆☆

Aimed at teenage girls, this has guides to such things as fashion and style, beauty, piercing and even tattooing. Take a look at it for appropriacy and context for your own students' needs. (American)

<http://www.gurl.com/topics/fashionand style>

Girlsense.com ☆☆☆

Another site which has a 'fashion slideshow' feature, where girls design their own looks and superimpose images of their faces. Will possibly appeal more to younger teens: it's fairly pink and pretty. Could possibly be used with older, more analytical teens as a site for discussion and debate. (American)

http://www.girlsense.com/premium/template_activities.pl?activity=slideshow_gallery

Websites for the language practised in Fashion Columns:

A website which has recordings of the pronunciation of key basic vocabulary on clothing and basic verbs. (American English)

<http://www.esl-lab.com/vocab/v-fashion.htm>

A short practice activity can be found at this site for general adjectival order.

<http://www.better-english.com/grammar/adjord2.htm>

Horoscope Columns Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- use vocabulary to describe personality
- read and understand horoscope predictions
- write predictions using appropriate language
- produce horoscopes that adhere to the typical structural features of this text-type

Time Needed

- 2-3 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

- Students practise vocabulary to describe Western and Chinese horoscope signs
- In pairs, students exchange information to complete a table about horoscopes
- In pairs / small groups, students complete a multiple-choice vocabulary definition quiz on adjectives of personality
- Students add to descriptions of star signs using the adjectives of personality
- Students read 3 Chinese horoscopes and answer noticing questions focussing on comprehension, language and structure
- Students complete sentences to make predictions, then use these sentence starters to compile horoscopes for classmates / teacher

Materials Required

- Student's handouts S44-S48
- CD Track 7

Horoscope Columns

Teacher's Notes

■ Introduction:

These activities are designed to support students in producing a magazine column: horoscopes. They begin by focussing on vocabulary typically used to describe the characteristics of each star sign, using both Chinese and Western horoscopes for cultural balance (plus students may be more familiar with the Chinese ones). They work on defining adjectives by guessing from a given context, an important skill for students to learn in order to develop their reading and vocabulary skills. To check and consolidate their understanding of these items, they read descriptions of the Western star signs which use synonyms and then students add the appropriate adjective from the previous activity. They follow this with a reading activity focussing on comprehension, language features and structure and content designed to raise their awareness of this text-type. The final activity is for students to write their own horoscopes. They practise the necessary grammatical structures by completing sentences to make predictions. These are then incorporated into horoscopes for classmates or their teacher.

■ Learning Activity 1 Vocabulary and Speaking

A Vocabulary – *Horoscope signs (5 minutes)*

This activity provides students with practice of animal vocabulary related to Chinese horoscopes and introduces the theme of horoscopes.

Students identify the animals and discuss what they represent. Ask them what the year is now and which animal their birth year is. Introduce the words **horoscope** ("a description or prediction of things that will happen to you and of your personality according to the position of the stars / planets at your time of birth") and **star signs** ("one of the 12 signs of the zodiac – the system that uses birth dates to say what will happen to you in the future").

Answers: The animals (clockwise from top left) are rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig. There are many versions of the origin of the 12 Chinese zodiac animals. According to legend, one day the gods tried to develop a calendar system to keep track of time and decided to hold a race for the animals on the earth. The first 12 animals to cross the river would be the signs of the zodiac calendar, and would appear according to their order in finishing the race. They represent what others think of you or how you present yourself. For interest, students may visit <http://12zodiac.com/learnsigns/learnsign.shtml> for what personality each of them represents. Check current year and students' years of birth at <http://chinese.astrology.com/sign.aspx> or in an issue of the South China Morning Post.

Catering for Learner Diversity

For students who need **more support**

- You may decide to supply the animal names for students to match to the pictures. Here is a list to enlarge and cut up:

| | | | |
|--------|---------|-------|--------|
| rat | ox | tiger | rabbit |
| dragon | snake | horse | sheep |
| monkey | rooster | dog | pig |

S44

B Vocabulary – Personality adjectives quiz (10 minutes)

This activity is designed to introduce / revise adjectives of personality associated with character descriptions of star signs.

This can be done in pairs or groups (this might make it more competitive – you could also set a time limit). Discuss whether the adjectives are positive or negative. Follow up with pronunciation practice of the adjectives, perhaps focussing on syllable stress (in **bold** below).

Answers: 1. laid-**back** (c) +; 2. **stubborn** (c) -; 3. **frank** (c) - / + (depending on context); 4. **generous** (a) +; 5. **bossy** (b) -; 6. **shy** (c) - / neutral (depending on context); 7. **optimistic** (b) +; 8. **romantic** (a) +; 9. **intelligent** (c) +; 10. **sensible** (a) +; 11. **patient** (b) +; 12. **adventurous** (c) +

Catering for Learner Diversity

For students who need **more challenge**

- You could challenge students more by supplying the sentences with the words missing (perhaps providing just the first letter) for them to guess and fill in as well as choose the correct definition.





S46

C Speaking, Listening and Pronunciation – Horoscope dictation and information exchange (25 minutes+)**CD Track 7**

These activities (a) allow students to listen to and practise pronunciation of horoscope vocabulary and (b) give students practice in listening and speaking in pairs in order to share information.

a) **Before class, copy the column dictation sheet on T63 so that there is one for each student.** Using the CD (Track 7 - 3:03 minutes) as a model, allow students to listen to the horoscope names being pronounced correctly. As they listen, they should distinguish between the names for Chinese horoscopes and those for Western star signs and fill in the correct columns (Chinese / Western). The words are supplied below the table to assist with spelling. You may like to drill the words as a class afterwards to reinforce the listening practice and prepare students for the next speaking activity.







|  Chinese  |  Western  |
|--|---|
| 1. 2. 3. 4. Horse 5. 6. 7. 8. Tiger 9. 10. 11. 12. Monkey | 1. 2. Virgo 3. 4. 5. 6. Aquarius 7. 8. 9. 10. 11. Taurus 12. |
| <p>Here are all the words you will need. Some have been filled in for you.</p> <p>Rat Monkey Pisces Leo Pig Aries Tiger Rabbit Cancer Capricorn Horse Scorpio Snake Virgo Gemini Rooster Taurus Libra Sagittarius Dog Ox Dragon Sheep Aquarius</p> | |



Answers:

The students should have filled in the words in the following order as heard on the CD (Track 7):

|  Chinese  |  Western  |
|--|---|
| 1. Rat 2. Dragon 3. Sheep 4. Horse 5. Dog 6. Pig 7. Ox 8. Tiger 9. Snake 10. Rabbit 11. Rooster 12. Monkey | 1. Libra 2. Virgo 3. Capricorn 4. Pisces 5. Scorpio 6. Aquarius 7. Sagittarius 8. Aries 9. Cancer 10. Leo 11. Taurus 12. Gemini |

Catering for Learner Diversity

For students who need **more challenge**

- You may decide not to supply the words with the dictation table so that students have to rely on existing knowledge and deduction from sounds to spell the words correctly.

b) Before class, copy the charts below so that there are enough to give one to each student (half the class=A, the other half=B). Students work in pairs. Tell them they must not show their information to each other but that they should ask questions in order to fill in the missing information on their sheet. Elicit the types of questions they need to ask, e.g. *Which is the animal or symbol for (Aries)? Which star sign is the (bull)? What are the dates for (Leo)?*



STUDENT A

Example question: *Which is the animal or symbol for (Aries)?*

| Star sign | Animal / Symbol | Dates |
|-----------|-----------------|---------------------------|
| Aries | | March 21 - April 19 |
| | Bull | |
| | Twins | May 21 - June 21 |
| Cancer | | |
| Leo | lion | July 23 - August 22 |
| | | August 23 - September 22 |
| | scales | September 23 - October 22 |
| Scorpio | scorpion | |
| | | November 22 - December 21 |
| Capricorn | | December 22 - January 19 |
| | water carrier | January 20 - February 18 |
| | fish | |



STUDENT B

Example question: *Which star sign is the (ram)?*

| Star sign | Animal / Symbol | Dates |
|-------------|--------------------|--------------------------|
| | ram (a male sheep) | |
| Taurus | | April 20 - May 20 |
| Gemini | | |
| | crab | June 22 - July 22 |
| Leo | lion | July 23 - August 22 |
| Virgo | woman | |
| Libra | | |
| | | October 23 - November 21 |
| Sagittarius | archer | |
| | goat | |
| Aquarius | | |
| Pisces | | February 19 - March 20 |



Catering for Learner Diversity

For students who need **more support**

- You could supply pictures of the respective star sign symbols so that students have an idea of the meaning of the word before they tell their partner, then they may be able to define it for their partner more clearly.

For students who need **more challenge**

- This could be prefaced with dictionary work to identify and define the star sign symbols.

D Vocabulary and Speaking – *Personality adjectives* (10 minutes)

In this activity, students consolidate vocabulary from the previous tasks (adjectives of personality and western star signs).

Students read the descriptions of the 12 star signs and choose one of the adjectives from Learning Activity 1B that is most similar in meaning to add to the description. Ask students to discuss if they are typical of their star sign's description. *Note:* these are not meant to be scientifically correct descriptions of the 12 signs – they're just for fun!

Answers: Aries – bossy; Taurus – patient; Gemini – intelligent; Cancer – romantic; Leo – optimistic; Virgo – sensible; Libra – laid-back; Scorpio – frank; Sagittarius – adventurous; Capricorn – stubborn; Aquarius – generous; Pisces – shy

■ Learning Activity 2 Reading *Magazine horoscopes* (15 minutes)

This activity exposes students to the topical areas typically appearing in horoscope columns.

There are three example horoscope texts provided which students should read, then they can discuss the questions in pairs / groups (circling the correct animal), or if you prefer, you could lead it as a whole class discussion so that you can ensure they are focussing on the correct language, etc. In question (h) ensure that you draw students' attention to the structures that follow these forms so that they are aware of the correct usage for their own production later.

Answers: a) dog; b) rooster; c) dog; d) pig; e) pig; f) will; g) modal verbs e.g. may, might; h) imperative e.g. **be** (+adjective), **try** (+to infinitive), **avoid** (+verb+ing); i) about 40 words; j) 'you'; k) topics not included in texts are crossed through in boxes below; l) see boxes below

| | | | |
|---|--------------------------------------|--------------------------|------------------------------------|
| emotions (feelings) pig, rooster, dog | relationships rooster, dog | school / work | finance (money) dog, pig |
| decisions rooster | health rooster, pig | entertainment | the past |

Catering for Learner Diversity

For students who need **more support**

- The questions could be turned into simple yes / no questions concentrating on one text at a time, e.g. Rooster – Will s/he make good decisions today? Y / N. This reduces the load on students having to read and understand all three texts and questions together and simplifies the task.

S48

■ Learning Activity 3 Writing

Horoscopes for your classmates (25+ minutes)

This activity consolidates the language features of horoscopes by providing an opportunity for students to write predictions.

Students can work individually to complete the sentences. Monitor carefully to check they are using the correct forms after each verb. They then choose classmates or someone else (e.g. teacher, favourite pop star) to write a horoscope for. Agree with students on the number of horoscopes they should write. They should write the star sign (they can select Western signs or Chinese animals) at the top and add a symbol / picture if they want to. Remind them to write about 40 words for each horoscope and to decide if it is a generally good or bad day for that person so that their horoscope is appropriate. They should also try to include some of the vocabulary learnt in the lessons to describe the person's personality or behaviour for that day.

Catering for Learner Diversity

For students who need **more challenge**

- This activity could be extended by asking students to produce more horoscopes and setting criteria for them to conform to, e.g. one horoscope should be negative about money; another must have good news about relationships. Alternatively, they could try to produce horoscopes which illustrate that star sign's personality according to the previous work done on adjectives, then other students have to guess which star sign it is for. More able students could also be encouraged to produce longer texts incorporating all aspects of a person's life (e.g. money, love, health, work, travel) for prediction.

Resources for Horoscopes

Websites for Horoscopes:

General astrology ☆☆☆

This site covers all aspects of astrology, including Chinese horoscopes. The language is quite challenging. It has a section aimed specifically at teens.
<http://horoscopes.astrology.com/index/dailyteenindex.html>
<http://www.astrology.com>

Teenage horoscopes ☆☆☆

This site has descriptions of each star sign in very colloquial language so it is quite challenging.
<http://www.atomicteen.com/horoscopes>

Teenage horoscopes ☆☆☆

This is a slightly more mature / serious teen horoscope site which although containing colloquial language and abbreviations, has fairly short manageable texts of about 40 words.
<http://www.alloy.com/astro>

Teaching ideas for teachers:

A site with lots of practical ideas based on magazines for teachers to try out in the classroom.
<http://www.teachingenglish.org.uk/try>

Gadget Columns Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- express their opinions about the usefulness of gadgets
- use lexical phrases to explain the features of gadgets
- write a simple gadget column

Time Needed

- 4-5 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

- Students rank a number of gadgets on a scale of usefulness
- Students match four gadget columns with four people's needs
- Students listen to four people choosing their gadgets and explaining their choice
- Students complete language analysis noticing tasks
- Students write a simple gadget column

Materials Required

- Student's handouts S49-S54
- Your own collection of gadget columns as supplementary materials
- CD Tracks 8, 9, 10 and 11
- (Optional) Game cards (for display) on CD-ROM

Gadget Columns

Teacher's Notes

Important Note: This unit of work, 'Gadget Columns', is pitched at a slightly more challenging level of complexity with regard to vocabulary and grammar than the other materials in the resource package. As such, teachers should consider the materials carefully to ensure they meet students' needs and adapt where necessary.

■ Introduction:

These activities expose students to a different type of column – handy gadgets: a mobile phone, a tin opener, a toenail cutter and a wind-up computer. Students consider and discuss their usefulness to their own needs, and then read columns which describe and positively evaluate the gadgets. They take part in a card game where they decide which of these gadgets most meets their character's needs. There is also a listening activity which allows students to see which gadgets each person would choose and the reasons why.

Included are two types of language analysis work: one on the language of evaluation and one on the parts and stages that comprise the genre of gadget columns. The final activity provides some opportunities for students to talk about the types of gadgets that might be made in the future to help teachers. This finishes with ideas to base a gadget column for teachers on.

S49

■ Learning Activity 1 Speaking

Gadgets? Who needs them? (10 minutes)

This activity provides students with a fluency-focussed speaking activity to allow them to discuss the usefulness of a gadget for their current lifestyles and needs. This stage sets the groundwork for the following three stages.

This is a group discussion activity preceded by a definition box. You may like to start the class by showing students your own favourite gadget, pre-teaching the word and thinking about the use. The first box on the student's handout 'Choose the correct definition of the word "gadget"' has three options. This can be used as a checking activity after you introduce your own gadget.

Answers: The correct answer here is (c) a small useful, cleverly-designed machine (or tool). (a) is a **toy**; (b) is a **grapefruit**.

Put students in groups of four for the speaking activity. The students are asked to rank the gadgets (a mobile phone, an electronic tin opener, a long-reach toenail cutter and a wind-up computer) in terms of their usefulness to their own lives. You may like to pre-teach or review the following language in order to support students in the task:

- I'd (I would) put the mobile phone as my first choice because...
- I'd rank the wind-up computer very high / very low because I (don't) need...
- I can't imagine ever needing a / an... because...
- I would never need...

Note: The items in this section represent a deliberate starting point as many students may feel the gadgets are decidedly un-useful to them. The card game and listening activity which follow introduce the students to people with circumstances where these gadgets would come in *very* useful. It may be that the activities present an opportunity for students to consider perspectives and needs other than their own: a capability of increasing importance at senior secondary.

OS

■ Learning Activity 2 Reading and Vocabulary

Meeting a person's gadget needs (20 minutes)

This activity provides students with an opportunity (1) to be exposed to the language of description and evaluation by reading four gadget columns; (2) to select which gadget is most appropriate for the character on the card they have chosen; and (3) to justify their choice to their group.

Materials needed: Copy and cut up the four character cards for each group of four students: one card per student. (The cards are available on the CD-ROM.)

Keep the students in groups of four. Ask them to read the 'Gadget Corner' columns and do any dictionary work needed at this point. Tell students they are going to choose one of the gadgets, this time not for themselves, but for a different person who may have different needs from them. Pre-teach the names of the four characters: Murat Bradley, Nina Christensen, Martha Abdou, and Julia Chen. Tell them that these people are from different places around the world.

Info for the teacher about the character cards (**do not** give this information to the students).

- 1 Murat Bradley is a busy chef in Libya, who can make good use of the electronic tin opener;
- 2 Nina Christensen is a retired swimming coach in Denmark, who is organising a swimming gala involving many people and therefore could benefit from the mobile phone;
- 3 Martha Abdou is an African child, who may benefit from the wind-up computer;
- 4 Julia Chen is a young Hong Konger with a back problem and therefore needs the long-reach toenail cutters.

Before giving out the cards, tell the students when they receive the cards, they will 'become' the characters and will meet each other, exchanging information about what they do, where they come from, what their interests are and finally talk about any needs. The characters discuss these products together and negotiate who should have which product and why.

Give out the cards face-down, four per table. The students should each pick a card and read it carefully, attending to lifestyle and comments made about the character before speaking.

Monitor the language used by students and collect examples of good language use and key errors for feedback after the game. Examples of good language in use may be: 'Well, I feel I need the XXX because I have a XXX and it will help me to XXX'.

S51

■ Learning Activity 3 Grammar, Vocabulary and Listening *Describing and selecting gadgets*

NB: Sections A, B and C in Learning Activity 3 are ordered from relatively easy to more complex. Select according to accessibility and challenge.

S51

A Language Study – Evaluating gadgets (10 minutes)

This activity provides an opportunity for students to study a number of grammatical structures and vocabulary phrases used in the language of description and positive evaluation. This is achieved by means of noticing questions, which some of the students may need support with.

The way you run this activity will depend on the abilities and needs of your students. If you have students who need a lot of support, put them in four groups and give them one question per group (question 5 asks which phrase is their favourite and can be done after the students notice the language using questions 1-4). If you have students who need more challenge, set questions 1-5 and give them a time limit. Support with input, dictionaries, and extend students' ideas while they are working through the concept questions.

Answers:

- 1 (b) 'Not only ... but (also) ...'
- 2 (f) 'It's the fastest model ... ', also (i) 'Coming top of our list ... '
- 3 (m) 'is known for'
- 4 positive nouns / adjectives / adverbs: **savvy** (means 'knows how to', 'it's clever' – the root of this word is from the French 'savoir' meaning 'to know'); **powerful yet simple; works effortlessly; is the brain-child of; easy-to-use** positive 'ed' and 'ing' non-finite phrases: **'coming top of the list is ... '**; **'improved'**
- 5 This is an open question which allows students to choose according to the phrase that has the most impact on them.

Catering for Learning Diversity

For students who need **more support**

- Focus the students on items (e), (f), (h) and (j) only. You could use this opportunity to give further controlled practice of superlatives using the following website:
<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/regcom.htm>

S52

B Reading – Parts of a gadget column (15 minutes)

This activity provides students with guidance about the generic staging of a simple gadget column. Students are exposed to a series of 'moves' that describe and positively evaluate the item.

Have students cover up the left-hand column and read the example text. Can they identify any of the moves, e.g. 'say what the tin opener is made of'? Have them read the left-hand column and write the numbers in the brackets provided. By the end of the activity, and with the teacher's help, the students should be more aware of the fact that a column such as this is a series of statements which include:

- (1) adjectives / superlatives to positively describe the item;
- (2) language saying what the item is capable of doing (e.g. allows you to);

- (3) present and past participles (e.g. opening up to, made of) to describe what the item can do or its materials; and
- (4) language to describe accessories and what you can do with it (e.g. it includes; it will fit well into a...).

Answers:

| Parts of column: | Example phrases: |
|---|--|
| (a) describe and evaluate the gadget using positive adjectives (1) | (1) This powerful , yet simple electronic tin opener |
| (b) mention size / where it can go (8) | (2) allows you to save time while cooking. |
| (c) describe the material it is made from (5) | (3) Opening up to five tins a minute , |
| (d) describe the <i>main</i> benefit (2) | (4) it's the fastest model on the |
| (e) describe what the main benefit means practically (speed / quantity) (4) | market. |
| (f) describe extra features / equipment it has (7) | (5) Made of stainless steel and with a |
| (g) say how excellently it runs / works – evaluation (6) | magnetic holder for the tin lid, |
| (h) say how fast it can do something – evaluation (3) | (6) the machine works effortlessly . |
| | (7) It includes a removable blade and |
| | ergonomic design |
| | (8) and will fit well into a small kitchen. |

Catering for Learner Diversity

For students who need **more support**

- See partially completed sheet on T73 which simplifies the task for students.

B Reading – Parts of a gadget columnPartially completed sheet for students who need **more support****Parts of column:**

- (a) describe and evaluate the gadget using positive adjectives (1)
- (b) mention size / where it can go ()
- (c) describe the material it is made from (5)
- (d) describe the *main* benefit ()
- (e) describe what the main benefit means practically (speed / quantity) (4)
- (f) describe extra features / equipment it has ()
- (g) say how excellently it runs / works – evaluation (6)
- (h) say how fast it can do something – evaluation ()

Example phrases:

- (1) This **powerful**, yet **simple** electronic tin opener
- (2) **allows you to save time** while cooking.
- (3) **Opening up to 5 tins a minute**,
- (4) it's **the fastest model** on the market.
- (5) **Made of stainless steel** and with a magnetic holder for the tin lid,
- (6) the machine **works effortlessly**.
- (7) It **includes a removable blade** and ergonomic design
- (8) and will **fit well** into a small kitchen.



S52

C Language Study* – Information packaging (10 minutes)

*This activity is designed to raise students' awareness of the layering effect of non-finite and finite clauses which work to describe and evaluate a gadget. It is provided for students who need **more challenge**.*

Language note for the teacher (grammar reference only)

A **finite** clause has a verb that shows tense and person, e.g. 'the machine (third person Subject) **works** (finite, third person present simple verb) effortlessly'.

A **non-finite** clause uses verbs that do **not** show tense and person but which add to meaning. In the texts in 'Gadget Columns', they are typically present or past participles, e.g. '**Made** of stainless steel' (past participle), and '**Opening** up to five tins a minute' (present participle). Here, the participles act as adjectives and serve to positively evaluate the item.

(Note that non-finite forms also include different types of infinitives: to go – infinitive with 'to'; go – bare infinitive, etc).

Most sentences in 'Gadget Columns' use a combination of finite and non-finite clauses.

The use of layers of non-finite (also known as *dependent*) clauses is one of the main means by which evaluation is achieved in gadget columns and other texts.

The language items 'finite' and 'non-finite' are not introduced to the students. Teachers may consider using terms which students are more familiar with. For example, they may use 'past participle' and 'present participle' to explain the functions of non-finite clauses.

Finite clauses appear in black shapes with white writing in C Language Study.

Ask students what the main way of evaluating a product is. They are likely to say 'use adjectives'. Then ask students what types of adjectives there are in English, and accept vocabulary items that give size, origin, shape, material, quality. Ask them to think about whether there are any other words that act like adjectives in English, then lead them through the first box: 'Made of stainless steel'. Have students pick out the words that *act as* adjectives, and then focus their attention on the use of layers of descriptive and evaluative phrases, with a conjunction 'and' joining the phrases. As a follow-up activity, you could ask students to see if they can find any more phrases that work like this in the descriptions on S50. See below for some examples:

Mobile phone: *Featuring (non-finite, present participle) ... it is (finite) a model*

Tin opener: *Opening up to (non-finite, present participle) ... it's (finite) the fastest*

Toenail cutters: *Coming top of the list (non-finite, present participle) ... are (finite) these ...*

Wind-up computer: *Announced as (non-finite, past participle) ... this ... is (finite) the ...*

Students could be asked to write their own layered descriptions using something they can find in their pencil-case as a stimulus.

S53

D Listening – Choosing gadgets (10 minutes)

CD Tracks 8, 9, 10, 11

This activity provides students with short, intensive listening texts to practise retrieving information connected with choice and justification (why people chose the gadget).

Have students review their choices from the speaking card game Learning Activity 2, and tell them they will hear these people speaking about their choices. Play CD Tracks 8-11 and (a) have the students simply match during the first activity. In the second, (b) have them take notes on why the people would like these items.

Tapescript – CD Tracks 8, 9, 10 and 11

Learning Activity 3D Listening

Gadgets people chose (with key reasons in bold)

CD Track 8 (0:34 minutes) – Speaker 1 (Murat Bradley)

What me? I'd definitely go for the electronic tin opener – oh yes! That would **cut my kitchen preparation time down by hours** and **allow me to work on other things. So busy** in the kitchen. I'm not sure where I would put it but it seems fairly compact. There are loads of things available in the large stores here in Libya, so I'm sure I could pick one up easily.

CD Track 9 (0:37 minutes) – Speaker 2 (Nina Christensen)

Well, with so many people in the swimming gala I **can barely organise them**. What would be useful for me is the mobile phone that I can keep photos of people on. I'm not very good with technology but I do like gadgets so this would be ideal. **I would be able to email people straight from the phone with details of the next practice**. It would be great. I'm not sure if they're out in the shops yet in Denmark though.

CD Track 10 (0:40 minutes) – Speaker 3 (Martha Abdou's mother)

Umm, we're not working at the moment so **haven't got much income**. If we could have the wind-up computer for our Martha, she would love it. She's mad about taking photographs and loves to learn so **if she could have a computer like that she would be able to learn more**. I heard they can run for half an hour if you crank them up for just ten minutes. They're incredible machines. Can we get them in Cameroon?

CD Track 11 (0:34 minutes) – Speaker 4 (Julia Chen)

You know, I don't want to sound like an old woman or anything, but I've been having really bad trouble with my back recently – **I can barely lean over**, and I haven't been able to touch the floor for ages so if I could have those long-reach toenail cutters, that would be fantastic. Are they available in Hong Kong?

Answers: (a) Murat = 4 electronic tin opener; (b) Nina = 1 mobile phone; (c) Martha's mother = 2 wind-up computer; (d) Julia = 3 long-reach toenail cutters

Gadget Columns

S54

■ Learning Activity 4 Speaking and Writing

Teacher needs a gadget

S54

A Speaking – Teacher's gadgets (5 minutes)

This activity provides opportunities for students to generate ideas about the types of work teachers do in preparation for the following productive writing stage.

This is a short speaking activity, which aims to get everyone in a group of four involved. There are four questions and a description of who should answer each question. The aim of the activity is to have students generate ideas about what types of work a teacher does and what gadgets s/he already uses to help her / him, and what gadgets could be invented to help her / him with her / his work.

Support all ideas, and round-up by feeding in points such as **board-work**, **classroom management** and **homework marking** as these are the 'inventions' that are mentioned in B Writing.

S54

B Writing – A gadget column (15 minutes depending on group)

This stage provides supported writing production practice for gadget columns.

Students are introduced to the idea that in the year 2023, there will be some excellent gadgets to help teachers to do their work: **an intelligent classroom board**, **classroom management glasses** and **a homework filter**. They read the short descriptions of the functions of the gadgets.

Did students guess any of these gadgets? Ask students which one they like the best. Take one as an example and writing the phrases on the board, ask students if they are descriptions or evaluations? (They are descriptions only.) What must columns have? (*Frequent* positive evaluation.) Have students brainstorm what language they could use to give a positive message about these products for an online magazine column for teachers. Have students draft the piece in groups and support them with phrases such as those below (note the use of present and past participles as well as other adjectives):

- highly intelligent
- easy-to-clean
- effortless to programme
- voice-activated
- sensitive and sleek
- sensitive and accurate
- made from chrome / silver / glass
- checking homework at a rate of five scripts per minute

Catering for Learner Diversity

For students who need **more support**

- Support students by using the partially completed sheet for an intelligent classroom board (see T76).

For students who need **more challenge**

This unit of work, 'Gadget Columns', is already pitched at a challenging level of complexity with regard to vocabulary and grammar.

- Teachers can ask students who need more challenge to use the three inventions given in this section as starting ideas, and to create an invention of their own (see sheet on T76).

Learning Activity 4 Speaking and Writing *Teacher needs a gadget*

Partially completed sheet for students who need more support



Topping the favourites this month with teachers around China and the rest of the world is the intelligent classroom board: *Alistair*.

Not only can the board _____
it can also _____.

With several major new features, the board is receiving rave reviews in all educational sectors, and even children seem to like them.

Featuring a microphone which lets you _____
_____.

Once the board understands what you want, it _____

Designed to have three settings, teachers and students can choose from:

Perhaps one of the best features of *Alistair*, the intelligent board, is its personality, which means _____

_____.

Last but definitely not least is the board's beverage & sweet function, allowing teachers to _____
and letting students _____.



Learning Activity 4 Speaking and Writing *Teacher needs a gadget*

Partially completed sheet for students who need more challenge



Info Sheet

Write a column about an invention to help teachers to do their work more easily, with less stress and more creativity. Here are some facts about teachers:

- (1) teachers stay on their feet and use their voice all day long
- (2) teachers like their students to enjoy learning
- (3) teachers like their students to make great progress
- (4) teachers don't like marking homework very much
- (5) teachers like speaking to their students and hearing their opinions
- (6) teachers often have to carry heavy books around with them
- (7) teachers have to attend meetings before and after school finishes as well as in the holidays
- (8) teachers love it when their students do well in the exams

Extension Ideas

This section provides teachers with further ideas they may like to develop into projects with their students.

Project 1 Techy Gadgets

Creativity

Use the SCMP Sunday magazine, which regularly has features on the latest electronic gadgets or similar sources, to have students create a wall display of their top ten gadgets. Alongside the display, have students create a list of common evaluative terms.

Project 2 School Uniform Gadgets

Creativity

Have students re-design their school uniforms to make them 'intelligent', for example a cuff that is also a voice recorder, or a button that is also a pencil sharpener. What gadgets would be of most use to students? What are they made from and how do they work?

Resources for Gadget Reviews

Important note of caution to teachers

The Internet has numerous sites which advertise and sell gadgets, all of them tending to sell to an adult market, which means that although gadgets that may be interesting and entertaining for students are available, they may appear alongside gadgets that are violent, intimate or suggestive. Instead of relying on websites whose content you cannot control, it may be wise to make a collection of photos of gadgets that you find useful, and compile a bank for class use.

For the above-mentioned reason, the following websites are suggested with caution: please carefully preview and select the areas and items that you would like your students to review before setting up any activity.

Websites for Gadget Reviews:

Gadget Reviews ☆

A website containing reviews of a variety of gadgets, such as cameras, gaming gadgets, mobile phones or kids' gadgets. The site is written in language aimed at an advanced-level student. *Caution: this website may contain adult intimate or violent items.*

<http://gadget-reviews.org>

Coollest Gadgets ☆☆

The reviews in this website cover gadgets ranging from the practical (e.g. home gadgets) to the innovative (e.g. conceptual gadgets). Teens may find "wacky gadgets" or "pet gadgets" appealing. *Caution: this website may contain adult intimate or violent items.*

<http://www.coollest-gadgets.com>

Gadget Reviews ☆/☆☆

The content and length of the most popular reviews on this website vary. Teachers might like to select ones that are appropriate for use with their students. *Caution: this website may contain adult intimate or violent items.*

<http://www.gadgets-reviews.com/popular>

Gadget Columns

Advertisements and Commercials

Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- identify and understand advertising slogans and logos
- recognise a variety of advertising strategies and terminology to describe advertising
- understand and use some devices commonly used in advertising, e.g. imperatives, rhetorical questions, rhyme, alliteration, and puns
- analyse an advertisement in terms of its structure, language and underlying strategy, using a simple framework
- think critically about an advertiser's intentions and message
- present and justify their point of view to others
- produce their own ideas for advertising slogans and an advert or commercial

Time Needed

- Up to 10 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

- Students brainstorm ideas about placement of advertising and use an interactive website to locate adverts
- Students complete a series of activities focussing on advertising logos and slogans and the techniques they use, such as grammatical features and the top 20 words
- Students read tips for writing slogans, analyse examples and practise the imperative as used in slogans
- Students discuss advertising stereotypes and target markets
- Students read about lines of appeal used in advertising and decide which lines of appeal example advertisements are using
- Students listen to radio commercials and answer questions about advertising strategies and discourse features such as rhythm and pitch
- In small groups, students revise the main features of an advert with a categorising activity and then plan and produce their own adverts (a poster or a radio commercial)

Materials Required

- Student's handouts S55-S72
- A selection of advertisements from magazines, leaflets, etc. demonstrating examples of slogans and logos
- CD Tracks 12, 13, 14, 15 and 16
- (Optional) Flashcards from CD-ROM

Advertisements

Teacher's notes

■ Introduction:

These activities focus on advertisements and commercials and the techniques they use to persuade and influence consumers. Main language features include imperatives and questions as well as subject-specific vocabulary relating to advertising. Students will consider concepts such as lines of appeal and target audience. Core tasks include analysing advertising slogans and other key features of advertisements and commercials, listening to three radio commercials for analysis and creating an advertisement or commercial incorporating the key concepts and techniques.

Note: This unit is divided into two main areas: (1) advertisements, which here refer to print advertisements, such as those which may be found in magazines, newspapers, on billboards and leaflets; and (2) commercials, which here refer to advertising which may be found on TV, radio and the Internet.

■ Learning Activity 1 Speaking *Logos and slogans*

A Speaking – *Introduction (10 minutes)*

This activity introduces students to the topic of advertising and where textual advertising items might be seen.

You will need to bring in some items which have advertising / logos on them (e.g. a Nike cap, a McDonald's cup) and show them to students. Elicit what they are and accept their answers even if they don't immediately say adverts. Then display http://pbskids.org/dontbuyit/advertisingtricks/betheaddetective_1.html on the projector and ask for volunteers to come and click on the picture where they think the ads are. If you prefer, students could do the activity in small groups on computers.

Now go back to your items and ask students what they think they are now (adverts?).

Drill and practise the pronunciation / word stress on *advertisement*, *advert*, *ad* and *to advertise*. Point out to students that the terms 'advert' and 'ad' are interchangeable and both are acceptable abbreviations with no change in meaning.

Ask students to brainstorm as many places as they can where we see adverts. You could make it competitive by seeing who can come up with the most ideas. You could make your own list on the board and see if there are any they hadn't thought of and ask them to add to their lists. You may need to check some of the vocabulary (e.g. *airship*, *helicopter banner*, *sky-writing*, *exterior*, *billboards*).

Suggested Answers:

Magazines, newspapers, mobile phones, MTR, TV, bus stops, trams, radio, the Internet, bags, clothes, shoes, TV on buses / trains / taxis, side of buildings, ferries, shop windows, food packaging, airships, street billboards, computer games, football pitches, helicopter banners, sky-writing, free gifts, train exterior, leaflets / flyers, sportspeople's uniforms

Catering for Learner Diversity

For students who need **more support**

- To assist students who may not have the necessary vocabulary you could provide a list with some of the correct answers mixed in with some that are unlikely and ask them to circle / tick the places they think they'd see adverts. You may choose to omit some of the more challenging items (e.g. *airship*, *helicopter banner*, *sky-writing*, *exterior*, *billboards*), or you could teach them as additional items after the selecting activity.

SSS

B Speaking – Logos (5 minutes)

This activity raises students' awareness of advertising logos and their prevalence in our everyday lives. It introduces students to the nature of the communication of ideas through images.

Before class, copy the cards below so that there are enough to give each student one (A or B). Give one Student A card to half the class and one Student B card to the others. Students work in pairs (A+B) and take turns drawing the logo of 2 companies for their partner to guess. Emphasise that they should do this without speaking. (Be prepared with an example in case students don't know what that logo looks like.) Fast finishers can try to draw some more logos. Go through the info box with the class to clarify exactly what a logo is.



STUDENT A

You cannot speak to your partner.
On the back of your card draw a picture to make Student B say these words:

1. **McDONALD'S**
2. **X-BOX (or X-BOX 360)**

These pictures are called **LOGOS**.
Can you draw any more logos?
Does your school have a logo?

STUDENT B

You cannot speak to your partner.
On the back of your card draw a picture to make Student A say these words:

1. **NIKE**
2. **MTR**

These pictures are called **LOGOS**.
Can you draw any more logos?
Does your school have a logo?

SSS

C Speaking and Listening * – Products and brands (10 minutes)

This activity allows students to clarify the difference between a product and a brand.

To do this activity you will need to collect some pictures of products (without any obvious logos) and pictures of items with brand names on them, e.g. a generic sports shoe and a picture of a Nike shoe.

Show the generic item picture and elicit what it is (e.g. trainer / sports shoes) and then show pictures of different brands (e.g. Converse, Nike, Adidas) eliciting brand names from students if possible. Show second product (e.g. sweets) and ask students to give examples of brands (e.g. Skittles, M&Ms, Fruitips) then show example pictures of different brands. Follow this up with students going to <http://pbskids.org/dontbuyit/buyingsmart/costofcool.html>. Students work in pairs to complete the online quiz.

Students could research using the Internet to find out how much the price of a simple white shirt can vary according to whether it is a well-known brand / designer name or not. If you don't have computer access, use the following information to read out to students so they can fill in the table on their handout (key information, to be read more slowly and clearly if necessary, is underlined):

For the teacher to read out to students if a webquest is not possible:

"The first shirt I liked was from Armani, and that cost two thousand dollars – I couldn't believe it! So I looked at an English brand called Thomas Pink because I know they sell nice shirts. The best price I could find was seven hundred and seventy-five dollars. I decided I'd better look for something cheaper so I went to Giordano and thankfully I got a shirt there for a hundred and twenty dollars."

Elicit why the Armani shirt is the most expensive (designer brand / advertising cost / reputation means people will pay more). Do students think the quality is any better?

S56

D Speaking – Slogans (5 minutes)

This activity is designed to raise students' awareness of advertising slogans and their features.

This activity is designed to elicit some well-known slogans from students. You may prefer to select some slogans that are currently popular in Hong Kong if you feel your students might not know the examples given. Once the students have provided the slogans, you may want to stretch the students to discuss how the slogans work. The four true / false questions are designed to draw attention to the key features of slogans in preparation for students' own production.

Answers: (Slogans with some commentary) I'm lovin' it (informality in tense – continuous form and contraction); Hello Moto (direct address); Impossible is nothing (inversion of a well-known saying 'nothing is impossible'; Just do it (an imperative); Asia's world city (the use of 'world' here may work to increase the importance associated with Hong Kong by 'centralising' it).

Catering for Learner Diversity

For students who need **more support**

- If students are struggling to fill the gaps, you could provide the missing words on the board (jumble the order up and maybe add a couple of extra unnecessary words to make it a bit more challenging).

Answers: (True / False questions) (1) True; (2) False: Slogans should be short and simple; (3) False: They often include the brand name but not always, particularly when it is a very well-known brand and slogan (e.g. Nike); (4) True

S57

■ Learning Activity 2 Grammar and Vocabulary Features of advertising slogans**A Grammar – What language do advertising slogans use?**

(15 minutes)

This activity is designed to raise students' awareness of typical language features used in slogans.

In pairs, students should discuss the three example slogans and choose which one they like best. Encourage them to articulate why if possible. Go through the information box with them and clarify each language feature, then ask them to identify which feature(s) each slogan contains.

Answers: (1) triplet (2) alliteration ('b' sound) (3) made-up word (Chinese+easy) / single word (4) pun / opposites (5) pun (6) single word (imperative) (7) triplet / rhyme ('ace' sound) (8) pun (9) rhyme ('ook' sound) / pun (10) rhyme / triplet (repetition of 'ot' sound) / also an example of assonance (to have bottle means to have courage, and milk here is sold in bottles) (11) rhyme / made-up word (snoozepaper) (12) alliteration ('dr' sound)

B Vocabulary – The top 20 advertising words (15 minutes)

This activity introduces students to the most frequently used vocabulary items in advertising and provides students with practice in using these words in a slogan.

Ask students to select the 5 words they think are used most in adverts. Omitting words such as "the" and "and", these are the 20 most frequently used words in slogans:

- (1) you (2) your (3) we (4) world (5) best (6) more (7) good (8) better
(9) new (10) taste (11) people (12) our (13) first (14) like (15) don't
(16) most (17) only (18) quality (19) great (20) choice

Source: *ADSlogans Unlimited Database* (<http://www.adslogans.co.uk/ans/creslo26.html>)

Students should then try to write their own slogans using at least 3 of the top 20 words in each one. The products have been provided to help with their ideas.

C Reading and Vocabulary – Tips for slogan writers (10 minutes)

This activity provides guidelines for writing slogans in preparation for students' own production and consolidates this with a discrimination activity on good / bad slogans. Instructions are given on the student's handouts.

Answers: A good slogan SHOULD: a) be memorable b) usually use the product / brand name e) be simple g) include a key benefit / advantage i) be believable k) give positive feelings about the brand l) differentiate the brand; A good slogan SHOULDN'T c) be negative d) copy other people's slogans f) make the reader say "oh yeah?" or "so what?" h) be too difficult to understand j) use difficult technical or formal words.

Here are some suggestions for points about the six examples of slogans:

1. Good example – uses brand name, repetition and pun (Tictac / tactic); short and simple
2. Good example – uses brand name, rhyme (vest / west) and key benefits / services (save / invest)
3. Poor example – no brand name (could be any company); doesn't use any wordplay / effects
4. Poor example – negative message
5. Poor example – too complicated / difficult to understand; uses technical terms; no brand identified
6. Very good example – short and memorable; uses brand name, rhyme / wordplay; strong brand identity

D Grammar – Imperatives in slogans (5 minutes)

This activity exposes students to a key language feature of slogans: imperatives.

Go through the information box first to clarify the language points then students should identify the examples of imperatives in the sentences. Point out that not every sentence uses an imperative.

Answers:

- a) Don't buy anything else.
- b) Come to our shop today!
- c) We think we are the best.
- d) Try our sandwiches first.
- e) If you need shoes, we have the biggest choice.

Language note for the teacher

Sentence (c) uses two verbs in present simple to give an opinion: the first verb is 'think' and the second verb is a form of 'be' (are). Imperatives are not used to give opinions; they are the form we use when we give instructions.

Sentence (e) uses a first conditional for possibility.

NB: Imperatives can be modified by adverbs such as 'just', 'only' or 'now'.

Commercials

Teacher's Notes

S60

■ Learning Activity 1 Listening, Speaking and Reading

Analysing advertisements

A Listening and Watching – An American TV commercial

This activity allows students to develop their critical thinking skills by analysing a TV commercial.

This activity should be set for homework as it requires students to watch a commercial online. Assign half of the class to watch the Levi's advert and the other half to watch the Pepsi advert. You could cut up the slips below to indicate which advert each student should watch.



Homework:

Go to <http://pbskids.org/dontbuyit/advertisingtricks/whatsinanad.html> and click on the **Levi's** commercial. Write notes to answer the questions on S60.

Homework:

Go to <http://pbskids.org/dontbuyit/advertisingtricks/whatsinanad.html> and click on the **Pepsi** commercial. Write notes to answer the questions on S60.

Answers: (P= Pepsi advert; L= Levi's advert)

| | |
|----------|--|
| 1 | Are there any signs for the product? Yes (in both but Levi's one only appears at the end as part of the slogan); Pepsi shows logo and product (bottles) What do we call these? Logos |
| 2 | Is music used? Yes How? To add atmosphere (both); to represent different eras (P) |
| 3 | Write some of the language used. Have a Pepsi; Pepsi generation; Hit / Miss (on the board in 1960's); Simply irresistible; say Pepsi please (P); None – music is in Spanish (L) Is there a phrase connected with the product? The Joy of Pepsi; For those who think young (P); Levi's Flyweight Jeans (L) |
| 4 | Is dance or movement used? How? Yes – group dance sequences to represent different eras / styles (P); Jeans moving to music – out of control (L) |
| 5 | Are any of the key advertising words used? You, taste, new, people (P); No, there are no words spoken in the advert (L) |

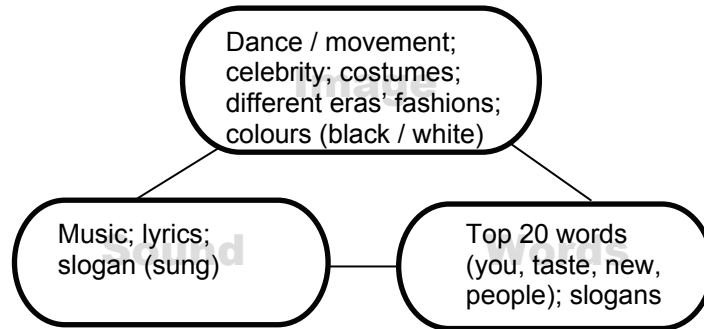
S60

B Speaking – Information exchange (10 minutes)

This activity allows students practice in speaking and listening by taking part in an information exchange activity about their adverts.

This activity could be done in class as a follow-up to the homework. Do a couple of examples first with students, eliciting suggestions about which category the items could go in. Ensure students work with someone who watched the other advert from them. They tell each other what they found out about the advert, then together decide which category each piece of information belongs in.

Suggested Answers:



S61

C Speaking – Target markets (10 minutes)

This activity is designed to raise students' awareness of images used in advertising.

Read the info box together, then check whether students understand the term 'target market' (*the group who the company wants to sell their product to*). Individually students find four target groups in the word box, then check in pairs. Next, students discuss which picture they would choose for each type of advertisement. Point out there are no real correct answers here. Accept their ideas as long as they can explain their choices.

Answers:

apple orange pear housewives banana peach
book magazine teenagers web mag pamphlet
chair stool table mirror bench working women
rabbit chicken monkey retired people mouse

S62

D Reading* – Lines of appeal (15 minutes+)

This activity introduces students to lines of appeal used in advertising.

Language note for teachers

A **line of appeal** is a technique used by advertisers which works on an emotional basis to persuade consumers to buy items. This section works with the following lines of appeal: *novelty, celebrity appeal, peer pressure, brand appeal, credibility, emotions, amazing effects of products, sex appeal, reinvent yourself, social ladder (hopes / dreams).*

a) To facilitate this activity, it is suggested that teachers provide a set of links to the advertisements on websites and students can either look at them for homework or you could do a computer lab lesson. The links / advertisement details are provided on the following page:

Instructions:

- (1) Go to the websites below and find the adverts
- (2) On <http://www.adflip.com>, you need to search for the advert by year, then click 'e-card' to see a larger view

Set 1

<http://www.adflip.com>

- Advert A #10671 Gant clothes (1995)
- Advert B #10890 Maxi eyeshadow (1982)
- Advert C #13856 Tommy Bahama (2001)
- Advert D #13621 Got milk? (2000)

Set 2

<http://www.adflip.com>

- Advert A #12749 Renault Espace (1999)
- Advert B #2070 Landlubber clothes (1972)
- Advert C #12232 Hubba Bubba (1980)
- Advert D #10215 Altoids mints (1998)
- Advert E #12184 Twizzlers (1995)

Set 3

<http://www.adflip.com>

- Advert A #1157 Jello cake (1982)

<http://www.adsoftheworld.com>

- Advert B for Kellogg's Fruit & Fibre 'Snow White'

Set 4 <http://www.adsoftheworld.com>

- Advert A Samsung phones
- Advert B Pessek Zman chocolate bar (Time Out)
- Advert C Vileda fry-pan 'sad'

Set 5 <http://www.adflip.com>

- Advert A #2132 Bruce Crenshaw – camera (1980)
- Advert B #13396 GMC Trucks athletes (1984)

Set 6 <http://www.adflip.com>

- Advert A #1868 Corum watch (1977)
- Advert B #12195 Revell snap-together models (1976)

Suggested Answers / Prompts:

- Set 1 - uses **glamour** as an attribute of the product (and affiliation: connections with wealth and glamour if you buy the product)
- Set 2 - uses the **unusual** / unexpected to get our attention
- Set 3 - uses **comparisons** and **superlatives**
- Set 4 - uses **the product in an unusual way** (through anthropomorphism: giving human / animal characteristics / behaviour to inanimate objects)
- Set 5 - uses **the support of someone else** (also called endorsement: particularly uses people who are qualified, famous or glamorous to advertise the product)
- Set 6 - uses **reference to small or large budget**, wealth and special interests

b) To consolidate the activity, ask students to read the lines of appeal on their handout (S62) and match them to their definitions. You will need to clarify or pre-teach some of the language used in the 'lines of appeal' table, including **novelty**, **celebrity**, **peer**, **bandwagon**, **brand**, **credibility**, **evidence**, **misleading**, **vividness**, **reinvent**, **social ladder**. You could finally refer back to the ads from the previous activity and discuss which line of appeal they are using.

Answers:

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| a | 5 | b | 8 | c | 4 | d | 1 | e | 2 | f | 9 | g | 6 | h | 3 | i | 7 | j | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|

c) Students read the descriptions of adverts and choose which line of appeal is being used. If you wish, you could collect actual examples of print adverts from magazines or online which exemplify the lines of appeal and use them for students to identify instead.

Suggested Answers:

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

S64

E Listening – Lines of appeal (20 minutes+)

CD Tracks 12, 13, 14

This activity provides students with the opportunity to hear lines of appeal being used in (invented) radio advertisements. Instructions are given on Students' handouts S64-S65.

Note: These radio adverts are invented and use a range of techniques common in current advertising today.

Answers:

| Listening 1 | Commercial 1 (Track 12) | Commercial 2 (Track 13) | Commercial 3 (Track 14) |
|---|---|---|---|
| (a) What is the commercial selling? | chocolate / candy bar | mobile phone (recycled) | spot cream |
| (b) Circle the line of appeal the commercial uses. | <ul style="list-style-type: none"> Novelty Celebrity appeal Emotions Credibility | <ul style="list-style-type: none"> Novelty Celebrity appeal Emotions Credibility | <ul style="list-style-type: none"> Novelty Celebrity appeal Emotions Credibility |
| (c) Why did you choose that line of appeal? Did you hear any words or phrases that helped? | want; a moment to yourself; luxury; dream; lush; velvet; melt | be the first; newest | statistics: 98.2%; 50%, 75%; 8 out of 10; 7 out of 10; doctor |
| Listening 2 | Advert 1 | Advert 2 | Advert 3 |
| (d) What's the product name? How many times do they say it? Write down the slogan you hear. | Lush Lemon (x 2) "Lush Lemon luxury" (once) | Greentone Phones (x 3) "Greentone phones – the eco-friendly phone people" (twice) | Zit-Out (x 4) "Zit-out, so you don't have to sit-out" (once) |
| (e) Write down an example of words with the same or similar sounds (alliteration or rhymes) that you hear. | let; lush; lemon; luxury melt for a moment = alliteration taste – encased = rhyme | Greentone Phones = rhyme | zit – sit = rhyme (this is a minimal pair – meaning they have just one sound different, in this case the initial consonant) |
| (f) How quick is the speaker's voice? (circle one) How does this make you feel? (e.g. excited / bored) | <ul style="list-style-type: none"> Very slow Average Fast (suggested answer): relaxed | <ul style="list-style-type: none"> Very slow Average Fast (suggested answer): excited / enthusiastic | <ul style="list-style-type: none"> Very slow Average Fast (suggested answer): convinced (believing the ad) |

Catering for Learner DiversityFor students who need **more support**

- You may like to provide students with the tapescript to read before or during the listening activity. Alternatively, use the partially completed answer key below so that the load is reduced and they have fewer items to listen for.

| Listening 1 | Commercial 1 (Track 12) | Commercial 2 (Track 13) | Commercial 3 (Track 14) |
|--|--|---|--|
| (a) What is the commercial selling? | | | spot cream |
| (b) Circle the line of appeal the commercial uses. | <ul style="list-style-type: none"> Novelty Celebrity appeal Emotions Credibility | <ul style="list-style-type: none"> Novelty Celebrity appeal Emotions Credibility | <ul style="list-style-type: none"> Novelty Celebrity appeal Emotions Credibility |
| (c) Why did you choose that line of appeal? Did you hear any words or phrases that helped? | w____; a moment to yourself; luxury; d____; lush; velvet; melt | be the f____; n_____ | statistics: 98.2%; ____%, 75%; 8 out of ____; 7 out of 10; d_____ |
| Listening 2 | Advert 1 | Advert 2 | Advert 3 |
| (d) What's the product name? How many times do they say it? Write down the slogan you hear. | Lush _____ (x 2) "Lush _____ luxury" (once) | Greentone P_____ (x 3) "Greentone P_____ – the eco-friendly _____ people" (twice) | Zit-Out (x 4) "Zit-out so you don't have to s__ out" (once) |
| (e) Write down an example of words with the same or similar sounds (alliteration or rhymes) that you hear. | l____; l____; l____; luxury melt for a m_____ taste – encased | Greentone Ph____s | zit – ____ |
| (f) How quick is the speaker's voice? (circle one) How does this make you feel? | <ul style="list-style-type: none"> Very slow Average Fast relaxed / excited / sad | <ul style="list-style-type: none"> Very slow Average Fast happy / excited / angry | <ul style="list-style-type: none"> Very slow Average Fast the ad is truthful / I don't believe it |

Tapescript – CD Tracks 12, 13 and 14**Learning Activity 2E Listening 3 Radio Commercials****CD Track 12 (0:40 minutes) – Commercial 1**

"Do you want a moment to yourself...?
Do you need more luxury in your life...?
Do you dream of tasting something new...?
The taste of Lush Lemon bar will refresh your senses. The citrus taste encased in chocolate velvet....
Let yourself melt for a moment with Lush Lemon luxury."

CD Track 13 (1:02 minutes) – Commercial 2

"Stop! What are you doing? Don't throw that mobile phone away.
Are you a planet pooper? Don't you know we have an emergency on Planet Earth?
Recycle your phone at
Greentone Phones – the eco-friendly phone people...
Be the first to own one of the best recycled phones in Hong Kong from *Greentone Phones*.
Get yourself down to the only place with the biggest range and the most choice for a greener Hong Kong.

Greentone Phones – the eco-friendly phone people. ♪ Greentone ♪"

CD Track 14 (1:43 minutes) – Commercial 3

"98.2% of teenagers experience skin problems.
50% of people's pocket money is spent on ineffective skin solutions.
75 % of teens would rather stay at home than go out when they have spots.

Doctor Lau Long is in the studio with us today. So doctor, what do you recommend?"

(Doctor):

"The best new product on the market is Zit-out spot cream. We tested it on Secondary 3 and Secondary 5 students. 8 out of 10 students had no more spots after a week of using Zit-out.
70% said they had more pocket money to spend on chocolate.
7 out of 10 students reported an improved social life after using Zit-out.
These results are quite amazing!"

"Zit-out...So you don't have to *sit* out!"

■ Learning Activity 2 Speaking, Reading and Writing***Making advertisements and commercials*****A Speaking – *What can you remember? (5 minutes)***

This activity allows students to review features of adverts and commercials learnt up until this point.

Students decide which category the main features of adverts should go in and write them on the diagram.

Answers:

Image= **logo, photos, colour**

Sound= **voice effect, music**

Words= **slogan, vocabulary, grammar, brand name**

B Writing – *Brainstorming ideas for an advert (30 minutes+)*

This activity allows students to gather and prepare ideas for the step-by-step production of an advertising poster.

You will need to photocopy the product / target market cards on T89 before class so there are enough to give one to each group of three or four students. Hand one out per group and also provide paper and pens if necessary. Students can follow the procedures on students' handout S67 in their groups (or if you prefer to guide them through it, you can ensure they have finished each stage before going on to the next one). They should produce a rough first draft of their advertising poster which can then be improved and finalised for inclusion in their end-of-module presentation if desired.

Note: Some of the target groups / product combinations on the cards are deliberately unstereotypical in order to present students with more challenge and to encourage creative thinking.

Cards for Learning Activity 2B Writing *Brainstorming ideas for an advert*



| | |
|---|---|
| <p><u>Product:</u></p> <p>fruit juice</p> <p><u>Target group:</u></p> <p>young children (5-year-olds)</p> | <p><u>Product:</u></p> <p>sports bag</p> <p><u>Target group:</u></p> <p>teenage girls (14- to 16-year-olds)</p> |
| <p><u>Product:</u></p> <p>face cream</p> <p><u>Target group:</u></p> <p>businessmen (in their 40s)</p> | <p><u>Product:</u></p> <p>digital TV</p> <p><u>Target group:</u></p> <p>elderly people (60+)</p> |
| <p><u>Product:</u></p> <p>jeans</p> <p><u>Target group:</u></p> <p>housewives (30+)</p> | <p><u>Product:</u></p> <p>shopping mall</p> <p><u>Target group:</u></p> <p>10- to 12-year-old boys</p> |
| <p><u>Product:</u></p> <p>computer</p> <p><u>Target group:</u></p> <p>8-year-old girls</p> | <p><u>Product:</u></p> <p>cat food</p> <p><u>Target group:</u></p> <p>pet owners</p> |
| <p><u>Product:</u></p> <p>mobile phone</p> <p><u>Target group:</u></p> <p>22-year-old girls</p> | <p><u>Product:</u></p> <p>shampoo</p> <p><u>Target group:</u></p> <p>18-year-old boys</p> |



C Reading, Speaking and Pronunciation – *Making a radio commercial (20 minutes+)*

This activity raises students' awareness of advertising features and pronunciation used in commercials.

This activity could be done as a follow-up to the listening in Learning Activity 1E on T86 / S64-S65 as it uses commercial 3 from that activity. Students should read the script 'which has had coffee spilt on it' and fill in the missing words. They may need to listen to the recording once more before completing the activity.

Answers: (a) teenagers; (b) 50%; (c) ineffective; (d) 75%; (e) at home; (f) recommend; (g) best; (h) product; (i) 8; (j) spots; (k) chocolate; (l) social life; (m) amazing; (n) sit

Language note for teachers: The answer to the final question in Learning Activity 2C above provides practice of minimal pairs (**zit-sit**) by requiring students to discriminate between the two similar initial consonant sounds. If you wish to give students further practice in this area, you could do the following board activity:

Choose a number of minimal pairs (e.g. ship-sheep; **choose-shoes**; **cap-cup**) and write them in two vertical columns on the board labelled 1 and 2. Read a word out and students have to call out if it is the one from column 1 or column 2 that they hear. Do this as many times as necessary, then students can do it in pairs to provide pronunciation practice as well as listening discrimination.

Instructions are given on the students' handout S69 for the production and recording of a radio commercial script. You may like to assist students with some prompts to remind them of key elements to consider when planning their script. Some examples are provided below.

Prompts for writing a radio commercial

- What product are you selling?
- Decide upon your line of appeal and what sort of voice would suit it best, e.g. a cleaning product might be best with an energetic woman's voice, whereas a face cream may be better with a softer and more caring sounding voice.
- Will it be a dialogue, a monologue or with more characters?
- Do you want to include any factual information about the product / its benefits / price / where it can be bought?
- Which words are the most important to stress?
- Do you need to use any special effects / background music?

Catering for Learner Diversity

For students who need **more challenge**

- You could do some additional work on pronunciation features before students write their own scripts, asking students to highlight stressed words and intonation patterns in the example radio script, perhaps by using the audio recording or by asking them to predict, then listen. Alternatively, you could ask them to fill in phrases rather than single words for the blanks.

S70

■ Learning Activity 3* Speaking, Vocabulary and Listening *Selling products`*

A Speaking – *What's your favourite shop?* (5 minutes)

This activity is designed to stimulate discussion about appealing aspects of students' favourite shops.

Students interview their partners using the questions provided, plus any others they can add. You will need to pre-teach '**retro**' (*a style or fashion of clothes or design from the recent past*). Conduct whole class feedback eliciting ideas from various pairs. The students discuss the pictures and why they prefer that shop. You may like to use the flashcards from the CD-ROM for a whole class discussion. You may need to monitor and provide key vocabulary for them at this point, e.g. **light / dark**; **crowded / spacious**; **well-designed**; **luxurious**. You should be careful not to supply too much vocabulary that will pre-empt the next activity.

Catering for Learner Diversity

For students who need **more support**

- You could provide sentence starters for them to use in their discussion (some examples are provided below)

I'd like to go to shop X because ...

I wouldn't like to go to shop X because ...

I don't like the look of shop X because ...

I think this shop is very (+ positive adjective)

I think this shop is too (+ negative adjective)

This shop would make me feel ...

S71

B Vocabulary – *Elements of a shopping mall (10 minutes)*

This activity introduces students to discrete vocabulary items related to shopping malls.

Pre-teach any of the items necessary (you could use images or set it as a dictionary activity), then students select their top three and compare with a partner. They try to justify their choices and argue between them to select a final top three. You could continue this into a whole class pyramid discussion ^{GLOSSARY}, narrowing it down until you reach a class consensus about the most important elements.

S72

C Listening – *A Hong Kong shopping mall (20 minutes)*

This activity provides students with practice in listening for specific information.

CD Tracks 15 and 16

The questions refer to two different speakers, so you could play the two parts separately and allow time for answering the questions and feedback in between. The information following the questions highlights key points mentioned in the listening script. Make sure students are aware of the relevant parts (replay them if necessary) and then go through the three example questions about shopping malls. Explain that students are going to do a shopping mall survey as their

homework so they should write three more questions about the key points previously mentioned. Follow up in the next lesson with their answers and observations, either orally or by asking them to write a short report on shopping malls.

Tapescript – CD Tracks 15 and 16

Learning Activity 3C Listening *A Hong Kong shopping mall*

CD Track 15 (2:40 minutes) – Conversation 1

- A Excuse me madam, do you mind answering a few questions about shops and shopping please?
- B Of course not. What do you want to know?
- A Is this your first visit to this shopping mall?
- B Yes it is actually...
- A And why did you choose to come here?
- B Well it's the newest mall in Hong Kong and I saw the ads on the MTR and everywhere so I had to come and see it for myself...
- A How long have you been here today?
- B Ooh goodness, well I came about 10 o'clock as that's when the shops open, and then I had lunch and tea and now it's... what's the time dear?
- A Oh, it's about 6 o'clock.
- B Gosh, is it really?! I had no idea. I've been here for 8 hours!
- A What do you think about the design of the mall?
- B I think it's wonderful! There's plenty of space to walk between the shops without feeling too crowded.
- A Do you think the food and drink is good here?
- B Yes, there are lots of places to stop and have a cup of tea when you're tired, an old lady like me.
- A And what else do you like about this mall?
- B Let me see... They've also used lots of plants to make it feel more relaxing. It looks very stylish and expensive too because of all the glass and the modern art on the walls.
- A And do you think the temperature in here is comfortable?
- B Hmm – yes I suppose the air-conditioning is quite powerful, but I don't like to feel too hot so it's OK for me.
- A And have you been to every shop in the mall?
- B No! It's such a big mall, I think I've only been to a small part of it. In fact, I've only seen the hat shops today, but that's fine because that's what I like buying dear!
- A Oh good, that's lucky! Thanks for answering my questions.

CD Track 16 (2:06 minutes) – Conversation 2

- C Excuse me, can I ask you some questions please?
- D Yes OK.
- C Is this your first visit to this shopping mall?

- D (wearily) No, I come here every weekend...
- C Oh really?
- D Yes, my girlfriend loves shopping so I have to come with her – she needs me to carry all the bags.
- C Why do you and your girlfriend like this mall?
- D She likes it because it has all her favourite shops, for example, clothes, make-up, jewellery and homeware such as furniture. I like it because there are some seats in the middle of the mall where I can wait while she is in the shops.
- C What do you do while you wait for her?
- D I just look at the window displays usually. There are lots of electronics stores so I can watch the televisions in the windows!
- C Do you ever buy anything here?
- D No, not really, I think it's over-priced and after my girlfriend has finished we haven't got any money left anyway! I prefer to buy things at the street markets in Mongkok as it's much cheaper and has a friendlier feeling.
- C What do you think about the atmosphere in this mall?
- D I don't really like it. The lighting is too bright and there are no windows so I don't know what the weather is like outside. The temperature is freezing so I have to wear a jacket and that background music makes me crazy!
- C How many hours have you been at the mall today?
- D I've no idea – I don't have a watch and I can't see any clocks. It feels like days though!
- C Do you think the mall is a good size?
- D Well if you mean 'Is it big?' the answer is yes, it's huge! I keep getting lost, I feel as if I've walked for miles by the end of the day and I can never find the exit...
- C Oh dear – I hope you can find your way home! Thanks for answering my questions.
- D Thank you.

Extension Ideas

This section provides teachers with further ideas they may like to develop into projects with their students.

Project 1 Watch or Listen?

Creativity

Students watch commercials (a) without sound – focus on visuals only and (b) without visuals – focus on music, sound effects and voices. This could be done as an information gap activity with half the group doing (a) and half doing (b), then pooling their ideas to reconstruct the commercial before watching again to check. While / after watching, students can complete a worksheet on: type of product; probable target audience (boys / girls / ages / ?); lines of appeal and techniques used.

Project 2 Make a mini-ad

Creativity

Use the following websites

http://pbskids.org/dontbuyit/advertisingtricks/cerealbox_flash.html

http://pbskids.org/dontbuyit/advertisingtricks/createyourownad_flash.html

for creative interactive ways to focus students on elements of advertising. Divide the group in half and assign a different advert creation task to each half. You could ask them to print off their final advert and label it with key words and features and explain their decisions to someone from the other group, or they could produce a written explanation / justification.

Project 3 When's it on?

Reading / Critical thinking skills

Scheduling / Placement of advertisements: Provide a page from a TV guide and ask students to choose a number of programmes a certain target group would be likely to watch (e.g. which programmes would appeal to a nine-year-old girl?). Allocate specific product types to each group / pair and they decide when the adverts would be scheduled to reach the appropriate target group. For homework, students conduct a survey by watching at least 6 commercial breaks at different times of day and write down the product and probable target market. Can they see any patterns? For example, are the adverts after school time (4.00pm-5.30pm) aimed at children (toys / sweets)? Follow-up in class by asking them to report to a partner on product / target market and guess what time of day each commercial break was.

Project 4 Argumentative essay

Writing / Critical thinking skills

To provide practice in expository writing (in preparation for students' exams), you could ask students to compose argumentative essays regarding (a) the effects of advertising on our everyday lives and (b) the advantages / disadvantages of shopping malls vs street markets. This would also encourage and stimulate critical thinking, which may have a cross-curricular reference.

Resources for Advertisements and Commercials

Websites for Advertisements and Commercials:

PBS Kids ☆

Student-friendly website with interactive activities to develop critical thinking skills and an informed understanding of marketing, e.g. 'Create your own ad', 'Be the ad detective' and 'What's in an ad?'.
<http://pbskids.org/dontbuyit/advertisingtricks>

Cool Hunters ☆☆☆

A 'culture blog' with a good selection of the most creative and interesting adverts from around the world. At the time of writing, all seemed suitable for use with students but it is worth checking as content is likely to be regularly updated.
<http://www.thecoolhunter.net/ads>

Adbusters ☆☆☆

'Based in Vancouver, British Columbia, Canada, Adbusters is a not-for-profit, reader-supported, 120,000-circulation magazine concerned about the erosion of our physical and cultural environments by commercial forces.' Click on 'spoof ads' for some interesting examples or ABTV for videos. Their 'Media Empowerment Kit' contains some good lesson ideas (you have to purchase the kit to access them all but there are a few examples available to view for free).
<http://www.adbusters.org>

Absolutely Andy ☆

UK TV adverts to download and watch. Most are suitable for use with students (as of the time of writing) but there are a lot of alcohol adverts so check first.
<http://www.absolutelyandy.com/tvadverts/index.htm>

Visit4info ☆☆☆

TV and cinema adverts organised into categories such as funny, cool, classic and weird. Many are available free but you have to sign up as a member (fee payable) to access all. **Check before using in class as some have adult content / themes.**
<http://www.visit4info.com>

Adslogans ☆

Articles, tips and tools for writing slogans, plus a database of historical slogans.
<http://www.adslogans.co.uk/general/students.html>

Media Awareness ☆ / ☆☆☆

Excellent website with topic-based lessons aimed at raising students' media awareness and critical thinking skills. Search the 'Lesson Library' by topic – there are many ideas under 'Advertising'.
<http://www.media-awareness.ca/english/teachers/index.cfm>

How Stuff Works ☆☆☆

Useful articles from a marketing point of view (by Foster, Timothy RV. "How Ad Slogans Work." 01 April 2000. HowStuffWorks.com) explaining the basics of advertising, e.g. writing a good slogan ('tagline') and a list of the most commonly used words in advertising slogans.
<http://money.howstuffworks.com/ad-slogan.htm>

Ads of the world ☆

A large database of advertising including Media, Print, TV & Cinema, Outdoor, Online, Ambient and Direct Marketing. Some ads are in languages other than English so check the text first.

<http://adsoftheworld.com>

AdFlip ☆

Database of advertising from the 1940's to current day. Search by date as you need to sign up as a member for full search options. Subscriptions are available for 7 days, a month or a year, plus they offer special subscription rates for schools. To obtain larger versions of the ads, click on 'send as E-card'.

<http://www.adflip.com>

Teachit ☆☆

A number of activities including an interesting but challenging activity involving various adverts 'crunched' to re-organise their content and their words put in alphabetical order for students to make sense of. Also tools for analysing TV adverts.

<http://www.teachit.co.uk/index.asp?CurrMenu=searchresults&keyword=adverts>

Media Family ☆☆

This site is aimed at parents and is geared towards raising children's media awareness. Register as a member (free) to access parents' guides to advertising (amongst other topics).

http://www.mediafamily.org/network_guides_1.shtml

Previews and Reviews: Movie Trailers

Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- discuss the use of image, language and soundtrack when making a movie trailer
- use pacing, pausing, volume and intonation to create impact in their own voice-over trailer

Time Needed

- 4-5 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

- Students complete a speaking activity about favourite films
- Students consider brief descriptions of different types of films
- Students analyse the use of image and language in a movie poster
- Students work with key vocabulary to describe promotional texts and language that arise in taglines
- Students analyse the language and staging of a movie trailer voice-over
- Students devise and record their own movie trailer voice-over

Materials Required

- Student's handouts S73-S86
- CD Tracks 17, 18 and 19

Previews and Reviews: Movie Trailers

Teacher's Notes

■ Introduction:

These activities introduce students to the structure and staging of a one- to two-minute movie trailer, focussing particularly on the use of voice-over. The main procedures structure the analysis of an invented movie trailer, 'Sandbox Sailors', and then support students' own writing and production of a voice-over. The main language skills focus is on speaking for meaning and impact through the use of pacing, pausing, volume and intonation; the vocabulary worked on is connected with film genres, and language to describe how the trailer is written.

■ Learning Activity 1 Vocabulary and Speaking

Movies and preferences (15 minutes)

This activity provides a vocabulary review opportunity, and speaking for fluency practice while talking about students' own preferences in movies.

A Vocabulary – Types of movies (5 minutes)

Bring in a piece of movie memorabilia, such as a Star Wars T-shirt or mug, and introduce the topic of movies by asking the students to guess your favourite type(s) of movies and say why.

'Film' vs 'Movie'

Film (n) (origin: British English) as a noun, this word covers fiction and non-fiction works such as documentaries and short films (which are typically under 90 minutes).

Movie (n) (origin: American English) this word, short for 'moving pictures', tends to describe fictional films created for entertainment. It is a word strongly associated with Hollywood.

The word 'movie' has been used throughout the module for its connotations of fiction, dramatic escapism and entertainment, all of which affect the literary patterns used within the focus text of this module: movie trailer voice-overs.

As an accuracy-focussed continuation of this, have students identify the 8 types of movies in the box. Some letters are missing, therefore the activity provides (a) spelling practice and (b) an opportunity to identify 8 film / dramatic genres. There are opportunities for students to (1) define, (2) give examples of and (3) work on accuracy in pronunciation for these forms at this stage. Other main genres you might like to elicit are *science fiction* and *horror*.

Answers:

Top row

action adventure romance comedy

Bottom row

drama historical martial arts animated

Follow-up teaching point:

Teachers might like to draw students' attention to the fact that many films these days are of blend genres, such as the romantic comedy (e.g. *Never Been Kissed*, 1999), or the horror / science fiction (e.g. *I am Legend*, 2007), instead of one particular genre.

Catering for Learner Diversity

For students who need **more challenge**

- Have students work out the genres and write brief definitions for them on slips of paper. They can test their partner by using the definition slips and asking them for the film genre.

S73

B Speaking – Talking about your favourite movie (10 minutes)

Through a personalised speaking for fluency activity ^{GLOSSARY}, students are exposed to and given an opportunity to learn the following vocabulary and phrases:

- | | | |
|--------------------------|--------------------|---------------------|
| (a) time / place setting | (b) kind of movie | (c) starring actors |
| (d) the characters | (e) the soundtrack | (f) the scenery |
| (g) the ending | | |

Ask the student to take a moment to think about their favourite movies and why they like them. If they want, they can have a minute or so to make some notes. Explain to students that they are going to discuss their favourite films and decide which features of the movie appeal to them most and why. They will do this by taking part in a board game activity. As this is a fluency-based task, there is no need to pre-teach vocabulary phrases at this point. Note down errors in accuracy for use later in the lesson.

Demonstrate the spinner speaking activity. Students sit in groups of four so that everyone gets a chance to speak and to hear others and the conversation is with few enough people to feel personal and not too public. Avoid trying to play this game with more than four students if possible, as they tend to switch off while waiting for their turn: four is the ideal number to keep the students engaged in the structure and procedure.

All students first answer question 1: 'What's your favourite movie?'

Then, take a paperclip and stand the tip of a pencil in one end exactly on the centre point of the shape in the middle of the questions. One student flicks the paperclip so it spins round on the pencil end and eventually stops at a discussion point, for example, it may stop at point 4. *Who stars in it?* Each student then has a minute to share their views on the point and the pencil passes onto the next person.

If you want to follow up the activity with a fluency activity ^{GLOSSARY}, ask one or two students to share their preferences. If you want to extend the activity with an accuracy activity ^{GLOSSARY}, before clarifying the following phrases with students, write up three or four accuracy-based errors that students produced during their speaking activity and ask students to correct the phrases, and consider underlying patterns.

After going through the language in the box below, pair students up with someone they haven't worked with, and have them spend a minute talking about their favourite movie, this time focussing on accuracy in grammar / pronunciation: plural 's', subject-verb agreement, and pronunciation of word endings.

- My favourite film's... / My favourite movie's called... (title)
- The film **is set**... (place: *in Taiwan*) (time: *in 2042*)
- **It's an action-adventure** movie with a romantic element in it...
- It **stars**... (Jet Li, for example)
- **The characters are** realistic and human. They have to release a friend who is

trapped inside a bank.

- **There are two soundtracks:** one is connected with the action and uses techno music; the second is connected with the romance and has violins and a piano.
- **The scenery is** a mix of indoor and outdoor city scenes showing modern stylish buildings. The lighting is bold and bright.
- **The ending is** pretty dramatic and romantic.

S74

■ Learning Activity 2 Reading *Describing movies*

A Reading – *Descriptions of movies (10 minutes)*

This activity exposes students to descriptions of movies and brief plot summaries.

Refer back to one or two of the movie titles that students mentioned in the previous stage. Ask a student if s/he can describe what happens in the movie in less than ten words (it will be a challenge). At this point, pre-teach the word 'plot'. (Definition for teachers: the plan / details of the introduction, main action, complication, climax and resolution of a fictional story)

Tell students they are going to consider more movie titles and try and match them to brief descriptions of the plot. You may feel you would like to pre-teach the following noun phrases / collocations, or encourage students to check dictionaries. You may like to replace the movie titles below with more recent ones or ones that you feel your students will be familiar with.

An **undercover** journalist
Futuristic fantasy
 To **realise** an ambition
 An **epic** poem

Mythical martial arts
 A **coming-of-age** film*
 A **rags-to-riches** comedy drama

**Note: Item 7 'Sandbox Sailors' is the invented movie which will be used in this module. Therefore ensure that time is given to discuss the idea of coming of age.*

Answers:

| | | |
|---|---|--|
| (1) Chicken Run | c | a. A romantic comedy about an undercover journalist who returns to her high school. |
| (2) Never Been Kissed | a | b. A mythical martial arts film set in China: an example of 'wuxia'. |
| (3) Billy Elliot | f | c. An animated comedy about chickens trying to improve their lives on a farm. |
| (4) Crouching Tiger, Hidden Dragon | b | d. A futuristic fantasy drama about what happens to the last person on earth. |
| (5) Beowulf | h | e. A coming-of-age film about three teenagers realising their ambitions. |
| (6) I Am Legend | d | f. A rags-to-riches comedy drama about a boy who wants to dance. |
| (7) Sandbox Sailors | e | g. An action comedy buddy cop film starring a famous Hong Kong actor. |
| (8) Rush Hour 2 | g | h. A digitally animated action drama based on an epic poem about a warrior fighting a monster. |

S74

B Vocabulary – Useful phrases (10 minutes)

Students choose three words or phrases from the table (in bold), and write them in circles 1-3. Students then think of other films they have seen, or they know which are examples of these types of films. The purpose of this activity is to personalise the vocabulary students have just been exposed to so that they can link it to what they are familiar with. This short task also serves the purpose of rounding up the vocabulary focus appearing on S74.

S75

■ Learning Activity 3 Reading and Speaking***Working with images and text (20 minutes)***

This activity provides an opportunity to consider the combined use of image and language in a movie poster by means of a jigsaw reading and speaking activity.

(1) Elicit from students any examples of coming-of-age films / realising one's dreams films that they have seen. Do they like this kind of film? Why do they think they continue to be popular at the cinema? (Possible discussion points may be that they are aspirational / inspirational, and focus on youth.)

(2) Bring this stage to an end by explaining to students that whether they like or loathe these types of films, they continue to appear and have a great impact on young people who watch them in terms of providing hope and role models.

(3) Movie poster: Tell students they are going to work with an invented movie and movie trailer, which uses the same techniques that many film companies use these days. They will start with considering the use of (a) image and (b) words.

Put students into two equal groups: A and B. Group A will consider the images using guiding questions. Group B will consider the words used. Explain that students need clear notes on their ideas as after analysing, they will feed back to a person in the other group. **Note:** You may like to pre-teach 'tagline' to Group B as this word appears in question 3.

(4) Jigsaw: Once the students have worked through and provided answers to the five-question sets, re-group them into pairs so that one person A is working with one person B. The students should use their notes to explain what they have discovered using the guiding questions. Have students summarise their findings.

Suggested Answers:

Note: Some of these points are a matter of subjective interpretation, but the following answers may provide a discursive point of view.

Images

- (1) (Background) Tropical island – palm trees (It's set in Cuba in the Caribbean.)
- (2) Three characters, therefore, there are probably three personal stories.
- (3) There are many possible answers here. The question is set to help students to think about location.
- (4) It's a modern, current-day story as can be seen from the actors.
- (5) One is singing (the singer), one is dancing (the dancer) and one is writing (the poet).

Words

- (1) There are two words: Sandbox Sailors. Sandbox (a noun) works as a describing word in this phrase; the entire phrase is a compound noun.

Note for the teacher: The contemporary phrase 'Sandbox Sailors' refers to sailors who never sail – they stay ashore. The connotation refers to people who may not realise their dreams.

(2) The phrase uses 'S' and 'S'. This uses the poetic devices of (a) repetition of sounds, (b) a type of alliteration, and (c) a sound device called sibilance. The students should be able to recognise the repetition of the same sound as a means of drawing attention to the title.

(3) This suggests that everyone needs a dream to motivate them in life.

(4) The use of such a phrase, which is quite wide-spread in film publicity, is to demonstrate that the film-makers are already successful and this new film is as good as their previous ones. Film production companies often build their reputation by associating new creations with previous successes.

Catering for Learner Diversity

For students who need **more support**

- Provide the students with sentence stems to help them to give feedback on their findings, e.g. (for Group A Images): (1) **It looks like** (a beach) (2) **There are** (three characters / stories). (3) **They look** (e.g. Chinese, Spanish) (4) **It looks like it's set in** (time period) (5) **They are** (e.g. singing, dancing, writing).

For students who need **more challenge**

- For students who work through the material quickly, you could provide the following more abstract questions about aspirational films:
(a) What message does the movie poster give about young people's hopes and dreams? How important is the beach location?
(b) Does this romanticise the types of struggles that young people face?

577

■ Learning Activity 4 Writing and Vocabulary *Three-minute paper* A Writing – *Writing about a movie poster* (10 minutes for set-up & feedback)

This activity provides (a) an opportunity to consolidate ideas about movie posters through writing and (b) an opportunity to recycle vocabulary and phrases used in an oral activity through writing.

The concept underlying the three-minute paper comes from a fluency-based approach to writing. The procedure used is as follows:

(1) students brainstorm content with each other; (2) students write their ideas in three minutes only; (3) students swap their papers with a partner and then work on accuracy together through structuring and refining vocabulary.

The three-minute writing task can be used as a way to set up and prepare students for longer essay-writing homework. The words in the box can be used as topic sentences for the essay.

Extension activity: A possible additional essay title for homework appears on T103. Be careful to agree on the task (e.g. content requirements, word limit) and a framework for feedback and marks before you set the work. This is an expository writing task.

Notes: An expository essay is one where a view is expressed, exemplified and supported by justifications. Because of this, the generic stages are generally: **(hedged) claim + (real-world) example + justification + justification for including this point**, for example (the following would be written as one paragraph):

- (i) Effective action movie trailers tend to be fast-paced. (*hedged claim*)
- (ii) A good example of this is 'Crouching Tiger, Hidden Dragon' which has an image change every 2 to 3 seconds. (*real example*)
- (iii) Changing the visual image at such a speed serves to engage the viewer and heighten her / his level of attention and sense of excitement. (*justification for the claim you've made*)
- (iv) Pacing, therefore, is a key element to be decided and adjusted when creating effective movie trailers. (*justification within the context of the essay*)



Popular Culture Essay Homework – *Effective Movie Posters*

250-300 words

One popular culture text we see around us every day is the promotional movie poster. How do movie posters tell us about the film they are promoting? What images and words do they use to create an impact? How do they tell us about the place, time, characters and story we are going to see?

Write an essay describing an effective movie poster. Consider a number of the following areas: place setting, characters, balance of male / female, dress (time setting), objects / tools / weapons, colour, posture, gaze and title. Use a movie poster you have seen and enjoyed to give examples of your points.



Get good marks by organising your essay with section headings. The following writing ideas can help you to write more clearly:

- (1) make a point
- (2) give one or two examples to explain what you mean
- (3) justify why your point is relevant and then connect it to the next idea
- (4) use sequencing words and phrases to introduce and summarise each paragraph



S78

B Vocabulary – *Film publicity (5 minutes)*

This activity pre-teaches a key term: 'voice-over' in preparation for Learning Activity 6 on S81 and to distinguish this term from other promotional items: a tagline, a review and a preview.

All the items being distinguished are connected with the promotional literature that is involved in selling a film to mass audiences. If you feel that students are able to work with this concept, you may like to hold a short discussion on the business of selling movies and the way students feel about the effect promotion has on them as a lead-in. Marketing is a key concept connected with popular culture texts. By the end of the matching definitions activity, students should have a clear notion of the differences between each item.

Answers:

(italics and bolding show word stress)

A **tagline** (b)

A **voice-over** (d)

A **review** (c)

A **preview** (a)

Key concepts to draw out:

(1) a tagline, also known as 'strapline', encapsulates the main action, mood or feeling of the film and is usually under ten words.

(2) a preview and review both tend to be promotional. However, a preview tends to be created by the production company in order to promote the film, whereas a review is written by a critic who evaluates the impact, meaning and style of the film.

S78

C Discussion – Choosing your favourite tagline (10 minutes)

This activity exposes students to a range of techniques that have been used from the 1940's to the 2000's in movie tagline promotional materials.

Note for the teacher:

The following taglines are all taken from *American* movies as these are the most widely available. To provide a balanced task which recognises the Hong Kong movie industry, include some Hong Kong / Chinese movie taglines or taglines from movies made in the region into the task.

Set students in pairs or groups of three for this as it is a discussion activity so the fewer students you have, the more likely it is that speaking time will increase. Start by introducing 'Be afraid. Be very afraid' on the board. Either elicit or tell students the film (genre) this comes from (horror).

Ask students what is distinctive about taglines in terms of (a) length and (b) use of language, e.g. what structure does 'Be afraid. Be very afraid' use? (Imperative) Have students choose their favourite tagline(s). What do they like about them and is it connected with the technique, or the fact they've seen the movie? Ask students to identify the techniques that are used.

Answers:

(1) For anyone who has ever wished upon a star.

(e) A phrase about an intended audience, i.e. 'this is for you'.

(2) They had a date with fate in Casablanca.

(d) Internal rhyme

(3) Come to laugh, Come to cry, Come to care, Come to terms.

(c) and (a) Imperatives, repetition and parallelism in structure. The last item refers to the phrase 'to come to terms with something' – to accept it.

(4) They're not just getting rich... they're getting even.

(a) Repetition of structure / parallelism. The use of a negative also appears here.

(5) Be afraid. Be very afraid.

(a) and (c) Imperative and the adverb, 'very' to add intensity as well as repetition.

(6) Same make. Same model. New mission.

(a) and (b) Repetition and use of opposite ideas (same, same, new)

(7) There are 3.7 trillion fish in the ocean. They're looking for one.

(f) Use of exaggeration for effect and emphasis.

D Vocabulary Review – Film vocabulary (10 minutes)

This activity provides an opportunity to personalise the film-related vocabulary students have been exposed to through a short sentence-completion activity.

This activity allows students (a) to review and (b) personalise the vocabulary they have seen so far. Two new items (*plot* and *climax*) are included. The items are as follows:

| | | | |
|----------------|--------------------|------------------|----------------|
| setting | soundtrack | character | scenery |
| plot | climax | tagline | reviews |
| preview | voice-overs | | |

Items (i) movie trailer preview and (j) voice-overs are included at the end as a way to bridge the students into the following activities.

This session could be started with a brief vote on the best and worst movies students have seen, where you can follow up by asking questions with the words that they will work with in the activity.

There are no suggested answers for this activity as it encourages personal responses but teachers may like to check for accuracy.

■ Learning Activity 5 Listening *How do movie trailers work?* (20 minutes)

This activity provides students with an opportunity to analyse content and techniques used in an invented movie trailer.

For homework, direct students to three online movie trailers that they should watch (a) without and then (b) with the sound. Possible movie trailers to watch are (1) *Crouching Tiger, Hidden Dragon* (2002) – *wu xia / Chinese martial arts action genre*, (2) *Billy Elliot* (2000) – *rags-to-riches genre*, (3) *Bend it Like Beckham* (2002) – *coming-of-age genre*.

Note: Agree with students which trailers they are going to watch so that when feedback is run, there is a balance of genres and students have a reason to listen to one another.

The students watch the trailer twice; the first time focussing on the images by not having the sound on; the second time watching the images and listening to the (a) voice-over and (b) soundtracks used. Elicit from students the value of and reasons why you would want to watch a trailer without sound. What will it make more prominent to them (e.g. action, pacing, colour, characters, background)?

Optional reflection task:

This may be a good point at which to have students reflect on how well the movie trailer action / meaning is reflected in the images and words used in a movie poster. Are they consistent? If students had to decide on five nouns / adjectives to describe the meaning and action in the film based on the poster, what would they be? How would these be reflected in the movie trailer?

Summarise by reminding students that the viewing public decide within seconds whether they want to see a movie or not, so the key genre / type, main action and tone need to be created and set with the maximum clarity for (business) impact.

■ Learning Activity 6 Listening and Speaking

How do movie trailers work? (30 minutes)

Note for the teacher:

For the following section, students will work on an invented movie trailer voice-over script which draws on techniques used widely in promotional movie trailers. The trailer accompanies the poster for 'Sandbox Sailors' which students analysed in Learning Activity 3.

A Listening – Movie trailer voice-overs

CD Tracks 17 (audition 1), 18 (audition 2) and 19 (complete trailer)

This activity exposes students to the effective use of volume, pausing, pitch and intonation appropriate for a dramatic trailer by providing students with a listening discrimination activity where one trailer is badly done and the second is well done.

In this section, students listen to a trailer for an invented movie set in Cuba for which they have already analysed the film poster.

To contextualise this, you may like to ask students where Cuba is (in the Caribbean in the North Atlantic Ocean) and see if they know anything about the culture of music and dance there (salsa).

Map Teachers might like to display a map of the Caribbean to students so they can locate the island of Cuba in relation to the rest of the world.

Students listen to two recordings of people doing auditions for the voice-over part for a movie trailer.

The first person (a woman – CD Track 17) does a bad job, and the second person (a man – CD Track 18) is much better because of his ability to use intonation, stress, pitch, volume, pausing and energy in a more appropriate way.

The (full) tapescript appears below. The man and woman auditioning only read the narrator's lines. Once students have listened to CD Tracks 17 and 18 and completed the task (answers provided below), then play CD Track 19, which is the complete trailer with additional dialogue, music / sound effects and incidental dialogue. The dialogue soundbites are in Spanish and are, of course, not included in the task – they, like the incidental soundtrack, are used to provide atmosphere in the trailer.

Tapescript – CD Track 19

Learning Activity 6A Listening – Movie trailer voice-overs

CD Track 19 (1:33 minutes)

Narrator **On a Caribbean island**
 In the heat of the city
 Three teenagers find their futures

Dialogue (3 characters)

- (1) *But my dad doesn't believe girls should write.*
- (2) *Then don't tell him. Do it in secret!*
- (3) *When I dance I feel alive.*
- (1) *Street boys don't dance, Amigo.*
- (2) *The sky opens when I sing.*
- (3) *Hey, I will always listen to you.*

Narrator **A poet picks up her pen**
 A boy begins to dance
 And a singer finds his voice

| | |
|----------|---|
| | <p>Words will be written Salsa will be danced And Cuban rap will begin</p> <p>The new and rising Cuban director, Maria Marino Creates a myth to save us all: art against struggle. And creativity will find a way. Ruby Gonzalez Fernando Herero And Minnie Del Monte</p> |
| Dialogue | Unless you have a dream, you can't live it... |
| Narrator | Sandbox Sailors (title of film) |

Suggested Answers:

| Delivery | Actor 1 (woman) | Actor 2 (man) |
|--|--|---|
| Intonation and stress – does this help with emphasis? | Puts the sentence and word stress in the wrong place constantly | Stresses placed on content words (nouns, verbs) |
| Pitch and volume – is it too high, too low, too fast, too slow, or just right? | Pitch – a little too high Volume – too loud in places, too quiet in others Speed – slow and fast in the wrong places | Pitch is low enough to hear Volume isn't too loud Speed is just right to follow and for a sense of excitement |
| Pausing – are there enough pauses in the right places for the audience to follow? | All seems rushed and squeezed together | Dramatic pauses included for listener to digest information |
| Drive and energy – does the voice-over make you want to see the film? | Seems to be a little hysterical and panicked. She's trying to be dramatic but gets it all wrong! | Enthusiastic and vibrant |

B Writing – Summarising your ideas

This activity provides an opportunity for students to summarise what they have learnt about voice-overs (volume, pitch, pacing, etc.) and highlight the use of the bare infinitive after 'should' when referring to good practice.

There are three sentence stems for students to complete here that allow them to summarise good practice, demonstrated by the second actor. Support students' awareness of the pattern 'should' + bare infinitive when recommending good practice ideas.

Suggested Answers:

It should be clearly spoken / loud enough to excite the listener.

It should have enough pauses to let the listener take in the information / pauses to create drama / just the right speed to understand.

There should be a sense of excitement and drama about the voice-over by the use of pausing, volume, pitch and good, clear intonation.

C Speaking – Practising a good delivery

This activity provides controlled practice for line delivery in a dramatic movie trailer voice-over.

Set the students up in groups of four (more than this and the activity may get unfocussed). Tell students you're going to give them an opportunity to work on dramatising their voices for the purposes of movie trailer voice-over practice.

Give the students the materials on T109 from the voice-over tapescript they have just listened to, and have them read to each other and give feedback based on (a) intonation and stress, (b) pitch and volume and (c) pausing. They will need (1) the narrator and (2) three characters.

Notes for the teacher:

(a) **intonation** is the change in tone in the voice to separate chunks of speech, or indicate a question or negative. To exemplify this for the students, practise sentence stress using a more deliberate tone on the words in bold.

A **man** who had no **choice**.

This time it's **war**.

There are **3.7 trillion fish** in the ocean. They're looking for **one**.

Are you ready? (rising intonation)

(b) word **stress** is where the volume and length of a syllable is longer, e.g. non-stop **comedy**, a **laugh-a-minute** movie.

(c) **pitch** is connected with the tone of voice – high or low. Contrast this with intonation, which is the movement and change of pitch over stretches of speech, e.g. listen to the difference between a man and woman delivering the same line, or the differences when they are scared, excited, depressed or uninterested. The pitch (as well as volume) will change for each.

(d) **volume** is the loudness of the voice. Notice that the volume and intensity of the voice will change with different parts of the voice-over.

(e) **pausing** is when there is silence. Silence is used deliberately in voice-overs for the following reasons: (a) to set the pace of the trailer – faster can indicate action; slower can indicate drama; (b) to create tension, excitement or anticipation; (c) to allow a dramatic image or exchange of dialogue to take place.

Star rating

Students have 5 stars, some or all of which they can shade in to indicate how well their partner has done. Encourage fair judgement and encouragement with supportive feedback rather than what may be described as mean marking. This is a means of providing peer support and guidance so it needs to be checked and commented on with care.

D Reading and Speaking – Giving support and advice

This heads-and-tails activity provides support to students who may need help structuring their ideas.

Answers:

(1) Next time, try lowering **(b)** your voice a bit when... (e.g. you say this line).

(2) Why don't you speak more **(d)** loudly and quickly when... (e.g. you're saying this line).

(3) You could take **(a)** a pause before you... (e.g. mention the actors' names).

(4) Raise your **(c)** voice when you... (e.g. talk about the action).



Movie trailer voice-over lines to give out to students

Movie Trailer Voice-overs

Voice-over lines for 'Sandbox Sailors'

Narrator: On a Caribbean island
In the heart of the city
Three teenagers find their futures

Dialogue: - (3 characters)

(1) But my dad doesn't believe girls should write.

(2) Then don't tell him. Do it in secret!

(3) When I dance I feel alive.

(1) Street boys don't dance, Amigo.

(2) The sky opens when I sing

(3) Hey, I will always listen to you.

Narrator: A poet picks up her pen
A boy begins to dance
And a singer finds his voice

Words will be written
Salsa will be danced
And Cuban rap will begin

Narrator: The new and rising Cuban director, Maria Marino
Creates a myth to save us all: art against struggle.

And creativity will find a way.

Ruby Gonzalez
Fernando Herrero
And Mini Del Monte

Dialogue: - (1) Unless you have a dream, you can't live it ...

Narrator: *Sandbox Sailors* (title of film)



■ Learning Activity 7 Reading, Vocabulary and Speaking *Organising ideas for impact (10 minutes)*

A Reading – Organising the voice-over of a movie trailer

This activity provides students with an opportunity to consider sequencing and structuring for dramatic impact.

Students have just been working with an invented movie trailer, which uses a structure very similar to those used in current trailers.







(1) Order the lines from the trailer

As a warmer, have students order the 'Sandbox Sailors' trailer they were working with in the previous activity.

Cut up the table on T110 horizontally with enough copies for small groups of four students working together, shuffle the strips and have the students order the strips and write in the numbers in the triangular spaces next to the letters.

Note for teachers: The downward-spelt letters make the word, 'Cubans', which is intended to be used as a quick check **for teachers** so that you do not have to read every box to check whether the students have got the text in the right order.

Movie trailer voice-over lines from *Sandbox Sailors* for students to order.
(To cut up)

| | | |
|---|---|--|
|  | C | On a Caribbean island In the heat of the city Three teenagers find their futures |
|  | U | A poet picks up her pen A boy begins to dance And a singer finds his voice |
|  | B | Words will be written Salsa will be danced And Cuban rap will begin |
|  | A | The new and rising Cuban director, Maria Marino Creates a myth to save us all: art against struggle And creativity will find a way |
|  | N | Ruby Gonzalez Fernando Herrero And Mini del Monte |
|  | S | <i>Unless you have a dream, you can't live it</i> Sandbox Sailors |

(2) Preparation for analysis

As a follow-up, ask students if they think that the wording in movie trailers is accidental or deliberate (deliberate – every word is thought about).

Ask them how many words are used in a typical one-minute trailer (around 80 words).

Ask students if they think there are any recognisable patterns in the trailer that they can identify.

Once students have had a chance to discuss these points, direct them to the table where they match voice-over lines to sections of the movie trailer.

Answers:

| | |
|---|--|
| (1) On a Caribbean island (2) In the heat of the city (3) Three teenagers find their futures | (C) Time and place setting and summary of story |
| (4) A poet picks up her pen (5) A boy begins to dance (6) And a singer finds his voice | (E) The main decisions or actions that start the story (using present simple tense) |
| (7) Words will be written (8) Salsa will be danced (9) And Cuban rap will begin | (F) The main events in the story (using future forms) |
| (10) The new and rising Cuban director, Maria Marino (11) Creates a myth to save us all: (12) Art against struggle (13) And creativity will find a way | (B) Information about the director and the film |
| (14) Ruby Gonzalez (15) Fernando Herrero (16) And Mini Del Monte | (D) Names of the famous actors starring in the film |
| (17) Unless you have a dream, you can't live it (18) Sandbox Sailors | (A) The title of the film and the tagline / strapline |

S83

B Language Study – *Techniques for voice-overs with impact (10 minutes)*

This activity provides students with an opportunity to highlight the literary feature of repetition for impact.

Note: Repetition appears in the form of grammatical parallelism in this text.

Have students read items (a)-(c) together and decide if the items in bold are repeated twice or three times.

Answers:

| <i>Language from the trailer</i> | Are any structures repeated ? | 2 times | 3 times |
|---|--------------------------------------|----------------|----------------|
| (a) On a Caribbean island; In the heat of the city <i>[prepositional phrases to express location]</i> | Yes / No | ✓ | |
| (b) picks up; begins; finds <i>[present simple third person]</i> | Yes / No | | ✓ |
| (c) will be written; will be danced; will begin <i>[future passive / active structures]</i> | Yes / No | | ✓ |

S84

C Language Study – *Matching words and techniques (5 minutes)*

*This activity allows students to learn the metalanguage to describe items that are repeated (use of **repetition**), when they are repeated twice (a **couplet**) or three times (a **triplet**).*

Answers:

| | | | | | |
|---|---|---|---|---|---|
| a | 3 | b | 1 | c | 2 |
|---|---|---|---|---|---|

Note that couplets and triplets are literary terms which normally refer to lines that rhyme in poetry. We are using them here to refer to the effect and impact of rhetorical repetition.

S84

D Vocabulary – *Working with action vocabulary* (10 minutes)*

This activity provides controlled practice ^{GLOSSARY} of collocations students have seen in the movie trailer.

This activity is to review collocations that students have already seen in the movie trailer 'Sandbox Sailors'. It can be used as an additional, awareness-raising language-focussed activity if students need it. The heads and tails are mostly based on verb and noun combinations.

Note that there is more than one possible combination that students can make from the heads and tails. Accept all workable combinations.

Answers:

| | |
|----------------|---------------------|
| (1) They find | (c) their future |
| (2) To pick up | (e) a pen |
| (3) To begin | (d) to dance |
| (4) He finds | (f) his voice |
| (5) A new and | (a) rising director |
| (6) To create | (b) a myth |

E Speaking – Discussing language techniques and your strengths (5 minutes)

This activity provides students with an opportunity to (a) consider the patterns they have been exposed to and (b) reflect on areas where they feel they will work skilfully or areas where they will need more help / focus.

Put students in small groups to consider the diagram of language in a movie trailer. This is a consolidation stage, where they will have an opportunity to consider the areas they will be working with in the following productive task. Students who need more support may require you to form yes / no questions to help them to think through the areas.

■ Learning Activity 8 Listening, Writing and Speaking Making your own movie trailer voice-over (15 minutes)

This activity provides productive (speaking / writing) practice in order for students to create their own voice-overs.

The students are supported to organise themselves and their research and planning through three structured sections. If you can, organise mixed-ability groups where each member brings in skills and focuses that complement one another.

A Speaking – Organising yourselves refers to students getting into groups to decide who will work with whom and what trailers they will each watch for their research.

B Viewing, Listening and Writing – Researching movie trailers – This is a grid that students can copy to provide feedback on the movie trailers they watch and listen to. If you feel your students can organise themselves at this point, let them do it. However, you may feel you need to help by saying that each student should watch 3 trailers (in addition to the ones they watched at the beginning of the material on movie trailers). They can either watch the same type or three different types and use the grids to feed back to each other. The final section of the grid refers to 'sections of the voice-over'. Draw students' attention to the changes in (a) scenes, (b) narration vs dialogue, (c) use of key words flashed on screen, and (d) references to actors / directors; typically each section of an action movie trailer is 2-3 seconds long.

Note: Ensure that students are watching trailers appropriate to their age: visit <http://www.common sense media.org>, which reviews (mostly American films) for content and language of films for children and teens.

Suggestions for possible movies (compiled from the American website <http://www.common sense media.org>): *Not all movies in the table below may have online trailer. Teachers should therefore check before setting up the task.*

| | | |
|---|--|---|
| <i>Superheroes</i> (1) Spykids (2) The Incredibles (3) X-Men | <i>Fantasy stories</i> (1) Finding Nemo (2) Willow (3) The NeverEnding Story | <i>Computer generated</i> (1) Toy Story (2) A Bug's Life (3) Monsters Inc. |
| <i>Human stories</i> (1) Mrs Doubtfire (2) Parenthood (3) Sleepless in Seattle | <i>Friendship</i> (1) A Cinderella Story (2) The Sisterhood of the Travelling Pants | <i>Sport</i> (1) Bend It Like Beckham (2) AirBud: World Pup (3) Miracle |
| <i>Documentaries</i> (1) Spellbound – about the American spelling bee (2) March of the Penguins (3) Lost Boys of Sudan | <i>Others</i> (1) Wendy Wu: Homecoming Warrior (2) Bee Season (3) Akeelah and the Bee | <i>Others</i> (1) Bridge to Terabithia (2) Pride and Prejudice (3) Enchanted |

Note: Again, provide guidance and cautions about which movie trailers students watch and review. It may also be wise to send a letter home to parents advising them of the students' project and that the trailers they will be watching should be age / content / language appropriate.

Before you send the students off to do their project, take some time to brainstorm likely problems they may encounter in their teams and to suggest some solutions. Examples may be: (1) one person in the group doesn't do her / his homework; (2) the trailer may have been deleted from the Internet; and (3) the trailers may be too fast to follow.

S85

C Writing and Speaking – Producing a movie-trailer voice-over

This section is to be used after the trailers have been watched (probably for homework). Have students decide whether they want to create (a) a new trailer for an invented film (keeping to an **80-word 1- or 2-minute** format), or (b) to do a new voice-over for an existing film.

In (b), the students should submit a weblink for viewing the original trailer in order to demonstrate their own is different from the original.

Note: Remember that *longer is not better* in the context of movie trailers: 1-to-2-minute trailers are ideal. Good trailers are about rhetorical impact (e.g. techniques, language, image, pacing, soundtrack) and not length.

For students' own trailers, decide and agree with students on the rhetorical devices to use, e.g. repetition, exaggeration, parallelism in grammar and structures, use of negative and positive.

Finally, agree what format the trailers will be recorded in and if / where they will be uploaded to listen to. Remember to give a time limit of 2 minutes and have students submit their tapescript. Also make it clear how marks will be awarded.

Extension Ideas

This section provides teachers with further ideas they may like to develop into projects with their students.

Project 1 Tagline competition

Creativity

Have a tagline competition, where you divide the class in two and they write (a) titles (b) movie descriptions and then swap these and (c) write taglines for them using techniques seen in Learning Activity 4C (S78).

Project 2 Movie review watcher

Analytical skills

Have students read the movie reviews in English-language newspapers / magazines / websites and keep a log of the types of descriptive and evaluative phrases that are used over an agreed time period. Are they mostly positive or negative? How do they account for this?

Resources for Movie Trailers

Websites for Movie Trailers:

Important note for teachers:

Make sure you agree and check on the types of movie trailers students are watching by checking the rating. It should be discussed and agreed in class that trailers with overt acts of verbal or physical violence, racism, hate messages or sexual content should be avoided, and students should look for trailers with content aimed at their age range indicated by the ratings.

Common Sense Movies ☆☆☆

A website containing reviews of movies with themes and content appropriate for teenagers. By clicking on a film title, the film is rated and cautions given for the type of action that appears in the film, language, taboo issues encountered, and dress. Very useful.

<http://www.common sense media.org/reviews>

Kids-in-mind.com ☆☆☆

A website describing, but not reviewing movies. This website doesn't review or rate movies, but assigns each film three distinct, category-specific ratings: one for **SEX & NUDITY**, one for **VIOLENCE & GORE** and one for **PROFANITY**.

<http://www.kids-in-mind.com>

Reviews: TV Shows

Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- discuss the trends of TV viewing in their class and express reasons for these trends
- describe and evaluate TV shows

Time Needed

- 3-4 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

- Students complete a speaking activity describing different types of TV programmes
- Students schedule viewing for different people with different needs / interests
- Students consider the differences in viewing habits between adults / teens and consider the reasons for this
- Students prepare and complete a TV-viewing class survey, describe trends in the data and try to interpret and explain their findings
- Students analyse the descriptive and evaluative language used in TV show reviews and write their own TV show review

Materials Required

- Student's handouts S87-S98
- CD Track 20

Reviews: TV Shows

Teacher's Notes

■ Introduction:

These activities encourage students to think about their own viewing habits and the reasons for them, highlighting this by comparing their habits with those of adults around them. The two core tasks in this section are speaking and listening through a class survey on viewing habits and, for writing, a TV review drafting activity. The main language worked with is vocabulary phrases used to describe and evaluate TV shows.

■ Learning Activity 1 Speaking *Types of shows*

A Speaking – *Types of shows (10 minutes)*

This activity provides an opportunity to recycle vocabulary for types of TV shows and suggest titles for them.

TV show types included:

| | | |
|--------------------------------|----------------------|------------------------|
| cartoons / anime | news / documentaries | educational programmes |
| reality shows / celebrity news | soap operas | game / quiz shows |

Further down the page the following are referred to:

| | |
|-------------------|------------------------------|
| sports programmes | thrillers / dramas |
| arts chat shows | sitcoms (situation comedies) |

(1) Run a short warmer to introduce students to the new text-type of TV show reviews. You may want to ask students what they watched the day before or ask them what the most popular HK TV shows are.

(2) Set students up in groups of four. They should work round the circle of TV show types and taking turns, each write 1-2 titles for each type that they know using any language but speaking in English. There is an option here to set this up as a timed competition between groups and see who can complete first. The aim of this is to generate / familiarise students with the names of TV programmes. Tell students they can use the blank spaces around the boxes to write their ideas.

B Speaking – *Scheduling viewing (10 minutes)*

This activity provides contextualised familiarisation and practice with TV shows through an activity that requires students to create lists and leads to speaking.

Preparation note

You may feel that your students can complete this activity more successfully with the support of real TV schedules, in which case clip a few from a newspaper / magazine before the class.

Here students take the language they have been working with and decide on the types of programmes that two different people with different needs and interests might need. The context is that the people are at home sick and the students should schedule a full day of viewing for them. Encourage listing, and then set up the discussion activity. You may feel the following stem sentences will help students:

Phrases to justify your scheduling

I think s/he should watch ... first ... because ...

After s/he watches that, s/he should see ... because it says s/he's interested in ...

If s/he watches ... first, then s/he'll be in the mood to watch ...

How about her / him watching ... before ... because ...

Couldn't s/he watch ... before ... ?

I don't see why s/he should watch ... first because ...

How do you explain having her / him watching ...?

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C Discussion – How are adults different from you? (10 minutes)

This activity raises students' awareness of the different viewing habits between teenagers and adults and reasons for them through a speaking activity.

This discussion activity is designed to extend the students' awareness of the TV-viewing habits of teenagers and adults and how these contrast. At senior secondary level, there will be a growing awareness of the demands and stresses of work and the ways in which adults relax and unwind as well as their maturing tastes. The discussion task is an opportunity to consider these issues although students may not be able to generate these ideas themselves.

The boxes below (a) provide some phrases to structure the discussion; and (b) provide some input disguised as stimuli questions.

**Phrases to structure the discussion****(1) Expressing ideas**

(a) The adults I know don't spend a lot / seem to spend a lot of time watching ...

(b) I think there's a big difference between (my mum) and (dad) and me because ...

(c) I've always thought that adults watch ... because ...

(d) Teenagers spend loads of time watching ...

(2) Inviting others to speak

(e) Have you got any / any other ideas?

(f) Do you want to say anything about this?

(3) Organising ideas or preparing others for your ideas

(g) Well, I think there are three reasons for this ... Firstly / secondly / and finally ...

(h) I think the most important point is ... After this, I would say ...

(i) I've got a few ideas, in no particular order ...





Questions to consider for the discussion – tiredness and stress

(1) Have you noticed how tired adults get after a full day at work? Do they get quite stressed? Do you think this affects how much TV they watch or what type of TV they watch?



Questions to consider for the discussion – shared viewing

(2) How many of the programmes you watch do the adults around you also watch? Do you think you watch them for the same reasons?



Questions to consider for the discussion – adults and the news

(3) Why do adults watch so many news programmes and discussion shows? Do you think they are boring?



Questions to consider for the discussion – talking at the TV

(4) Many adults talk at the TV when they are watching a programme – especially news programmes. How do you explain this? Do you ever talk at the TV? Which shows make you do this and why? What's the difference between 'talk at' and 'talk to'?



Questions to consider for the discussion – watching 'oldies'

(5) Many adults have favourite old movies, some of which are in black and white and have bad sound quality and no special effects. What reasons do you think they have for watching 'oldies'? When you are around 40 years old (around the year 2050), will you still watch films / TV shows that you watch now? What will the future teenagers think about this?



Catering for Learner Diversity

For students who need **more support**

Replace the above question strips with the following three simplified questions (see T119) and have them write their responses before they have a discussion with others.

For students who need **more challenge**

Simply give the list of topics to students, e.g. tiredness / stress, adults and the news, watching oldies, and have them generate the discussion points themselves.



Questions for students who need more **support**

(1) Do you and your parents or the adults you know watch TV together?
Yes / No

If yes, what do you watch and do you both enjoy it?

If no, why? (Time / Interest?)

(2) Many adults watch news programmes all the time. Do your parents / adults you know watch the news? Yes / No

Why is this? (To know what's happening in the world / To be serious?)

(3) Adults sometimes watch TV because they are tired after work. Is this true in your home? Yes / No

What sorts of TV programmes do adults watch to relax?



TV Trivia This is a supplementary entertainment box for students to (a) be exposed to some trivia facts about the TV and (b) be exposed to typical structures that are used to describe TV viewing habits, which they may find useful when they are presenting their survey results.

Answers: (1) 9 years according to some websites; (2) most common; (3) comedy (a TV series called 'Only Fools and Horses'); (4) TV commercials remain the single most effective way of selling products despite the growing use of web-based promotion.

Extension idea: it may provide an enjoyable learning opportunity to ask students to research and list their top 5 TV trivia facts for the group, which they could turn into questions for students to guess before revealing the answer.

685

■ Learning Activity 2 Speaking and Listening *Class viewing survey*

A Speaking – *Preparing the survey (10 minutes)*

This activity provides an opportunity (a) to predict classmates' TV viewing tastes and habits before students ask each other about them by means of a speaking and list-creating activity; and (b) to ask wh-questions of peers and encourage explanations in answers.

Explain that students are going to conduct a survey of viewing tastes and habits in the class. You may need to define 'tastes' for students by explaining that we can have a taste not only for / in food, but also in clothes, music, and books for example, as well as TV.

(a) As a warmer, have students discuss how much they know about their classmates' viewing habits, and then circle an option: almost everything, quite a bit, not much actually, or er... nothing.

(b) Provide students with an opportunity to think about the questions they might ask in a survey. Start with an example, and generate other wh- question words, and then have students complete sentences (1), (2) and (3), and practise saying them aloud.

Answers:

(1) **What** time of day do you watch these shows?

(2) **Who** decides what you watch on TV?

(3) **Why** do you watch these programmes?

If it is appropriate for your class, you may want to do a little bit of work on providing answers to these questions. Materials for students who need more support on this aspect appear on T121.

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B Speaking and Listening – Doing the survey (10 minutes)

This activity requires good organisation in order to work well. The class survey table provides an opportunity for a student to guess about the tastes and habits of three other students. This means a group of four students speaking to three students each can give feedback on 12 people's tastes.

Obviously, the students will debate about who is asking and avoiding which student based on existing friendship circles and cliques. If the debate is likely to last longer than the actual survey, then take the less exciting option: divide up the register and give the names of the three students that each person will speak to in each group.

The following table expresses the organisational tactic for this activity:

| Each group contains four or five students. There will be several groups. | | |
|--|------------------------------|---|
| Student 1 | Chooses three students | Using this technique, as a group, students should be able to survey a good number of students in the class. |
| Student 2 | Chooses three other students | |
| Student 3 | Chooses three other students | |
| Student 4 | Chooses three other students | |
| Optional Student 5 | Chooses three other students | |

Survey grids (x3), which need to be copied, appear on T122: '*Which types of TV shows do you watch most?*'. Start the activity by having students mingle around the classroom with their survey grids and set rules about speaking in English if this is appropriate for your class.

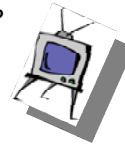
By the end of the activity, each student should have three completed grids which show (a) the name of the person they spoke to; (b) the shows they watch; (c) the time they watch certain shows; (d) an indication of who decides what they watch; and (e) a reason why they watch each type of show. This is the data that students in groups will later use to create a bar chart and give feedback on class preferences.

Questions and answers for students who need **more support**

Questions and answers for the TV viewing survey

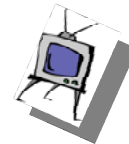
(1) Question: What types of TV shows do you watch most?

- My favourite programmes are ...
- I tend to watch a lot of ...
- I often watch ...
- I like watching ...



(2) Question: What time of day do you watch (chat shows)?

- I tend to watch (...) at ...
- I do most of my watching in the evening ...
- I often watch (...) early evening ...



(3) At home, who decides when and what you can watch? Is it your parents / adults around you, or other younger people?

- My parents let me watch educational shows and documentaries.
- I tend to argue a lot with my (brother / sister / dad) over what I watch.
- They don't let me watch anything on TV after 9pm.
- We only talk about how much TV I watch, not what type of programme I watch.

(4) Why do you watch (e.g. cartoons)?

- Because they help me (to) relax / refocus / get new ideas / feel good.

Which types of TV shows do you watch most?

| | Cartoons / Anime | News / Documentaries | Educational programmes | Reality shows | Soap operas | Game shows | Sport / Dance | History / Science |
|--------------------|---------------------------|----------------------|------------------------|---------------|-------------|------------|---------------|-------------------|
| Person 1 | Name <input type="text"/> | | | | | | | |
| What do you watch? | | | | | | | | |
| Time of day? | | | | | | | | |
| Who decides? | | | | | | | | |
| Why do you watch? | | | | | | | | |



| | Cartoons / Anime | News / Documentaries | Educational programmes | Reality shows | Soap operas | Game shows | Sport / Dance | History / Science |
|--------------------|---------------------------|----------------------|------------------------|---------------|-------------|------------|---------------|-------------------|
| Person 2 | Name <input type="text"/> | | | | | | | |
| What do you watch? | | | | | | | | |
| Time of day? | | | | | | | | |
| Who decides? | | | | | | | | |
| Why do you watch? | | | | | | | | |



| | Cartoons / Anime | News / Documentaries | Educational programmes | Reality shows | Soap operas | Game shows | Sport / Dance | History / Science |
|--------------------|---------------------------|----------------------|------------------------|---------------|-------------|------------|---------------|-------------------|
| Person 3 | Name <input type="text"/> | | | | | | | |
| What do you watch? | | | | | | | | |
| Time of day? | | | | | | | | |
| Who decides? | | | | | | | | |
| Why do you watch? | | | | | | | | |



C Listening – Preparing for the survey feedback (10 minutes)

This activity provides discrete listening practice for the language used to describe results and trends on a bar chart in preparation for the students' presentation of the findings of their class survey.

Key language used in the listening task (see tapescript for full details):

| | | |
|-----------------------------|--------------------------------|-------------------------|
| trends | figure | much lower |
| a significant number | respondents | results |
| a high proportion | least-viewed programmes | |
| in the minority | a low proportion | the shortest bar |

(a) Listening

CD Track 20

This activity may be of use and interest for those teachers who are preparing their students for the IELTS (academic writing) paper that many students have to do. The scope, trends and topics appearing here are generally simpler than the task involved on the IELTS paper, but still comparable and provide good listening practice.

This activity is designed to expose students to the language used to describe, compare and contrast data appearing in the form of a (bar) chart. The task involves the students labelling each of the bars (1-4) while they are listening to a conversation (CD Track 20).

To prepare the students for the listening, you could have them try to guess which TV shows they think each of the bars represents. Explain first to students that this bar chart is based on adults' preferences.

Answers: (see tapescript for details)

Bar 1 – news programmes

Bar 2 – documentaries

Bar 3 – cartoons / animated films

Bar 4 – chat shows

(b) What do the following words and phrases mean?

This activity provides controlled practice in recognising a small number of phrases to describe data and trends.

Students consider the 5 phrases listed, and match 4 of them to the phrases in the box.

Answers:

- (1) majority: most
- (2) in the minority: only a small number of people
- (3) a high proportion: a large number
- (4) a low proportion: only a small number of people
- (5) a trend: a pattern of preference

Tapescript – CD Track 20**Learning Activity 2 Speaking and Listening *Preparing for the survey feedback***

CD Track 20 (2:08 minutes)

Activity C – Listening (Bar chart labelling activity)

A: And we surveyed a large number of people around the New Territories for the questionnaire. So, we've created a bar chart to show the results and the trends more clearly.

B: What does it show then?

A: Well, as you can see on the left-hand side, the majority of adults we asked, at 80% said that they watched 'The World This Week' – a **news programme**, and the reasons they gave for this were that it gave a more in-depth analysis of the stories of the week. They also found it relaxing to watch the news.

(Label 1: news programmes)

B: Relaxing...? That surprises me... What about the other results?

A: Well, the next figure is much lower than the first, but still a significant number of people. Again, we're talking about adults' answers. They said that after the news, they preferred watching **documentaries**. About 35% of all respondents said this.

(Label 2: documentaries)

B: What sort of **documentaries**?

A: Well, there were political ones, historical, and ones about the animal kingdom, you know, like a programme on the elephants of India, for example.

B: Umm... Any results that surprised you?

A: Yes, 20% of adults watch **cartoons** or **animated films** as you can see from the last column. A high proportion of people said that they watched them because they were light and made them laugh. **(Label 3: cartoons)**

B: And what about the least-viewed programmes?

A: This was interesting too. The people who liked **chat shows** were in the minority in our survey which was a surprise for me. **(Label 4: chat shows)**

B: Maybe you only spoke to serious people!

A: Yeah, could be. Well only a low proportion of the entire group said that they would watch a chat show in their free time.

B: That's the shortest bar, is it?

A: Yep.

B: I think they were too embarrassed to tell you the truth!

A: Umm...

Phrases in **bold** indicate types of programmes / shows. Underlined phrases in italics indicate key information or the location on the bar chart.

D Speaking – Preparing the results of your survey (15 minutes)

This activity provides an opportunity for students to consider, describe and interpret the data coming from the class survey in preparation for an oral presentation.

This will be the first time that the students are given a task that requires them to make claims about numerical data, identify and name trends and provide suggested explanations / interpretations of the results using key phrases, so prepare to support and guide the students through this as it requires a different level of critical analysis than they may be used to giving in language classes. However, there may be a clear cross-curricular link between Maths and English that facilitates the work.

The questions in the box, 'Questions to consider when preparing the results of your survey' take the students through a series of focuses that allow them to go from data-naming to data-interpreting.

Again, you will have to vary the amount of support you offer depending on the level of English the students have, the amount they are able to digest through reading and the extent they are able to deal with the transition from description to critical analysis, which is a different skill.

The box at the foot of the page helps students to talk through and decide who is going to take on which duty in preparation for the presentation. It may be more successful if you organise students in mixed ability groups.

This is a learner training task, where students are encouraged to organise themselves and prioritise duties. Depending on your students, you will either be able to set this up and let it run, or have students run it themselves. Note that Learning Activity 5 in the table (i.e. the presentation) has all members taking a part.

Catering for Learner Diversity

For students who need **more support**

- Provide students with the following reading text, which interprets the data given in the listening activity students completed on TV shows 'C Listening – Preparing for the survey feedback'.
- If students have enough English to follow this, it should provide them with enough language to use in their own preparation task.

For students who need **more support** (version 1: very simplified)

**Interpreting trends in data**

A: So **there are some trends** in the responses.

B: Yes, it seems that most people **are interested in factual programmes**. And the factual programmes are about what is happening in the world.

A: Fiction and entertainment programmes are **much less popular**. Maybe people see them as **a bit of a waste of time** because they don't learn anything important from them.

B: So, in summary, factual programmes were **generally popular** and fictional and / or entertainment shows were **much less popular**.



For students who need **more support** (version 2: simplified)

Interpreting trends in data

A: So there are some definite trends here in what the respondents said, right?

B: Yes, it seems that most people in the group we asked are interested in factual programmes. And the factual programmes need to be about what is happening in the world at the moment and also perhaps why they happen.

A: Programmes connected with the lighter side of life or fiction and fantasy were much less popular with our group. It seems that the group may feel that watching cartoons and chat shows is a bit of a waste of time because they don't learn anything important from them.

B: So, in summary, factual up-to-date programmes were generally popular because the group felt they needed to keep informed about the world, and fictional or leisure programmes were much less popular because the group didn't feel they learnt anything from them.



S92

■ Learning Activity 3 Listening and Writing *Watching a popular TV show (10 minutes set up)*

A Speaking – Preparing to watch

This activity provides an opportunity for students to consider the parts and content of a TV show considered popular and worthwhile in their class group.

This activity takes the results of the class survey one step further, and encourages students to analyse and critically evaluate why the programme is so popular. It may be that everyone liked a cartoon or a chat show or some leisure programme, and this activity offers a chance for students to decide why.

The first activity is a brainstorm, which allows students to predict the answers to the questions they will use in front of the TV. Questions cover (a) the division / sections of the programme; (b) the purpose of the show; (c) the characters or hosts; (d) the main content; (e) why the programme may be so popular in the group. Encourage lively debate and critical thinking. Depending on your class, you will be able either to set this up in small groups or lead it as a whole-class discussion. You may feel that it is necessary to pre-teach or check the following items: *host; revolt; thrill; remains popular*.

S92

B Homework Assignment – *Watching a TV show*

This activity is a follow-up on the discussion and prediction on the factors that contribute to a TV show's success.

As homework assignment, have students watch the TV show that is the most popular in their class. Encourage them to evaluate their answers to the questions on the secret to the show's success and add any other reasons they can think of while watching. You may invite students to share their views in the following period.

■ Learning Activity 4 Reading and Vocabulary TV reviews

A Reading – *Who's writing?* (15 minutes)

This activity provides an opportunity for students to identify the intended audience for different reviews and the attitudes expressed by means of a reading activity.

Notes to consider before setting up the task: This task provides six reviews of different (untitled) TV shows which either evaluate the shows very positively or very negatively.

This task has students reading reviews which contain (a) descriptive (b) narrative and (c) evaluative language. (a) Descriptive passages detail the content of the programme, e.g. theme, actors, director, setting; (b) narrative passages deal with the storyline / plot; (c) evaluative language typically positively evaluates the programmes. Good TV reviews use a range of expressions that allow the writer to achieve (a), (b) and (c) at the same time, for example:

This **exciting** (evaluative) **fantasy-drama series** (descriptive) from **the writer, Bowles Chan** (descriptive), **cleverly** (evaluative) uses **the same plot as the Matrix movies** (descriptive). **Split between two worlds: a 3-D planet-based world, and a space-age, hyper-technical 4-D one, it has non-stop action** ... (narrative / descriptive)

Items (1), (2), (4) and (5) on S93-S94 are written by TV schedulers, who are promoting and therefore positively evaluating the programmes to viewers.

Items (3) and (6) are written by members of the public, who have added their views (one negative, one positive) of the two remaining programmes to a website.

Note that the vocabulary in this section is derived from authentic sources, and therefore, you may need to pre-teach or provide dictionaries for students to check meaning. The box below should provide some support.

Vocabulary for TV reviews

- (2) **blub** is short for 'blubber' – an emotional, indulgent word for *cry*
- (4) **banter** means quick, back-and-forth entertaining conversation on light subjects; **witty quips** are clever and entertaining remarks; **to send something up** is to make fun of it for the purposes of entertainment
- (5) **high-brow critique** means intellectual analysis and commentary
- (6) **sentimental** and **indulgent** mean overly emotional

One way to run this activity as a task-based cycle GLOSSARY is to:

(a) Have students take 3 minutes to write down two or three sentences about the best or worst programmes they have recently seen. Once they have done this, have them work in pairs to underline the descriptive and evaluative language they have used.

(b) Then have students read the reviews and identify which ones are positive, which are negative, and who wrote which texts and for what purposes.

(c) Finally, have students compare the language used in their own short descriptions and the descriptive and evaluative language used in the actual reviews. Highlight and clarify the forms that you think are most useful for your students. *The following tasks **B Vocabulary – Positive & negative language** and **C Vocabulary – Word class** help with this.*

(b) Can you match the titles to the shows above?

This is a summary activity, where students use the language they have seen in the reviews to deduce the best titles for the programmes described. There is one distractor: (c) Heartbreakers, and some answers have already been provided.

Answers: (provided answers appear in italics)

(a) Factory Challenge – shoe factory for a day (3)

(b) Smart Arts China – arts, movie, comedy, drama scene (5)

(c) Heartbreakers (extra)

(d) Family Feats – a profile of father and son ... winning triathlon (2)

(e) Lumaria 9 – an exciting fantasy-drama (1)

(f) Cue the Lights – chat show (4)

(g) Finding your Feet – people facing their problems and overcoming them (6)

Note: There are two terms here, 'feet' and 'feat', which have the same pronunciation but different meanings. 'Feat' means accomplishment and is therefore key to matching it to the triathlon family described in (2).

(c) Tell your partners which shows...

This activity provides an opportunity for students to personalise the task and express which shows they would want to and wouldn't want to watch by means of a speaking for fluency activity.

Increase the element of tension for this short pair speaking activity by having students write secretly one show they would want to see and one they wouldn't. Have their partner guess what they chose and justify their comment. Finally, have students reveal their answers and say why.

As this is a fluency stage, avoid interrupting, but monitor and make one or two notes of common errors in accuracy. Feed back on these at the end of the stage and elicit from students the correct form / pronunciation.

S95

B Vocabulary – Positive and negative language (10 minutes)**C Vocabulary – Word class (5 minutes)**

Learning Activities 4B and 4C provide language noticing practice to sensitise students to the use of language for evaluative purposes by means of (a) a highlighting and (b) word class identification activity.

In the box on student's handout S95, you will see an example where adjectives, adverbs and phrases have been underlined to show that evaluation can take place using a number of items and structures.

After students have attempted this using the original reading tasks to write on, you may want to make a note on some of the following language depending on the level and needs of your students.

You may want to highlight some of the following **descriptive language**:

| | |
|-----------------------------|------------------------------|
| drama series | uses the same plot as |
| split between two worlds | (it) stars (name) as a |
| a profile of | this series follows |
| an account of | this new programme hosted by |
| it takes a critical look at | commentary |
| up-to-date | |

And **evaluative language**:

exciting, fantasy-drama
the **unstoppably** handsome
not to be missed
a **deep and cuttngly honest** account
mind-numbing and tedious conversation
lively banter (talk), witty quips (jokes)
a **must-see relaxant**
indulgent

cleverly uses
it **sets its own standard**
this **intriguing** series
this **utter nonsense**
get it off the box
ridiculous
high-brow, fascinating, illuminating
sentimental

The word class task is a discrimination activity GLOSSARY that allows students to identify the word class, or grammatical voice of the words / phrases employed in evaluative phrases.

Answers:

- | | |
|---------------------------|--------------------|
| (a) exciting | adjective |
| (b) cleverly | adverb |
| (c) unstoppably handsome | adverb + adjective |
| (d) sets its own standard | verb phrase |
| (e) not to be missed | passive voice |

95

D Vocabulary – Formal or informal* (10 minutes)

This activity provides an opportunity for students to discriminate and categorise more or less formal phrases and those which are more positive or negative.

This is an optional activity that provides more practice for students who may need extra work with the phrases they have seen so far. You may like to run this as a dictation activity. In which case, either read out, or have students in pairs read out / dictate the following list. There is a note above the grid that warns students that there may not be phrases for every category.

You may want to check / drill pronunciation before starting the activity:

- (i) **intriguing** (strongly appealing, arousing curiosity)
- (ii) **honest** – silent 'h'
- (iii) **nonsense**
- (iv) **fascinating** (very interesting)

Evaluative phrases to dictate to your partner

- (1) this intriguing series
- (2) a deep and honest account
- (3) this utter nonsense
- (4) get it off the box
- (5) a must-see relaxant
- (6) fascinating and illuminating
- (7) it's a pretty good show

Answers:

| | Formal phrases | Informal phrases |
|-----------------|---|--|
| Positive | (1) this intriguing series (2) a deep and honest account (6) fascinating and illuminating | (5) a must-see relaxant (7) it's a pretty good show |

Negative *None*



(3) this utter nonsense

(4) get it off the box

965

■ Learning Activity 5 Writing

Writing a TV review

A Preparing to write – Brainstorming and organising (10 minutes)

This activity provides structured written practice for students to write their own TV review text.

Sections (a)-(d) in this activity provide guidance in (a) organising the writing activity, including the research the students will have to do and preparation ideas for it, and (b) further practice activities regarding the evaluative language used in reviews and the structure of them.

You may find that your students do not need so much support and extension practice, in which case, simply set up groups, and agree on the TV programmes that will be reviewed, trying to get a balance in each group.

It is important to remember that the average review is about 80 words and no longer. If you are hoping for a longer text from your students, you may want to ask them to write three reviews for three different types of programmes, e.g. a comedy series, a documentary and a drama: these reviews would require differing descriptive / narrative and evaluative language.

Answers for (d) Practice:

Words to use to complete Review A

1 funniest ✓
original

hilarious
typical

laugh-a-minute

Review A

Apple Pies is the **(1 funniest)** comedy series you'll see on TV. The plot is realistic and **(2 original)** and makes the best use of the variety of **(3 typical)** characters that you might meet in any high school yard. Not only is it a **(4 laugh-a-minute)** show, but it will get you thinking about your own interpersonal problems and possible solutions to them. Starring the **(5 hilarious)** Kat Yau and Jade To, it offers the best laugh on TV.

Words to use to complete Review B

thought-provoking
quick-paced but deep

deals with
skilful

made-for-TV

Review B

If you like dramas, then you'll love **Crack of Dawn**, a new **(6 made-for-TV)** series from the gifted director Bluey Au-Yeung. Set in the New Territories, the drama **(7 deals with)** two generations of the So family and the ways they have learnt to cope with a changing Hong Kong.

(8 Quick-paced but deep) at the same time, the series stars the **(9 skilful)** Ho brothers (*graduates of the prestigious APA in Wan Chai*). Never a dull moment in this heated and **(10 thought-provoking)** series.

Answers for Analysis:

Review A:

- (1) T
- (2) F – a brief reference to characters only. Nothing on plot.
- (3) F – no time reference. It describes the programme.
- (4) T

Review B:

- (5) T – it starts with an 'if you' sentence
- (6) F – it tells us about the director
- (7) T
- (8) F – *gifted, deep, skilful, thought-provoking* are all evaluative and positive

B Writing – Drafting your review (20 minutes – student dependent)

This activity provides an opportunity for students to bring together all the ideas and language they have worked with to this point to draft their own TV review.

Notes: This is a simple grid for students to write their first-draft reviews in. Above it appears a simplified order for students to follow while writing:

(a) naming, (b) describing and (c) evaluating. As we have seen, review texts do all three of these moves together, but this procedure may be simpler and more achievable for your students.

The work done in A (a)-(d) should provide (i) ideas and (ii) scaffolding for the students' own writing. If students need more support, provide the following descriptions of types of shows and sentence starter ideas. Teachers with students who need a great deal of support may want to use the basic writing frame below.

Catering for Learner Diversity

For students who need **more support**

- Provide the following ideas and stem sentences for students to structure their own writing.

Sentence starter ideas:

This show is set... / This show is about...

The plot is... / The show design is...

It is not only (evaluation) but is also (evaluation)...

The story covers...

The comedy series involves...

The chat show stars...

The drama focusses on...


The (show) stars the skilful / hilarious / outrageous / original (actors)...

- Provide the **writing frame** on T132 to help students to write a simple TV review.



For students who need **more support**  =evaluative phrase needed

Writing Frame for a simple TV Review

(Title) _____ is the  _____

_____ (type) _____

series you will see on TV.

The plot is  _____ and

_____ and brings together

 _____ group of characters.

Not only is the show  _____, but it

is also  _____.

Starring  _____ (actor's /

actors' name(s)) _____ and _____,

it is **(a)** well worth / **(b)** not worth watching.

Extension Ideas

This section provides teachers with further ideas they may like to develop into projects with their students.

Project 1 Write an episode of a teen soap opera

Creativity

Set up a soap opera writing competition in class using 'Falcon Beach' as a model (see information on "BBC Switch" on T133). Have students either (a) complete a short storyboard of the episode or (b) write the dialogue of the first two scenes. Judges should be drawn from soap opera fans in the school.

Project 2 TV Monitor

Analytical skills

Run a monitor project for students to discover (a) the types of programmes that are being aimed at teenagers in Hong Kong and (b) the scheduling of the shows. A good starting activity would be to use BBC Switch (see T133) to get an idea of the range of shows currently showing. What do they tell us about interests, tastes, and values of the viewing public?

Resources for TV Shows

Websites for TV Shows:

Teen Ink ☆☆☆

A wide-ranging resource which gives a forum to teenagers to write about fiction, poetry, non-fiction, reviews and art / photos. The TV shows reviewed, like the website itself, are American.

<http://teenink.com/TV>

BBC Switch ☆☆☆

A BBC website containing previews of upcoming TV programmes aimed at older teenagers. Shows such as "Falcon Beach" and "Them" may be of particular interest to teens.

<http://www.bbc.co.uk/switch/shows>

Reviews: Music

Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- use language to describe music and express their opinions
- understand music vocabulary used in the context of music reviews
- evaluate music reviews as positive or negative
- produce a music review conforming to the characteristics of that genre, i.e. typical structure of the text and commonly used language included

Time Needed

- 2-3 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

- Students use dictionaries to find vocabulary associated with music
- Students express their opinions of songs using adjectives / nouns
- Students analyse music reviews, complete comprehension questions and identify examples of collocations used
- Students listen to three music reviews and judge whether they are positive or negative, plus write notes about the phrases used to make comments
- Students write music reviews using an outline for support

Materials Required

- Student's handouts S99-S104
- Your own selection of song clips (on CD / cassette / MP3 player / streamed or legally downloaded from the Internet)
- CD Track 21

Reviews: Music

Teacher's notes

■ Introduction:

These activities encourage students to express their opinions about music. The main language areas include vocabulary for describing and evaluating music and common collocations used in music reviews. Core tasks include reading and listening to music reviews and writing a review of a favourite album.

■ Learning Activity 1 Speaking and Vocabulary

A Vocabulary – A - Z dictionary race (15 minutes)

This activity exposes students to common lexical items used when describing music.

Put students in pairs and ensure they have dictionaries. Point out that the words are in alphabetical order but not every letter is used. The word class is indicated after the letter. Set a strict time limit. They can try to guess some of the words or go straight to looking them up in the dictionary. Encourage them to skim ^{GLOSSARY} the entries rather than spending a long time searching.

Answers: A= album; B= ballad; C= catchy; D= dull; F= funky; G= guitar; L= lyrics; M= melody; N= number; P= piano; R= rhythm; S= soundtrack; T= track; U= unique

Catering for Learner Diversity

For students who need **more support**

- You may feel it is necessary to do some revision of dictionary work with your students beforehand, reminding them of how a dictionary is structured. You may choose to provide the first two or three letters of the words to speed up the process, or you could put them on the board as anagrams.
- Alternatively, provide all the words in a jumbled order and students match them to the definitions then use their dictionaries to check.

For students who need **more challenge**

- You could remove all the examples so that students need to guess all of the words; add more words to define; or ask them to brainstorm more words for each letter.
- You could also do an A-Z race, asking each group / pair to write the letters of the alphabet down the side of a page, set a time limit, e.g. 5 minutes, then students brainstorm a word associated with music for each letter. The group / pair with the most correct words at the end wins.

B Speaking – Your opinions of songs (10 minutes)

This activity allows students to express their opinions using key phrases connected with the popular evaluation of music.

Select some song clips (from a variety of genres) before class. Write 'hit' and 'miss' on the board and ask students to write them on a piece of paper (they should write big so it's easy for everyone to see). You may need to clarify the meanings, perhaps by drawing a target and arrows hitting and missing or by just explaining it in terms of popular / successful or unpopular. Play the song clips and students should hold up their opinion card. You may like to ask them to sit in groups according to their opinion of a certain song (i.e. so all the people who liked it are in groups) or they could be groups with mixed opinions, which may

allow for more lively discussion. Encourage them to explain why they liked / disliked the songs, then follow up with the discussion questions in the box.

S99

C Vocabulary – Describing music (5 minutes)

This activity expands students' repertoire of vocabulary for expressing evaluative opinions.

Remind students of the terms 'hit' and 'miss' when referring to music. They categorise the words and phrases into the correct box, using dictionaries if necessary. Drill the pronunciation with the whole class (word stress in bold below).

Answers:

| | |
|--------|---|
| Hit 🎵 | great , fantastic, brilliant , a winner , not bad* |
| Miss 🎵 | rubbish , terrible , a flop , so-so , just OK , awful |

* 'Not bad' is not very strong, but it still implies that the person liked it to some extent

S100

■ Learning Activity 2 Reading Vocabulary in context

A Reading – A music review (10 minutes)

This activity gives practice in reading a music review and inferring meaning.

This task exposes students to an example of a music review (maybe for the first time) and the typical structures and language used in them. Encouraging students to look for clues within the text about the writer's point of view is an important skill to help improve their overall reading comprehension skills. Encourage them to underline / highlight the 'clues' and to skim over the less relevant parts for the moment. The text is fairly simplified although it contains authentic examples from a music review (from SCMP's Young Post) and being able to successfully read and understand an 'authentic' text will boost students' confidence.

Answers: (1) **Yes** (clues: *a brilliant collection, a great tune, beautiful lyrics, an impressive beginning*) (2) **songwriting and singing** (3) **No, this is the first** (clues: *newcomer, debut album, first CD of her career*) (4) **(c) dance / pop** (clues: *funky, will make you move your feet, strong rhythm*) (5) **She'll be successful** (clue: *'will help her to make it to the top'*)

Catering for Learner Diversity

For students who need **more support**

- You may like to guide them by providing multiple-choice options.

S100

B Vocabulary – Collocations (10 minutes)

This activity raises students' awareness of common collocations used in music reviews.

Learning and using collocations (words that are commonly used together) is an effective way for students to expand their vocabulary and increase their fluency. The collocations presented here are not the strongest ('fixed') collocations as some of the adjectives can collocate with a number of the nouns, but they are useful combinations for students to add to their repertoire nonetheless.

Answers: 1.(f) **beautiful lyrics** 2.(d) strong **rhythm** 3.(e) **catchy** song
4.(a) soft **melody** 5.(c) **funky** tracks 6.(b) **distinctive** voice

NB: Most of the above combinations are interchangeable. You may or may not like to point this out to your students.

S101

■ Learning Activity 3 Listening and Speaking

Analysing music reviews

A Listening – Useful phrases from music reviews

(10 minutes) CD Track 21

This activity raises students' awareness of vocabulary phrases commonly used in music reviews.

Instructions are given on student's handout S101. For the task, you need to play CD Track 21 (3:44 minutes). The activity provides an opportunity for students to work with subject-verb agreement; collocation; and verb + preposition patterns (see *Answers*). To make it more challenging, you could ask students to predict the answers before listening to check.

Answers: (1) has (2) is (3) to (4) by (5) like (6) of (7) to (8) with (9) for; to (10) has (11) make (12) got

S101

B Listening – Positive or negative? (20 minutes) CD Track 21

This activity provides contextualised practice of commonly used language in music reviews by means of a listening activity.

Focus students' attention on the blank chart. Explain that they will hear 2 people discussing 3 reviews and they should try to jot down notes about each album / song in the appropriate column (positive / negative). This task uses the same recording as in the previous activity (CD Track 21). You may like to stop the CD after each review to allow time for writing (suitable places to pause are indicated on the tapescript on T138). They will probably need more than one listening.

Suggested Answers:

| | + Positive comments | - Negative comments |
|---------|---|---|
| Album 1 | <i>reached no.1; popular</i> | |
| Song 1 | <i>happy piano melody</i> | |
| Song 2 | | <i>dull song; repeats lyrics; not easy to listen to; childish vocals; not to everyone's taste</i> |
| Album 2 | <i>talent and skills to make it to the top; angelic voice</i> | |
| Song 1 | <i>simple lyrics; truly memorable</i> | |
| Song 2 | <i>fantastic instrumental version</i> | |
| Album 3 | <i>newly released sequel; uplifting songs; good selection of different tunes</i> | |
| Song 1 | <i>funky; heavy beats; rhythmic bass; catchy; guaranteed to make this an instant hit; good for dancing to</i> | |
| Song 2 | <i>Infectious melody; will make you move your feet</i> | |

Catering for Learner Diversity

For students who need more support

- You may prefer to play just one or two of the three reviews to reduce the load.
- Some vocabulary may be pre-taught to assist students in the listening, e.g. *angelic*, *memorable*, *uplifting*, *sequel*, *infectious*, *vocals*. Most of the items in the listening are recycled from previous activities.
- Some answers could be provided for them on the activity sheet.

Tapescript – CD Track 21

Learning Activity 3A Useful phrases from music reviews and 3B Positive or negative?
CD Track 21 (3:44 minutes)

- A What are you doing?
- B I'm trying to decide which new CDs to download. There are so many that I can't decide.
- A Maybe I can help you. Let's read some of the reviews together.
- B OK. The first one is a singer from Ireland called Kate Nash. The review says 'the album "Made of Bricks" reached no. 1 on the UK album charts shortly after its release' so it's obviously very popular.
- A Does it describe the musical style at all?
- B Yes it calls it an '**indie rock album** full of piano and guitar'. It says the first song 'We Get On' **has a happy piano melody** so that sounds quite good.
- A It's a positive review then?
- B Not really. It says song 2: 'Play' **is a dull song** that repeats the lyrics "I like to play / I play all day in my room". The writer tells us **it's not an easy album to listen to** and the singer's childish vocals are **not to everyone's taste**.
- A What do you think then?
- B Hmm, I'm not sure. I don't think I'll get that one.

(Pause)

- A What about this? It's **a single**, not a whole album, **called** 'Good-bye Days' and **it's by a Japanese singer-songwriter**, Yui.
- B Oh, she was in a movie called 'Midnight Sun' about a girl who cannot go out in the sun and sings in the streets at night...
- A Yes, that's her.
- B What does the reviewer say about the single?
- A He thinks she has the talent and skills to make it to the top because she studied songwriting and guitar at a private music school.
- B I don't know what **her voice sounds like** or what **the songs are about**.
- A The reviewer describes her **angelic voice – she sounds like an angel!** The first song has **simple lyrics** and he says it makes this a truly **memorable piece of music**.
- B But this is only a single so it's just one song, right?
- A No, apparently there are three numbers on the single, plus the final track is **a fantastic instrumental version of the song**.
- B Wow, that sounds great. I'll get it.

(Pause)

- A Are there any more reviews you want to read?
- B Ooh look - High School Musical 2 - I love that movie don't you?
- A Yes, it's my favourite! What does the review say?
- B This is the **newly released sequel** to High School Musical and it's full of the same sort of tunes as the first soundtrack album. She tells us **it kicks off with** the funky 'What Time Is It', so that's the first song. Its **heavy beats** and **rhythmic bass** are catchy and guarantee to make this **an instant hit**.
- A Sounds good for dancing to...
- B She says the next track 'Fabulous' **has an infectious melody** and **will make you move** your feet. There are uplifting songs and some ballads too.
- A I like the sound of that – it's got a good selection of different tunes. Let's download it.

Note: It is essential to remind students of the importance to download music from the Internet legally.

S102

C Speaking – Ranking (10 minutes)

This activity consolidates students' understanding of previously taught items.

Focus students' attention on the reviews ratings systems and explain that 1 CD means it is a very bad review and 5 CDs mean it is a very good review. Elicit suggestions for other symbols that could be used (e.g. smiley faces, musical notes, guitars). Ask students to work in pairs to read the 5 extracts from music reviews and add how many 'CDs' they think it would be given on their handouts. You may like to go through the key phrases in the review extracts and use it as an opportunity to practise word stress in the phrases.

Suggested Answers:

(1) 5 CDs (2) 2-3 CDs (3) 1-2 CDs (4) 4-5 CDs (5) 1 CD

S102

■ Learning Activity 4 Reading Identifying music reviews**A Reading – Unscrambling the sentences (10 minutes)**

This activity raises students' awareness of the generic features and language of a music review through a discrimination activity.

Explain that the text contains parts of some different reviews. Students should try to identify the sentences from a music review and highlight or underline the appropriate parts. You could follow up by asking students to tell you what kinds of reviews the other sentences come from (a film review and a video game review).

Answers:

The latest blockbuster from Disney is a visual feast full of colourful animation. The guitar and bass will make you tap your feet. The characters in this new edition have more super-powers and longer lives than in the first edition of the game. Unfortunately, her second album is fairly dull and predictable. The lyrics are rather repetitive and start to be annoying after a few minutes. You will find the plot extremely exciting and the climax is a big surprise. There are a couple of interesting tracks, but overall this will be a flop. This fantasy-drama is not to be missed.

S102

B Reading – Sequencing information in a review (10 minutes)

This activity raises students' awareness of the typical sequence of information in a music review through a reading and labelling activity.

Note: This is an authentic text taken from SCMP Young Post so you may like to reassure students that they do not have to understand the entire text. You might also like to make use of the HKCLA Monthly Reporting Form (accessible at <http://hkcla.org.hk>→service→instruction purpose→photocopying for instruction, or in the CD-ROM of this package) to inform HKCLA of the number of photocopies made of the music review on S103 for students.

Go through the five labels with the whole class to check they understand the categories. Ask students to skim-read ^{GLOSSARY} the review and in pairs decide which category each paragraph belongs in by writing the letters in the boxes.

Answers: 1 = a + b; 2 = d; 3 = a (+ d); 4 = e; 5 = e; 6 = e; 7 = c

Catering for Learner Diversity

For students who need **more support**

- You could provide a simplified version of a review text to exemplify the different sections more obviously. An example is provided below.

People who liked *High School Musical* will love the newly-released sequel. This second album has all the same sort of tunes as the first album – lots of catchy pop songs to dance to.

The second album, *High School Musical 2*, is the soundtrack from the film and there are 11 tunes on it about popular topics such as summer holidays, love and friends.

The CD begins with a funky song called 'What Time Is It'. It has heavy beats and a good rhythm and it is very catchy. I think this will be a hit.

The second track, 'Fabulous' has a great melody and will make you move your feet to dance.

There are also songs which will make teenagers feel happy and two romantic ballads that high school girls will love.

High School Musical 2 is about being young and it is a great CD that teenagers will love.

■ Learning Activity 5 Writing *A music review*

A Homework Assignment – *Preparing to write a music review (30 minutes – dependent on students)*

This activity allows students to prepare ideas and information for writing a music review.

Tell students they must choose a CD (or a download) that they will listen to and review at home. It can be in Cantonese or another language but the review has to be in English. Go through the sections in the boxes where they should write notes and check that they understand what to write in each box (give them examples). In the following lesson, ask students to tell each other about their findings and check that they have all got some ideas ready for a review.

B Writing – *A music review (15 minutes)*

This activity supports students in writing a music review with the help of a writing frame.

Ask students to complete the music review outline using the suggested types of words. Monitor and assist with language where necessary. Encourage them to use phrases and words learnt from the previous activities. For more information about the different genres of music, you could advise them to search 'music genres' on Wikipedia.

Catering for Learner Diversity

For students who need **more challenge**

- Ask them to write a review without using the writing frame but following the typical structure of a review as in Learning Activity 4B.
- Have students compare an earlier and a current album from the same artist, which will require them to use comparative and contrastive phrases, e.g. *Whereas A was X, B is Y; A is less (more) X than B; There are more...*

Extension Ideas

This section provides teachers with further ideas they may like to develop into projects with their students.

Project 1 Debate / Vote

Analytical skills

Students select and present their favourite song lyrics and justify their opinions. Class vote for the top 10 clever lyrics / lyricists.

Project 2 Mimics

Creativity

Who can mimic (e.g. Justin Lo's) lyrical style the closest? Have students analyse a number of very different styles of songwriter. They then try to re-write a verse in a song by their favourite artist. Students who need more challenge could also try to re-write a verse in the style of that artist, e.g. 'Write another verse in the style of Ivana Wong'.

Project 3 Name that tune

Analytical skills

Divide students into two groups. They select 5 current tunes. Play each for 30 seconds and the other team has to guess the song and (a) quote, (b) describe, and (c) evaluate the lyrics. Teacher acts as host / scorekeeper.

Project 4 Interview the singer

Analytical skills

Students prepare interview questions for their favourite singers (e.g. *Why did you choose these lyrics? What's the story behind the song?*) and one student takes the role of that singer to be interviewed (could be done as a 'hotseat' activity where questions are fired at the person and s/he answers spontaneously if you feel your students are more capable).

Resources for Music Reviews

Websites for Music Reviews:

Writing reviews ☆☆☆

Very challenging as it is aimed at university level students, but contains some useful tips, also some sample papers which could be modified to provide an example for students.

<http://www.dartmouth.edu/~writing/materials/student/humanities/music.shtml>

Young Post ☆

The young people's supplement website from the South China Morning Post has CD reviews (including those from the past few editions). You need to sign up as a member (free). Click on the 'Fun' section after signing in. You could also use the 'Forum' section.

<http://www.yp.scmp.com>

Metacritic ☆☆

Reviews from different sources collected together, labelled by genre and ranked in descending order of popularity, plus given an overall score. Reviews written by proficient English speaking critics so some very challenging language is used at times.

<http://www.metacritic.com/music>

Top ten reviews ☆☆

Reviews organised by scores, or searchable by genre. Reviews written by proficient English speaking critics so some very challenging language is used at times.

<http://www.toptenreviews.com>

The Guardian ☆☆

Some reviews are fairly short but the language is often quite complex.

<http://music.guardian.co.uk/reviews>

Teen Ink ☆☆

Reviews written by teenagers. Some language is quite challenging as it's written by proficient English speakers. It is possible for students to submit their own work.

<http://www.teenink.com/Music>

Common Sense Media ☆ / ☆☆

This reviews site is aimed at parents and therefore contains guidance on song content in specific categories including sexual content, violence, language, message, social behaviour, commercialism and drug / alcohol / tobacco. The references are shown in an at-a-glance table so you can decide on appropriacy.

<http://www.common sense media.org/music-reviews>

Reviews: Video Games

Teacher's Notes

Objectives

By the end of the lessons, students will be better able to:

- use language to describe video games and express their opinions
- understand genre-specific vocabulary used in the context of game reviews
- identify target audiences and motivation to play video games
- discuss advantages / disadvantages of video games
- produce an argumentative essay

Time Needed

- 2-3 forty-minute periods

Learning / Teaching / Assessment Tasks / Activities

- Students read descriptions of online games and identify target audience and motivation to play
- Students complete a vocabulary matching / categorising activity
- Students listen to people discussing a news article on video games and identify issues and attitudes
- Students categorise discourse markers according to function
- Students write an argumentative piece presenting the issues raised

Materials Required

- Student's handouts S105-S111
- CD Track 22

Reviews: Video Games

Teacher's notes

Important Note: This unit of work, 'Reviews: Video Games' is pitched at a slightly more challenging level of complexity with regard to vocabulary, grammar and the length / complexity of the listening task than the other materials in the resource package. As such, teachers should consider the materials carefully to ensure they meet students' needs.

■ Introduction:

These activities use the topic of video games as a basis for practising expository writing and for students to express their opinions about a potentially relevant and motivating subject. The core tasks are listening, reading and writing using examples of structured arguments and sample essay extracts. The final task is the production of a first (and possibly second) draft of a written argumentative piece presenting the case for and against the use of computer games. Language practised includes discourse markers for organising arguments and justifying claims.

■ Learning Activity 1 Speaking and Vocabulary

Introduction to video games

A Speaking – Online games (5 minutes)

This activity introduces the topic of games and allows students to consider target audiences.

Supply the names of three current online games. Try the following sites for ideas: <http://www.onlinegames.net/> and <http://www.miniclip.com/games/en/> (or you could ask students to provide ideas). Students fill in the table with their ideas. There are no right answers so they should use the opportunity to speculate and make sensible guesses.

Catering for Learner Diversity

For students who need **more support**

- You may prefer to do the activity as a whole class, eliciting suggestions from students to fill in the table on the board altogether.

B Vocabulary – Video games (10 minutes)

This activity exposes students to some common vocabulary related to computer games.

Read through the vocabulary items in the left-hand column with students and drill the pronunciation (syllable stress is marked in bold below in the answers section), then ask them to work in pairs to match the definitions. To extend this activity further, you could ask students to produce example sentences exemplifying the word in use.

Answers: 1. **R.P.G.** — c; 2. **simulation** — e; 3. **combat** — a; 4. **addictive** — k; 5. **violent** — f; 6. **fantasy** — i; 7. **portray** — h; 8. **console*** — g; 9. first-person **shooter** — l; 10. **strategy** — j; 11. **genre*** — b; 12. MMORPG — d

***Language note for teacher:** Care should be taken with the *noun* 'console' in this context compared to the *verb* 'to console' (syllable stress changes).

S106

■ Learning Activity 2 Listening, Grammar and Speaking

Are video games bad for you?

A Listening – Identifying people's points of view (15 minutes)

CD Track 22

This activity allows students to practise listening for specific information and identifying opinions expressed by different speakers.

Read the six comments with students and point out that there is a mixture of positive and negative viewpoints expressed (but probably better not to spend too long on identifying which are which as this would pre-empt the listening task too much). Tell students they will hear two speakers (A=woman; B=man). You may like to write this on the board to remind students. Play CD Track 22. Students should listen specifically for the six phrases and write A or B in the small boxes as they hear them.

Answers: (1) B (2) A (3) A (4) A (5) B (6) A

Catering for Learner Diversity

For students who need more support

- This recording is quite challenging as it is spoken at a natural speed and uses a lot of natural word linking and weak forms so some students may need a lot more support to comprehend it. You may choose to stop the recording after each section when the phrase is mentioned to allow students more time to assimilate the information and think about who was speaking. You may also like to point out to them that in one section they need to listen for the same person saying two of the points (numbers 2 and 3) in the same stream of speech consecutively.

Tapescript – CD Track 22

Learning Activity 2 Listening *Identifying people's points of view*

CD Track 22 (4:31 minutes) (A= woman B= man)

- A So we've got to write this article on the benefits and problems of video games for next Tuesday.
- B Yeah, not much time. Did you read those articles I gave you?
- A Yes, so we just need to organise our ideas ready for writing.
- B Shall we do it as an argumentative essay, discussing the pros and cons? Lots of teenagers are asked to write those types of essays at school.
- A OK, good idea, an argumentative essay, is that right? Let's start with an opening paragraph explaining the topic, for example, what gaming is and which games are popular with boys or girls and the increase of gaming as a pastime or hobby.
- B Yeah that's a good general opening. Then we need to explain that we'll look at the positive and negative sides of the trend. Let's begin by introducing the benefits.
- A OK, so firstly we can say games are fun and entertaining. When you play and win a game you feel rewarded or get a sense of satisfaction. In my opinion, they're relaxing too.
- B Well, yes, that's OK, but what about the negatives? I think some people play too much and become addicted to the computer games because they want to keep practising to get better and better. I don't think video games are good for you.

- A But I think they're good because repeating all the moves and actions could help to improve your concentration and goal-setting skills. I also heard that another positive point is playing games helps your hand-eye co-ordination.
- B Yes, but what happens when you lose control of how often you play and have to play all the time? That could be a real problem, couldn't it?
- A Don't you think that only happens to a small proportion of people? I don't agree with you that it's a really big problem. I think you're focussing too much on the negatives. Surely there are some benefits to playing computer games...
- B I suppose so...
- A And people who find it hard to express themselves can do so online. Online forums have the benefit of actually helping people to express their views and engage with others more meaningfully.
- B I really don't see that's a good thing – we need face-to-face contact with other human beings. We should discuss our opinions with our friends, not some anonymous person on a computer.
- A No, I still think there are many plus points to computer games. I read an article about students in hospital with serious illnesses who were given video consoles to play and they not only had an extended concentration span but also needed less pain relief after playing.
- B Yeah that's interesting. I can't really argue with that point. However, there's one final point I want to make about the subject – I read that because so many boys play combat and first-person shooter games that this develops a taste for violence in them. They become more aggressive.
- A Really! I think that's taking it a bit far!
- B Well, lots of people say it teaches teenagers the wrong values.
- A But what about the games that have strong female and male characters and require collaboration and creativity to win? There are plenty of strategy games around. Don't they teach good values?
- B I suppose they're closer to reality, yes, but I don't think teenagers usually go for those genres: they prefer shooting games or Sims.
- A I still think there are two sides to this argument though. Your points arguing against computer games are valid, but there are still many positives.
- B Yes you're right, we need to present a balanced argument showing both the advantages and disadvantages. So to summarise, we'll do a general introduction, then discuss the benefits, followed by the negative points and try to show the pros and cons of the subject. Have I missed anything?
- A No I don't think so. Shall we start writing some notes?

B Grammar – Organising your points (10 minutes)

This activity exposes students to ways of sequencing parts of an argument or thesis statement and helps them to categorise discourse markers according to function.

Point out that the phrases all come from the listening tapescript (CD Track 22). Students may like to refer to a printout of the tapescript to see the context in which each phrase is used. Each of the phrases serves as a marker in the text to indicate whether the speaker is introducing a topic, responding to the other speaker, clarifying and checking understanding, adding further comments or bringing the discussion to a close. You may like to do the first couple of examples with the whole class.

Answers:

| | |
|-------------------------------------|--------|
| Introducing your topic | c, d |
| Responding to someone's comment | a, f |
| Clarifying / checking understanding | b |
| Adding more comments | (e), g |
| Rounding up / ending the discussion | e, h |

Catering for Learner Diversity

For students who need **more challenge**

- You may like to focus on register and formality, using the phrases from the tapescript to discuss with students. Most of them are spoken phrases, but some may be appropriate in writing as well. Ask students to identify (from the tapescript) which ones could transfer into a written text. The most likely ones are: *in my opinion; I (don't) think; firstly, secondly*.

S106

C Speaking – *What do you think? (10 minutes)*

This activity provides students with the opportunity to express their opinions on the topic of video games.

Ask students to colour in the bars on the left-hand side of the chart below each statement to show how much they agree or disagree with each one (the point closest to the middle is neutral). They then compare answers with their partner. You may like to use this as an opportunity to practise question formation with your students asking them to formulate the questions for each statement before the pairwork stage (e.g. 'Do you think video games can help people to learn new skills?').

S107

■ Learning Activity 3 Reading and Writing

A first draft of an argumentative essay

A Preparation – *Mindmap (10 minutes)*

This activity raises students' awareness of the importance of planning before beginning writing by getting them to complete a mindmap.

Students should work together to brainstorm ideas for and against computer games. They can use the previous activities for ideas. Encourage them to categorise their ideas whilst speaking and use mindmaps to help them to organise. If they (or you) are unfamiliar with the procedure of mindmapping, good sources of information are: http://www.mindtools.com/pages/article/newLSS_01.htm and <http://www.mind-map.com/>

S107

B Reading – *An example essay (15 minutes)*

This activity helps students to analyse an extract from an argumentative essay and identify the discourse moves (parts of the essay) used.

Check that students understand the 7 discourse moves listed on their worksheets including the words 'a claim', 'evidence' and 'a conclusion' (*note: the word 'justify' appears on S108*).

The text 'Should computer games be banned for under-18's' uses a generic structure which can serve as a model for students' own production later on. When students have discussed the text and identified the various stages, explain that although this is a good model of a structure, the stages are not fixed – they can be used in an interchangeable order.

Answers:

Should computer games be banned for under-18's?

Computer games are bad for your health (**b**). Doctors have found that playing computer games for more than 5 hours a day can make some people violent (**e**). Computer games targeting boys are usually violent 'first shooter' games, whereas games for girls promote stereotypical interests such as fashion and make-up (**c**)+(**g**). However, it is not all bad news. Computer games may have some benefits too (**a**). Researchers have discovered that using computer games to help children who are in hospital can reduce their pain (**e**). The children who played computer games needed less pain relief and were more relaxed than the ones who just rested after their treatments (**e**). However, they only played for an hour a day.

Considering these different views, it is hard to decide who is right as there are both advantages and disadvantages (**f**). In my opinion, computer games should be controlled so that children do not become addicted, but they can also be useful for us so we should not ban them altogether (**d**).

C Writing – Organising your ideas (15 minutes)

This activity exposes students to typical generic structures used in an argumentative essay.

(a) Students should use the essay extract from Learning Activity 3B again and try to identify the function of each part according to the list provided. The missing words are provided in a box to help them. It may be a good idea to go through the text with them and elicit each time a new discourse move is made (i.e. pointing out when *a new claim* is made or when the writer presents *an example*), asking students to underline or highlight the key parts. After checking answers, explain to students that although this is a typical structure, the order of the steps might change or be repeated a number of times whilst writing (information is given on the students' handout about this).

(b) This activity provides some practice and examples of the types of sentences used for the previous functions, e.g. making a claim or justifying the claim. Students match the beginnings and ends of the sentences. In order to help them, you could point out that they should pay attention to the linking words and think about how the words go together, e.g. what verb form follows a preposition? (as in sentence 6).

Answers: (a) 1. positive or negative claim 2. justify 4. comparison 5. positive or negative claim 6. justify 7. evaluate 8. conclusion

(b) 1.e 2.f 3.b 4.c 5.a 6.d

Language note for teacher: The structure of sentence 3(b) is actually the opposite way round to the suggested structure of 'make a claim, then justify your claim'. This is because the grammatical structure (present perfect passive) sounds more natural when used in this way. You do not need to point this out to students unless they ask.

D Writing – A first draft (30 minutes+)

This activity provides practice for students in using a process writing approach to write a first draft of an argumentative essay.

Students should use their mindmaps from Learning Activity 3A and follow the generic stages for structuring their ideas. Give them plenty of thinking time and time to write. You may like to monitor and help with language while they are writing if you choose to do this activity in class. Remind students that this is a first draft, so while they should be careful with language (spelling, grammar and so on), they will have the opportunity to check, revise and improve their work afterwards so at this point they should be concentrating more on the content and organisation of their essay.

Reviews: Video Games

S109

■ Learning Activity 4 Grammar *Error correction*

A Grammar – *Finding the mistakes (20 minutes+)*

This activity raises students' awareness of the importance of checking work for mistakes and gives them practice in proofreading / editing.

Explain the error correction code to students and ensure they understand which type of errors would fit into each category, then show them that the lines of the text are numbered on the left-hand side and the type of error for each line is in the column to the right. They should work in pairs to first find the error, then to decide how to correct it.

Answers:

- 1 ^ **as** people
- 2 pl **benefits**
- 3 vf **shown**
- 4 ww **ability**
- 5 vf **playing**
- 6 ww **comprehension**
- 7 sp **solving**
- 8 ^ **the** USA
- 9 wo **providing patients**
- 10 ^ **to** play
- 11 sp **illness**
- 12 vf **given**
- 13 ^ **a** video
- 14 wo **weeks later**
- 15 pl **children**
- 16 ww **our** friends
- 17 ^ **playing** together
- 18 vf **does** not
- 19 sp **because**
- 20 ww **real** life

S109

B Self and peer feedback – *Checking your work (15 minutes+)*

This activity helps students to apply the correction code and editing procedures to their own and a partner's work and give constructive feedback.

To follow up the previous grammar checking activity and provide them with meaningful practice, students should apply the error checking procedure to their own first drafts. They can then check their partner's work and use the correction code and / or the checklist, before producing a second draft.

Resources for Video Game Reviews

Websites for Video Game Reviews:

PBS ☆ / ☆☆☆

Tie-in from a PBS TV show about video games. Includes sections on 'How a game is made', quizzes, the history of gaming and essays on the impact of games (some quite long texts in this part).

<http://www.pbs.org/kcts/videogamerevolution/impact/index.html>

'Inside the games: Personal gaming stories' has short video clips of teens talking about video games which could be used in class.

<http://www.pbs.org/kcts/videogamerevolution/inside/stories.html#top>

Media Awareness ☆

A lesson plan for raising students' awareness of violence in games.

http://www.media-awareness.ca/english/resources/educational/lessons/elementary/video_games/killer_games.cfm

Issues for parents to consider – includes good essay examples and topics for debate.

http://www.media-awareness.ca/english/parents/video_games/index.cfm

BBC article ☆☆☆

An article about the benefits of gaming.

<http://news.bbc.co.uk/2/hi/health/4682801.stm>

Media Family ☆

USA based media site aimed at raising media awareness in children and parents. Contains comprehensive parental guides on topics including video game addiction and social networking. Needs (free) registration to access these resources.

<http://www.mediafamily.org>

Parent Previews ☆☆☆

Fairly in-depth reviews aimed at parents and families.

http://www.parentpreviews.com/video_games.shtml

Games for Girls ☆

Focusses on genres other than war games and shooters. Also includes reviews of games categorised by genre.

<http://www.games4girls.com>

The Age ☆☆☆

An article about the benefits of gaming.

<http://www.theage.com.au/articles/2004/01/22/1074732535783.html>

Common Sense Media ☆☆☆

A good selection of reviews categorised by age / platform. This reviews site is aimed at parents and it contains guidance on song content in specific categories including sexual content, violence, language, message, social behaviour, commercialism and drug / alcohol / tobacco. The references are shown in an at-a-glance table so you can decide on appropriacy.

<http://www.common sense media.org/game-reviews/?showthis=VideoGame>

Reviews: Video Games

X-Box ☆

A glossary of common language used when talking about video games. Aimed at parents.

<http://www.xbox.com/en-US/support/familysettings/isyourfamilyset/languageofvideogames.htm>

Inventor Spot ☆ / ☆☆

A glossary of game genres and a slightly more advanced glossary of gaming terms.

http://inventorspot.com/video_game_terminology_basics

http://inventorspot.com/video_game_terminology_advanced

Jim Jagger ☆☆

A glossary of gaming terms – quite advanced.

http://www.jimjagger.com/JPages/JTutorials/Tut_Glossary.htm

Associated Content ☆☆

A selection of articles related to video games such as 'What makes a good video game?' 'How to review a video game' and 'Video game addiction'.

http://www.associatedcontent.com/article/123930/how_to_review_a_video_game.html

Wikipedia ☆☆

An introduction to and review of the video game culture.

http://en.wikipedia.org/wiki/Video_game_culture



GLOSSARY

Activity Glossary for Teachers

GLOSSARY



Accuracy activity

This type of activity focusses on helping students to recognise and use the appropriate form. Form here may refer to spelling, pronunciation, grammar or vocabulary.

Controlled practice

Controlled practice provides students with an activity where they repeat a specific form or structure in order to become familiar with it. Controlled practice activities typically focus on a limited range of structures and help students to improve in terms of accuracy. (See task-based learning below.)

Dictogloss

This is a type of dictation which requires the students to take notes of the key words used in a text as they listen and then later reconstruct the text so that it has the same meaning as the original text although perhaps not exactly the same form. As students only have the key vocabulary, they are put in a position where they need to reconstruct the text by providing whatever grammatical resources they have available. Teachers can have students compare their versions with the dictated version and from this point, do further work on accuracy and range.

Discrimination

A discrimination activity allows students to consider the contrasting features of two or more items for the purposes of identifying them. The activity might contrast the pronunciation of two similar-sounding words, for example, *hop* / *hope*, or two similar sounding words which are spelt differently, e.g. *their* / *there*, or two different forms of grammar, e.g. present simple vs past simple tenses. Discrimination activities allow students to work on accuracy and range.

Fluency activity

A fluency activity provides an opportunity for students to work on expressing themselves and stringing the language they have together to create meaning. (Often a teacher will focus on either fluency or accuracy depending on what her / his overall aims are at that point in the lesson: students need both types of activity to develop confidence and ability.)

For more information, see:

<http://www.englishonline.org.cn/en/teachers/development/teaching-articles/accuracy-fluency>

A gap-filling activity (a gap-fill)

A gap-fill is a practice exercise in which students have to replace words missing from a text. These words are chosen and removed in order to practise a specific language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five words. Gap-fills are often used to practise specific language points, for example items of grammar and vocabulary, and features of written texts such as conjunctions. They are common in testing.

Pelmanism

This activity allows students to match pictures and items of vocabulary and / or grammar to provide controlled practice. It is typically done by using cards. By turning the cards over so students can't see any items, we can create a guessing game that increases the use of the items and level of engagement with the language.

For procedures, see:

http://www.ehow.com/how_2085071_play-pelmanism.html

Pyramid discussion

A pyramid discussion is a speaking activity where students form progressively larger groups as they carry out a speaking task, which normally requires each grouping to reach agreement before joining another group. For example, in small groups, the students have to agree on the most important of the five senses. They then join with another group and have to agree again, and so on, until the whole class is involved in one discussion.

Skimming

This reading technique means reading fairly quickly to gather the general meaning (*gist*) of a text, rather than trying to understand and define every word or extract specific information. It can be contrasted with **scanning**, which is reading in order to find specific information, e.g. figures or names.

Task-based learning

This is an approach where students carry out tasks such as solving a problem or planning an activity. In a task-based lesson the teacher doesn't have to pre-determine what language will be studied; the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. Very often, language points (and possibly controlled practice of them) are considered after draft 1 of the task in order to increase accuracy and range in draft 2.

For a fuller discussion of this approach, go to:

<http://www.teachingenglish.org.uk/think/articles/a-task-based-approach>

For further information on various teaching approaches and methodology, look at the section called 'Teaching Articles' on the following website:

<http://www.englishonline.org.cn/teachers>





CD Track Listing

| Track number | Text-type Focus | Recording | Page reference and description of text-type |
|--------------|------------------------------|---|---|
| Track 1 | Photo captions | Conversation 1 | T2 Description of a photo S1 |
| Track 2 | Photo captions | Conversation 2 | T2 Description of a photo S1 |
| Track 3 | Photo captions | Conversation 3 | T2 Description of a photo S1 |
| Track 4 | Comic strips | - | T24 Description of a comic strip S19 |
| Track 5 | Advice columns | - | T44 Pronunciation model S32 |
| Track 6 | Fashion columns | - | T50 Lost property report S36 |
| Track 7 | Horoscope columns | - | T62 Dictation S46 |
| Track 8 | Gadget columns | Speaker 1 | T74 Expression of preferences S53 |
| Track 9 | Gadget columns | Speaker 2 | T74 Expression of preferences S53 |
| Track 10 | Gadget columns | Speaker 3 | T74 Expression of preferences S53 |
| Track 11 | Gadget columns | Speaker 4 | T74 Expression of preferences S53 |
| Track 12 | Advertisements & Commercials | Commercial 1 | T86 Radio advert S64 |
| Track 13 | Advertisements & Commercials | Commercial 2 | T86 Radio advert S64 |
| Track 14 | Advertisements & Commercials | Commercial 3 | T86 Radio advert S64 |
| Track 15 | Advertisements & Commercials | Conversation 1 | T91 Shopping mall interview S71 |
| Track 16 | Advertisements & Commercials | Conversation 2 | T91 Shopping mall interview S71 |
| Track 17 | Previews & Reviews | Movie trailers (<i>Audition 1</i>) | T106 Audition S81 |
| Track 18 | Previews & Reviews | Movie trailers (<i>Audition 2</i>) | T106 Audition S81 |
| Track 19 | Previews & Reviews | Movie trailers (<i>Complete trailer</i>) | T106 Movie trailer S81 |
| Track 20 | Previews & Reviews | TV shows | T123 Description of a bar chart S89 |
| Track 21 | Previews & Reviews | Music Reviews | T137 Conversation S101 |
| Track 22 | Previews & Reviews | Video games | T145 Discussion about S106 essay writing |

