



**KAPITAŁ LUDZKI**  
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA  
EUROPEJSKI  
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

# Komponent wspólny

## JĘZYK ANGIELSKI

- rok szkolny 2010/2011

**\*CHASING TITBITS AROUND  
GREAT BRITAIN\***



## Teacher's copy

### Stop 1 Torquay, Devon

Preparation task for Ss → Try to find the answer to the following question:

***Who was a famous Belgian detective connected with a city on the British coast? (And it was not Sherlock Holmes!)***

**Answer:** It was Hercule Poirot, a hero in the novels written by Agatha Christie

Key words for the web search: **Belgian detective + British coast**

Preparation task for Teacher →

Do the web search as well and read the information yourself :

<http://www.suite101.com/content/influences-on-agatha-christies-writing-a150859>

<http://www.squidoo.com/herculepoirot>

**TOPIC SENTENCE: A MYSTERY IN THE LIFE OF A WRITER OF MYSTERIES.**

**AIM OF THE LESSON:** Practising asking questions in English.

### LESSON PLAN

1. Introduction to the lesson – eliciting the subject of the lesson on the basis of the web search. You are going to talk about a famous author of mysteries – Agatha Christie and learn about a mystery that took place in her own life. (The **name of the town being visited** in connection with A. Christie will be revealed in the course of the first reading activity.) **(5 mins)**
2. **READING PART 1** Tell your Ss that they are going to read a text about the life of Agatha Christie, but the text is gapped. As they work in pairs, each person in a pair has a different set of information missing from their copy of the text. To find out what the missing information is, they have to make **WH- questions** for each gap in the text. Then, they have to ask one another their questions one by one. The questions are numbered and must be asked in the correct order to make completing the text possible. Once they finish, both Ss in a pair should have a complete text. For the time of preparing questions, you can ask



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all Ss from group A to sit together (and co-operate) and all Ss from group B to sit together (and co-operate). **(15 mins for making questions, 20 minutes for interviewing a partner)**

\*Perhaps at this point you want to make a fast revision of WH- words/phrase and questions. Elicit these words/phrases from your Ss and ask them to ask a subject question and an object question for a sample sentence, e.g. the following one:

**Joe killed Jim.**

**Subject question: Who killed Jim?**

**Joe killed Jim.**

**Object question: Who did Joe kill?**

**Jim**

**Exercise 1:** Read your copy of the text about the life of Agatha Christie, a famous writer of mysteries, and make questions about the missing information. Then ask your partner these questions and answer theirs keeping the correct order of questions **1 – 20**.

1. When was A. Ch. born? A
2. Where was A.Ch. born? B
3. Who was her first husband? A
4. When did she marry Archibald Christie? B
5. What was her life like by 1926? A
6. What happened to her mother in 1926? B
7. What happened to her marriage in 1926 (that year)? A
8. Where did she leave her daughter one day? B
9. What was found abandoned in Surrey? A
10. After how many days was she found? (When was she found?) B
11. Where was she discovered? A
12. When was she divorced from A. Christie? B
13. Who did she marry in 1930? (two years after the divorce?) A
14. How much younger than A. Ch. was her second husband? B
15. When did A. Ch. die? A
16. How many full length plays did A. Ch. write? B
17. Under what name did A. Ch. write six romances? A
18. Who is A. Ch. known as? B
19. How many copies of her books have been sold so far? A
20. When was she made / did she receive the title of a Dame Commander of the Order of the British Empire? B

**Once your Ss are done with asking and answering their questions, ask them to explain what this mystery in the life of A. Ch. was.**



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**3. READING PART 2** Tell your Ss that they are going to read the second part of the text about A. Ch. in which the most famous characters of her novels are introduced. Ask them to find the answers to the general comprehension questions (Exercise 2).  
**(10 mins)**

**4. VOCABULARY PRACTICE** Ask your Ss to read both parts of the text again in order to find the words to answer the questions **a – i**. (Exercise 3) **(10 mins)**

**a)** an archaeologist, **b)** a Dame, **c)** a character, **d)** a detective, **e)** a husband, **f)** a murderer, **g)** a queen, **h)** a spinster, **i)** a victim

**5. LOOKING FOR NUMBERS** Ask your Ss to read both parts of the text again in order to find out what the listed numbers and figures relate to. (Exercise 4) **(15 mins)**

1. 14 years (She was married to Colonel Archibald Christie)
2. 11 (she was missing for 11 days in December of 1926)
3. 250 (after her disappearance, she was found 250 miles away from home)
4. 85 (she was 85 years old when she died)
5. 66 (she wrote 66 full length novels)
6. 1949 (is a year in which it was revealed that Agatha also wrote six romances under the name Mary Westmacott)
7. four billion (copies of Agatha Christie's books have been sold so far)
8. 87 (is a total number of Agatha Christie's works in which Hercule Poirot appears 33 + 53)
9. 1927 (is a year in which Miss Marple was introduced)
10. 12 (is a number of crime novels in which Miss Marple appears)

**Source:** United Kingdom at a Glance, Roman Ociepa, Park Edukacja; the Internet, own ideas





## ***Agatha Christie's Real Life Mystery***

**Agatha Christie** was born on 15th September 1890 in Torquay, Devon.

She was married twice. Her first husband was Colonel Archibald Christie, whom she married in 1914 and they had a daughter, Rosalind.

Despite her success as a writer, by 1926 Agatha's private life was less happy. Her mother died and her marriage began to break down. In December of that year, **Agatha Christie became involved in her own real life mystery.**

Leaving her daughter in the house one day, Agatha went out and disappeared without trace. Her crashed car was found abandoned in Surrey. A huge search ended without success. After eleven days, she was discovered staying at a hotel 250 miles away in Harrogate, Yorkshire under another name.

Did she lose her memory, or have a nervous breakdown? Agatha shed little light on the missing days and it remained a mystery.

Agatha was finally divorced from Archie Christie in 1928.

Two years later, she married an archaeologist Sir Max Mallowan who was fourteen year younger than her and they were really dedicated to each other.

Agatha Christie died on 14th January 1976 at the age of eighty five.

Most famous for her sixty six full length novels, Agatha Christie also wrote three one-act plays, many short stories and twelve full length plays. Agatha also wrote six romances under the name Mary Westmacott, a secret that was kept until 1949.

Agatha Christie is known as the **Queen of Crime**. So far about four billion copies of her books have been sold worldwide, which makes her the best-selling writer of books of all time. She is also the most translated individual author. Her books received many awards and she herself was made a Dame Commander of the Order of the British Empire in 1971.



Christie's first novel was *The Mysterious affair at Styles* (1920), in which she introduced one of her famous characters, the Belgian detective **Hercule Poirot**. He appeared in 33 novels and 54 short stories. His last appearance was in *Curtain* (1975), when he dies from complications of a heart condition. Poirot is a psychological detective whose methods focus on getting people to talk as he thinks that the natures of the victim and the murderer are the most important in his investigations.

In 1927, Christie introduced another character, **Miss Marple**, in the short story 'The Tuesday Night Club', and in 1930 she appeared in the book *The Murder at the Vicarage*. Jane Marple is an elderly spinster who lives in the village of St. Mary Mead and she acts as an amateur detective. She has a sharp, logical mind, and she often embarrasses the police. Miss Marple appeared in twelve crime novels and two collections of short stories.



## Cut out 1

***Who was a famous Belgian detective connected with a city on the British coast? (And it was not Sherlock Holmes!)***

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**Who was a famous Belgian detective connected with a city on the British coast? (And it was not Sherlock Holmes!)**

**Activity sheet 1A: Reading – STUDENT A**

**Exercise 1:** Read your copy of the text about the life of Agatha Christie, a famous writer of mysteries, and make questions about the missing information. Then ask your partner these questions and answer theirs keeping the correct order of questions **1 – 20**.

**Agatha Christie's Real Life Mystery**

Agatha Christie was born on **(1)** ..... in Torquay, Devon.

She was married twice. Her first husband was **(3)** ....., whom she married in 1914 and they had a daughter, Rosalind.

Despite her success as a writer, by 1926 Agatha's private life was **(5)** .....  
..... Her mother died and her marriage **(7)** .....

In December of that year, Agatha Christie became involved in her own **real life mystery**.

Leaving her daughter in the house one day, Agatha went out and disappeared without trace. Her **(9)** ..... was found abandoned in Surrey. A huge search ended without success. After eleven days, she was discovered **(11)** ..... 250 miles away in Harrogate, Yorkshire under another name.

Did she lose her memory, or have a nervous breakdown? Agatha shed little light on the missing days and it remained a mystery.

Agatha was finally divorced from Archie Christie in 1928.

Two years later, she married **(13)** ..... who was fourteen years younger than her and they were really dedicated to each other.

Agatha Christie died on **(15)** ..... at the age of eighty five.

Most famous for her sixty six full length novels, Agatha Christie also wrote three one-act plays, many short stories and twelve full length plays. Agatha also wrote six romances under the name **(17)** ....., a secret that was kept until 1949.



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Agatha Christie is known as the **Queen of Crime**. So far about **(19)** .....  
copies of her books have been sold worldwide, which makes her the best-selling  
writer of books of all time. She is also the most translated individual author. Her  
books received many awards and she herself was made a Dame Commander of the  
Order of the British Empire in **(20)** .....



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## Activity sheet 1B: Reading – STUDENT A

### Questions:

1. ....

3. ....

5. ....

7. ....

9. ....

11. ....

13. ....

15. ....

17. ....

19. ....



## Activity sheet 1A: Reading – STUDENT B

**Exercise 1:** Read your copy of the text about the life of Agatha Christie, a famous writer of mysteries, and make questions about the missing information. Then ask your partner these questions and answer theirs keeping the correct order of questions **1 – 20**.

### *Agatha Christie's Real Life Mystery*

**Agatha Christie** was born on 15th September 1890 in **(2)** .....

She was married twice. Her first husband was Colonel Archibald Christie, whom she married in **(4)** ..... and they had a daughter, Rosalind.

Despite her success as a writer, by 1926 Agatha's private life was less happy. Her mother **(6)** ..... and her marriage began to break down. In December of that year, Agatha Christie became involved in her own **real life mystery**.

Leaving her daughter in **(8)** ..... one day, Agatha went out and disappeared without trace. Her crashed car was found abandoned in Surrey. A huge search ended without success. After **(10)** ..... days, she was discovered staying at a hotel 250 miles away in Harrogate, Yorkshire under another name.

Did she lose her memory, or have a nervous breakdown? Agatha shed little light on the missing days and it remained a mystery.

Agatha was finally divorced from Archie Christie in **(12)** .....

Two years later, she married an archaeologist Sir Max Mallowan who was **(14)** . . . .  
..... years younger than her and they were really dedicated to each other.

Agatha Christie died on 14th January 1976 at the age of eighty five.

Most famous for her sixty six full length novels, Agatha Christie also wrote three one-act plays, many short stories and **(16)** ..... full length plays. Agatha also wrote six romances under the name Mary Westmacott, a secret that was kept until 1949.

Agatha Christie is known as the **(18)** ..... So far about four billion copies of her books have been sold worldwide, which makes her the best-selling writer of books of all time. She is also the most translated individual author.



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Her books received many awards and she herself was made a Dame Commander of the Order of the British Empire in 1971.





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## Activity sheet 1B: Reading – STUDENT B

### Questions:

2. ....

4. ....

6. ....

8. ....

10. ....

12. ....

14. ....

16. ....

18. ....

20. ....



## Activity sheet 2: Reading 2

**Exercise 2:** Read the second part of the text about Agatha Christie in which the most famous characters of her novels are introduced and find the answers to these questions:

1. When was Hercule Poirot introduced by Agatha Christie?
2. How did he die?
3. What does it mean that he is a 'psychological detective'?
4. When was Miss Marple introduced by Agatha Christie?
5. How does she embarrass the police?

Christie's first novel was *The Mysterious affair at Styles* (1920), in which she introduced one of her famous characters, the Belgian detective **Hercule Poirot**. He appeared in 33 novels and 54 short stories. His last appearance was in *Curtain* (1975), when he dies from complications of a heart condition. Poirot is a psychological detective whose methods focus on getting people to talk as he thinks that the natures of the victim and the murderer are the most important in his investigations.

In 1927, Christie introduced another character, **Miss Marple**, in the short story 'The Tuesday Night Club', and in 1930 she appeared in the book *The Murder at the Vicarage*. Jane Marple is an elderly spinster who lives in the village of St. Mary Mead and she acts as an amateur detective. She has a sharp, logical mind, and she often embarrasses the police. Miss Marple appeared in twelve crime novels and two collections of short stories.



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### Activity sheet 3: Vocabulary

**Exercise 3:** Answer the following questions using the words which you can find in both parts of the text.

What do we call ...

- a) a person who studies the buildings and objects of people who lived in the past? .....
- b) a woman who obtained a special honour in Britain? .....
- c) a person portrayed in a play or a story? .....
- d) a person who gathers information about crimes? .....
- e) a man who is married to a woman? .....
- f) someone who illegally and intentionally kills another person? .....
- g) a woman who is the best at what she does? .....
- h) a woman who is not married and unlikely to marry? .....
- i) a person who has been hurt, injured or killed? .....

**Exercise 4:** Read both parts of the text and find out what the following numbers and figures relate to.

- 1. 14 years - .....
- 2. 11 - .....
- 3. 250 - .....
- 4. 85 - .....
- 5. 66 - .....
- 6. 1949 - .....
- 7. four billion - .....
- 8. 87 - .....
- 9. 1927 - .....
- 10. 12 - .....

Opole, December 2010

Dear Teachers,

It is my pleasure to invite you to the trip around England, which is, so to say, a trip chasing my private and objective ideas. It means, each stop visited during the trip was chosen because a funny idea or a weird thought appeared in my head and I decided to 'visit' this place and not any other. I hope my suggestions and ideas behind each choice will be clear to you and then to your Students as well.

Before you start the program in your groups, please devote 5 minutes of your lesson to carry out an Opening Test. Then, when you have finished the program, your Students will take a Final Test, which is longer and needs about 20 minutes to be completed. If, at this point, you show your Students the Opening Test again, They should easily answer all questions in it as well.

All lessons (– stops) in the program (– on this trip) require some preparation and doing information search on the Internet, so please always distribute slips with questions among your Students in advance so that they are ready for each lesson. Also, at the beginning, please distribute maps of England on which your Students should mark all the visited stops one by one. As a follow-up of the program, your Students can prepare a 'Guide to certain spots in England' in which they present the stops they have visited during the trip along with brief invitations to these places based on the funny, interesting, strange or weird pieces of information they learnt in the program.

I described each lesson in detail, but of course you know your Students better and you know what methods work best with them, so please feel free to modify the activities to suit your groups.

The entire program (- trip) consists of:

- **a table of stops** – a sort of compilation of all the lessons, with their introductory questions, topic sentences and aims
- **a map of England** – one map for your Students to mark the stops on it, and the other (more detailed) for you with all the stops already marked
- **Opening Test**
- **Final Test with a key**
- **10 detailed descriptions of lessons** – Teacher's material and copies for your Students.

I hope you find the program interesting and the ideas helpful.

Have a nice trip.

The author,

Agnieszka Jurkowska, MA





<b>Stop name</b>	<b>Introductory Question</b>	<b>Topic sentence</b>	<b>Aim</b>
<b>1. Torquay, Devon</b>	Who was a famous Belgian detective connected with a city on the British coast? (And it was not Sherlock Holmes!)	<b>A MYSTERY IN THE LIFE OF A WRITER OF MYSTERIES.</b>	Practising asking questions in English.
<b>2. Sandwich, Kent</b>	What does a city in Kent have to do with the most popular food in the world?	<b>TRY OUR SPECIALTY SANDWICH</b>	Presentation of a specialty sandwich (preparation and ingredients)
<b>3. London</b>	In which English city there are mysterious people who live underground?	<b>IS IT REALLY TRUE OR IS IT JUST AN URBAN MYTH?</b>	Inventing and presenting ideas in a form of a short story
<b>4. Bristol</b>	We are on a trip to England, but what has a big city in England got to do with 'trip' and 'music' combined?	<b>THE TIME IS NOW</b>	Mastering idioms in English – idiomatic expressions connected with time
<b>5. Cooper's Hill, Gloucestershire</b>	Where near Gloucester there are races organised in which food is involved?	<b>IT'S A FOOD FESTIVAL</b>	Preparing and presenting an event – a food festival



<b>6. Stratford-upon-Avon, Warwickshire</b>	What is the birthplace of the most famous English playwright who has got something in common with the patron saint of England?	<b>The greatest English poet and the patron saint of England share the date.</b>	Interpretation and translation of a sonnet by W. Shakespeare
<b>7. Nottingham, East Midlands</b>	Near which city in UK a 'merry prince' lived, not in a castle but in the forest?	<b>Was Robin Hood a criminal or a hero?</b>	Practising vocabulary and expressing views in a form of a debate
<b>8. Daresbury, Cheshire</b>	In which English county can you find a smiling cat?	<b>Rhyme it and say as well as you may.</b>	Improving Students' pronunciation and working on stress timing.
<b>9. York, North Yorkshire</b>	What does a straight Medieval street in a city in England have to do with being diagon (al)?	<b>What to do when you are at a crossroads?</b>	Familiarising oneself with metaphors in English
<b>10. Newcastle, Tyne and Wear</b>	<i>Where can you find the most famous 'wall' in England?</i>	<b>The town where I was born.</b>	Writing a description of a town or city



## Opening test

**For the following 10 questions choose Y for 'yes' or N for 'no'.**

1. Newcastle is on a river. **Y / N**
2. The author of *Harry Potter* wanted it to be filmed in London. **Y / N**
3. Was Agatha Christie married? **Y / N**
4. A 'butty' is connected with clothing. **Y / N**
5. 'Subterraneans' are a kind of plant. **Y / N**
6. If something drags, it happens slowly. **Y / N**
7. You can hurl yourself up. **Y / N**
8. You change your business if you change a great deal. **Y / N**
9. If someone grins, they smile broadly. **Y / N**
10. St. George was Christian. **Y / N**





## Final test

**For the following questions choose the best answer a), b) or c).**

1. 'Bacon sarnie' is the name of  
a) a type of food      b) an animal killed for bacon      c) a type of deer
2. People living in Newcastle are called . . . . .  
a) Geordies      b) Georgies      c) Gregories
3. When you are at a crossroads, you . . . . .  
a) are at a point in your life when you have to make a choice  
b) want to cross a street  
c) become divorced or separated
4. If something is worth your while, you . . . . .  
a) should devote some time to consider it  
b) should spend a lot of money on it  
c) shouldn't be late for it
5. Agatha Christie's surname is . . . . .  
a) her maiden name  
b) after her first husband  
c) after her second husband
6. There are . . . . . bridges in Newcastle.  
a) 5      b) 7      c) 9
7. A sandwich with only one piece of bread is known as . . . . .  
a) an open-deck sandwich  
b) an open-face sandwich  
c) an open-board sandwich
8. Urban myths . . . . .



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- a) were invented by ancient Greeks
  - b) were invented by ancient Romans
  - c) are invented by contemporary people
9. William Shakespeare's date of birth and date of death are specific, because . . . a) he was born and died on the same day of the same month
- b) he was born and died on the same day of the month
- c) he was born and died in the same month
10. I only go to the theatre once in a blue . . . . .
- a) moon                      b) month                      c) note
11. Birds of a feather **flock** together means that
- a) they eat together                      b) they fly together                      c) the similar ones stick together
12. Which of these you will **not** find underground
- a) tunnels                      b) backstreets c) drains
13. If you get up at the crack of . . . . . you have a feeling that your day is much longer.
- a) day                      b) dawn                      c) dough
14. If 'injuries are incurred', that means . . . . .
- a) someone suffers injuries
  - b) injuries are counted
  - c) injuries are incorrect
15. Robin Hood's main enemy was Sheriff of . . . . .
- a) Nottingham b) Sherwood                      c) Yorkshire



16. 'Humpty Dumpty sat . . . . .'

- a) not to fall      b) on a wall      c) to be tall

17. Agatha Christie was . . . . . years old when she died.

- a) 66      b) 87      c) 85

18. In the Middle Ages, . . . . . was used to represent evil.

- a) a dog      b) a monster      c) a dragon

19. If you **toss** something, you . . . . .

- a) throw it      b) catch it      c) you throw it and catch it

20. Robin Hood was famous for his **gallantry** that is . . . . .

- a) his clothing      b) brave behaviour      c) his hair paste



## Final Test – Answer key

1. a

2. a

3. a

4. a

5. b

6. b

7. b

8. c

9. a

10.a

11.c

12.b

13.b

14.a

15.a

16.b

17.c

18.c

19.c

20.b

# MAP OF ENGLAND

(for you to put the stops of the trip on it)







## Teacher's worksheet

### Stop 2 Sandwich, Kent

Preparation task for Ss → Try to find the answer to the following question:

***What does a city in Kent have to do with the most popular food in the world?***

Key words for the web search: **(Earl from) Kent + food**

Answer: The name of the city is Sandwich.

Preparation task for Teacher →

Do the web search as well and read the information yourself :

[http://www.open-sandwich.co.uk/town\\_history/sandwich\\_origin.htm](http://www.open-sandwich.co.uk/town_history/sandwich_origin.htm)

### The Earl of Sandwich & the Origin of the Sandwich

The origin of the word 'sandwich' for an item of food was possibly named after John Montagu who was the 4th Earl of Sandwich.

It is said that in approx. 1762, he asked for meat to be served between slices of bread, to avoid interrupting a gambling game. This story may have been rumour or adverse propaganda, put about by his rivals.

### Confusing Titles

Hereditary English titles can be confusing. The family of the Earls of Sandwich has no real connection to the town itself, only the title. The 1st Earl, Edward Montagu, originally intended to take the title of the Earl of Portsmouth - this may have been changed as a compliment to the town of Sandwich, because the fleet he was commanding in 1660 was lying off Sandwich, before it sailed to bring back Charles II to England.

### We could be eating a 'Portsmouth' !

It is generally thought here, that the word 'sandwich' as an item of food, has no connection with the town, only with John Montagu, who happened to have the title, a 'sandwich' could just as easily have been called a 'portsmouth' if the 1st Earl, Edward Montagu, had not changed his mind.

### The Sandwich Isles

Captain James Cook also named the Sandwich Isles (Hawaii) after the 4th Earl, who was his financial sponsor.

Source: [http://www.open-sandwich.co.uk/town\\_history/sandwich\\_origin.htm](http://www.open-sandwich.co.uk/town_history/sandwich_origin.htm)



## TOPIC SENTENCE: TRY OUR SPECIALTY SANDWICH.

**AIM OF THE LESSON:** Presentation of a specialty sandwich  
(preparation and ingredients)

### LESSON PLAN

1. Introduction to the lesson – eliciting the name of the stop visited during this lesson on the basis of the web search **(5 mins)**
2. Reading: Tell the Ss that they are going to read a text about **sandwiches** and ask them to find out the types of sandwiches mentioned in it. Once they are ready, ask them to list these types and try to describe these sandwiches with their own words. **(15 mins)**

**Answer:** an open-face sandwich, the breakfast roll, the chip butty, the bacon sandwich (= 'bacon sarnie' or 'bacon butty'); the cucumber sandwich; the BLT; the club sandwich; the submarine sandwich.

#### **Vocabulary:**

a butty = a sandwich,

molasses = thick dark syrup produced by boiling down juice from sugar cane

dates = a type of fruit

tamarind = large tropical seed pod with very tangy pulp that is eaten fresh or cooked with rice and fish or preserved for curries and chutneys,

3. Ss read the text again to find the words for the definitions listed (ex. 1).

**(5 mins)**

**a)** ketchup; **b)** triangular; **c)** aristocrat; **d)** vinegar; **e)** gambling; **f)** condiment;  
**g)** oblong; **h)** honey; **i)** earl; **j)** spices.

4. Ss complete the collocations used in the text (ex. 2) **(5 mins)**

- |  |   |
|--|---|
| 1. a piece of <b>bread/cake/cheese</b> | 6. a leaf of <b>lettuce</b>                       |
| 2. a slab of <b>cake</b>               | 7. a slice of <b>cucumber/bread/tomato/cheese</b> |
| 3. a square of <b>chocolate</b>        | 8. a segment of <b>orange</b>                     |
| 4. a rasher of <b>bacon</b>            | 9. a crumb of <b>bread/cake</b>                   |
| 5. a pinch of <b>salt</b>              | 10. a strip of <b>bacon</b>                       |





5. Vocabulary extension: **What do you need to make a sandwich? (20 mins)**

Brainstorm ideas to complete the lists in the categories given in the table.

First, words from the text can be put into these categories, then the Ss' suggestions.

**TYPES OF BREAD, VEGETABLES, CHEESE, COLD MEATS, CONDIMENT  
VERBS – FOOD PREPARATION**

<b>Types of bread</b>	<b>Vegetables</b>	<b>Cheese</b>	<b>Cold cuts</b>	<b>Condiment</b>	<b>Verbs for food preparation</b>
white bread, brown bread, crispbread, wheat bread, wholemeal bread, rye bread, a breakfast roll, a baguette, a bun, a bagel ...	cucumbers, tomatoes, onion, (iceberg / romaine) lettuce, sprouts ...	hard cheese, smoked cheese, cheese spread, cottage cheese, American cheese, Cheddar cheese ...	ham, bacon, pepperoni, salami ...	butter, mayonnaise, ketchup, tzatziki, dressing, salt, pepper ...	to peel, to cut, to chop, to slice, to dice, to spread, to grill ...

6. Group work: Invent your **specialty sandwich** – think of the name, ingredients and preparation of a sandwich and tell the other groups about it. A picture of the sandwich is welcome to accompany its description.

**(20 minutes preparation + 20 minutes presentations)**



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**Source:** United Kingdom at a Glance, Roman Ociepa, Park Edukacja; the Internet, own ideas



## **Cut out 1**

***What does a city in Kent have to do with the most popular food in the world?***

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## ***What does a city in Kent have to do with the most popular food in the world?***

### **Activity sheet 1: Reading**

#### ***The Famous Sandwich***

A sandwich is a kind of food made with one or more slices of bread with one or more layers of a filling. A sandwich with only one piece of bread is known as an open-face sandwich. According to the popular myth, the name 'sandwich' comes from John Montagu, 4th Earl of Sandwich, who lived in the 18th century. He was an English aristocrat who was fond of this kind of food because it allowed him to eat at the gambling table. Sandwiches became immensely popular in the 19th century as a fast, portable and inexpensive food for the working classes.

One of the most popular sandwiches eaten in the United Kingdom and Ireland is the breakfast roll. It typically consists of a bread roll which contains one or more fillings such as sausages, rashers of bacon, white or black pudding, butter and ketchup. Another popular kind of sandwich is the chip butty. It is made with buttered white bread and chips with ketchup or brown sauce (a combination of malt vinegar, tomatoes, molasses, dates, tamarind and spices). An all-day favourite is the bacon sandwich (also called 'bacon sarnie' or 'bacon butty'); cooked bacon is placed between two slices of bread, and ketchup or another sauce is included. The cucumber sandwich is a British afternoon tea classic. It is made of paper-thin slices of cucumber which are placed between two thin slices of crustless, lightly buttered white bread. The sandwich is sliced diagonally twice, creating four small triangular tea sandwiches.



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Many popular sandwiches come from the US. One of them is the BLT. It contains strips of cooked bacon, leaves of lettuce (iceberg or romaine) and slices of tomato, hence the name. Traditionally, mayonnaise is used as a condiment. The sandwich has a triangular form. The club sandwich was probably invented in New York in the late 1900s. It is usually a double-decker, which means that two layers of filling are sandwiched between three slices of toasted bread. The traditional ingredients are turkey on the bottom layer and bacon, lettuce and tomato on the top. Sometimes, Swiss, American or Cheddar cheese is added. The club sandwich is served with mayonnaise or honey mustard. It is often cut into quarters which are held together by cocktail sticks. Another popular type of sandwich is the submarine sandwich (known as 'sub') which consists of an oblong roll of Italian or French bread, opened in a 'V' shape on one side and filled with various meats, cheeses, vegetables, spices and sauces.



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## Activity sheet 2: Reading exercises

**Exercise 1:** Find the following words in the text and check their meaning in the context in order to match them to their definitions:

<b>aristocrat</b>	<b>condiment</b>	<b>earl</b>	<b>gambling</b>	<b>honey</b>
<b>ketchup</b>	<b>oblong</b>	<b>spices</b>	<b>triangular</b>	<b>vinegar</b>

- a) a thick, red sauce made from tomatoes .....
- b) having three angles .....
- c) a member of the nobility .....
- d) a sharp-tasting liquid, made from sour wine,  
malt and cider .....
- e) playing for stakes in the hope of winning .....
- f) a substance which can be added to cooked food  
to improve its taste .....
- g) (about an object) having a length greater  
than its width .....
- h) a sweet, sticky, yellow substance made by bees .....
- i) a British man of high social rank .....
- j) substances made from plants which give  
a special flavour to food .....

**Exercise 2:** Put each word from the following list in its place to form collocations.  
The words can be used more than once.

<b>bacon</b>	<b>bread</b>	<b>cake</b>	<b>cheese</b>	<b>chocolate</b>	<b>cucumber</b>
<b>lettuce</b>	<b>orange</b>	<b>salt</b>	<b>tomato</b>		

- 6. a piece of .....
- 7. a slab of .....
- 6. a loaf of .....
- 7. a slice of .....



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**8.** a square of .....

**9.** a rasher of .....

**10.** a pinch of .....

**8.** a segment of .....

**9.** a crumb of .....

**10.** a strip of .....



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### Activity sheet 3: Vocabulary worksheet

Complete the table with suitable words of your choice.

Types of bread	Vegetables	Cheese	Cold cuts / Cold meats	Condiment	Verbs for food preparation
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....





## Teacher's worksheet

### Stop 3 London

Preparation task for Ss → Try to find the answer to the following question:

***In which English city there are mysterious people who live underground?***

**Answer:** In London. There is a common urban myth that there are 'London Subterraneans' a strange nation of people who live under the streets of London.

Key words for the web search: **people living underground + mysteries**

Preparation task for Teacher →

Do the web search as well and read the information yourself :

<http://www.unexplained-mysteries.com/forum/index.php?showtopic=134874>

**TOPIC SENTENCE: Is it really true or is it just an urban myth?**

**AIM OF THE LESSON** – inventing and presenting Ss' ideas in a form of a short story

### LESSON PLAN

1. Eliciting the name of the stop visited during the lesson on the basis of the web search. Deciding on what kind of myth can an urban myth be. **(5mins)**

2. **Pre-reading task – Exercise 1: (5 mins + 2 mins)** Ask your students to read through sentences **a – h** to put them in the correct order to tell the story. First, ask them to find sentence **1**. Then, give them 4 minutes to arrange the rest. When they are ready, read the sentences in the correct order to give them the first part of the story.

**1. b 2. e 3. d 4. f 5. g 6. h 7. c 8. a**

Someone reported a problem in a tunnel in the London Underground. So, late at night, two maintenance men went into the tunnel to investigate. Suddenly, they heard a strange noise in the tunnel. They shone their torches all around, but they couldn't see anything. Suddenly one of them saw a shadowy figure by the tunnel wall. He shouted at his colleague and told him to look. Both men looked, but the shadowy figure had disappeared. They decided that it was their imagination playing tricks.



**Exercise 2:** Ask your students to work in pairs to think about what happens next in the story and share with others in the class. **(5 mins)**

**2. Reading – Exercise 3:** Ask your students to read the text *Urban myths* to find the answer to the question: **Who did the men in the tunnel hear? (13 mins)**

**Exercise 4:** Ask your Ss to choose the best summary of each paragraph from the text *Urban myths*. They work on it in pairs. Then check the answers with the whole class and encourage your Ss to explain how they made their choice (find justification in the text). **(15 mins)**

**P1 – b; P2 – a; P3 – a.**

**3. Speaking 1 – exchanging information.** Ask your Ss to work in 3 groups. Each group reads a different urban myth. Then, they should report the story to the others. Ask them not to choose ‘the speaker’ of the group, but tell their story ‘one-by-one’. **(10 minutes preparation, 10 minutes presentation)**

**4. Speaking 2 – inventing and telling stories.** Ask your Ss to work in groups (the same 3 groups or in some other configuration depending on what your Ss and you prefer. Their task is to invent their own urban myth. They should invent the title and a short story (mysterious, funny, strange, ...) about people, creatures or events connected with a place of their choice. Then, they should tell the others their story. Perhaps, they wish to discuss the ideas afterwards, as well. Encourage your students to be inventive. **(15 minutes preparation, 10 minutes presentation)**

**Sources:** *All Stars Intermediate*, Paul A Davies, Simon Greenall, O U P; *Inside Out Advanced*, Ceri Jones and Tania Bastow with John Hird, Macmillan Heinemann; the Internet; own ideas.



## Cut out 1

***In which English city there are mysterious people who live underground?***

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***In which English city there are mysterious people who live underground?***

***In which English city there are mysterious people who live underground?***



## Activity sheet 1A – Reading

**Exercise 1:** Read the sentences **a – h** and try to put them in the correct order to make the story. Then listen to your teacher to check.

- a) They decided that it was their imagination playing tricks.
- b) Someone reported a problem in a tunnel in the London Underground.
- c) Both men looked, but the shadowy figure had disappeared.
- d) Suddenly, they heard a strange noise in the tunnel.
- e) So, late at night, two maintenance men went into the tunnel to investigate.
- f) They shone their torches all around, but they couldn't see anything.
- g) Suddenly one of them saw a shadowy figure by the tunnel wall.
- h) He shouted at his colleague and told him to look.

1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ... 8. ...

**Exercise 2:** Work in pairs and guess what happens next. Then compare your ideas with the class.



## Activity sheet 1B – Reading

**Exercise 3:** Read the text. Who do you think the men in the tunnel heard?

### Urban myths

1. Beneath the streets of every major city, there are tunnels – hundreds of kilometres of tunnels. Tourists and commuters travel around on underground trains. Pedestrians use underground subways to avoid busy roads. And, of course, drains and sewers carry waste and water away from houses and streets. Without tunnels, city life would be chaos.
2. London is one of the busiest capital cities in Europe. The underground trains are a convenient method of transport for the commuters who go to work in London and the tourists who want to visit its famous monuments. But for some inhabitants, the tunnels are more than just convenient – the tunnels are their home. The London Subterraneans are a race of people who live beneath the streets of the capital. They are human, but they are not like other Londoners. They don't speak English; they have their own language and their own customs. Occasionally – very occasionally – a few of them come to the surface. They only appear at night, when they climb up through one of the drains in a dark backstreet. No one ever sees them. If they hear footsteps, they hide in a dark alleyway and only come out when the pavement is silent again. And before sunrise, they return to their underground world.
3. Do people really live like this? The most likely answer is no – it's probably just a story. But there are lots of similar stories about strange creatures that live in (or under) large cities in Britain and America. No one can say for sure whether they are true or untrue, so the stories continue. More and more people hear the stories and repeat them, until eventually nearly everyone knows them. This is how 'urban myths' develop. Perhaps you know some strange stories about cities in your country. If you don't, then perhaps it's time to start your own urban myths!



## Activity sheet 1C – Reading

**Exercise 4:** Choose the best summary of each paragraph from the text *Urban myths*.

### Paragraph 1

- a) Tourists in busy cities use subways to avoid busy roads.
- b) Tunnels are an important part of everyday life in major cities.
- c) Most of the tunnels beneath a major city are sewers.

### Paragraph 2

- a) The London Subterraneans live in the tunnels beneath the streets of London. Very occasionally, they come to the surface at night but people never see them.
- b) The London Subterraneans live under the streets of London. They speak English very badly.
- c) The London Underground is the busiest underground railway in Europe. It's very convenient for the London Subterraneans.

### Paragraph 3

- a) The London Subterraneans are probably just an urban myth. Urban myths are stories which people hear and repeat. They probably aren't true.
- b) Everyone know about the London Subterraneans. However, they definitely don't exist.
- c) If you don't know any urban myths about your own country, you should invent some.



## Activity sheet 2 – Speaking Group A

Read this urban myth and discuss the following questions with your group:

1. Is the story credible?
2. What makes it a good story?

### ***THE KILLER IN THE BACK SEAT***

One night a woman went out for drinks with her friends. At the end of the night, she got in her car and drove onto the deserted motorway. She noticed a pair of headlights in her rear view mirror, approaching at a pace just slightly quicker than hers. As the car pulled up behind her, she saw that it had its indicator on – it was going to pass – then suddenly it swerved back behind her, pulled up dangerously close and flashed its headlights.

She began to feel nervous. The lights dimmed for a moment and then they flashed again. The frightened woman struggled to keep her eyes on the road and didn't dare look at the car behind her. Finally, she reached her turning but the car continued to follow, flashing its lights periodically.

Through every red light and turn it followed her until she arrived home. She decided that her only hope was to make a mad dash into the house and call the police. As she jumped from the car so did the driver in the car behind her – and he shouted, 'Lock the door and call the police!'

When the police arrived the horrible truth was finally revealed to the woman. The man in the car behind her had been trying to save her. As he pulled up behind her and his headlights illuminated her car, he saw the silhouette of a man with a butcher's knife rising up from the back seat to stab her, so he flashed his headlights and the figure crouched back down.



## Activity sheet 2 – Speaking Group B

Read this urban myth and discuss the following questions with your group:

1. Is the story credible?
2. What makes it a good story?
3. What is the moral of the story?

### THE FLAT TYRE

Two university students decided to go skiing for the weekend but planned to be back on campus in time to revise for an important exam on the Monday morning.

However, they were having such a good time on the slopes that they decided to forget about studying for the exam in order to get some final runs in before heading back to university. They knew that they would have to come up with a good excuse for not being prepared for the exam so they decided to tell their lecturer that they had set off with plenty of time to get back and do some studying but that they had got a flat tyre on the way back and therefore deserved to take the exam at a rescheduled time.

When he heard the story, the lecturer agreed that it really was just bad luck and suggested that they took a few days to study and do the exam at the end of the week. The students, of course, were delighted. At the appointed time, the lecturer greeted them and placed them in two separate rooms to take the exam.

The few questions on the first page were worth a minor 10% of the overall mark, and were quite easy. Each student grew progressively more confident as they worked their way through the questions, sure that they had got away with fooling their lecturer. However, when they turned to the second page they discovered that really they hadn't.

The only question on the page, worth 90% of the exam, read: 'Which tyre?'





## Activity sheet 2 – Speaking Group C

Read this urban myth and discuss the following questions with your group:

1. Is the story credible?
2. What makes it a good story?

### ***THE £250 BISCUIT***

Today, an urban myth can spread across the world in a few days, thanks to email. Recently, millions of people received the following email message. They read it, believed it, and sent it to their friends.

Ma daughter and I had just finished a salad at a famous café in London, called the *Mason-Lewis Café*. I decided to try the 'Mason-Lewis Biscuit'. It was so good that I asked for the recipe, but the waitress refused. 'Well,' I said, 'would you let me buy the recipe?' With a smile, she said, 'Yes, madam. Only two-fifty. It's a great deal.'

Thirty days later, I received my credit card statement. At the bottom of the statement, it said, 'Biscuit Recipe - £250.00'. I phoned *Mason's* and told them the waitress said it was 'two-fifty,' which clearly does not mean 'two hundred and fifty pounds'. However, *Mason-Lewis* refused to give me back the money. 'You have already seen the recipe,' they said, 'so we can't give you your money back. Our recipes are worth a lot of money.'

'OK,' I thought. I can't get my £250 back but I can have some fun. I decided to send the recipe to everyone I know with an email address. And here it is! Please, please, please pass it on to everyone you know. I paid £250 for this - you can have it for free. I don't want *Mason-Lewis* to make any more money from this recipe ...

The message ends with the recipe for the cookies.



## Teacher's copy

### Stop 4 Bristol

Preparation task for Ss → Try to find the answer to the following question:

***We are on a trip to England, but what has a big city in England got to do with 'trip' and 'music' combined?***

**Answer:** In Bristol trip hop music was born

Key words for the web search: **trip + music + England**

Preparation task for Teacher →

Do the web search as well and read the information yourself :

[http://en.wikipedia.org/wiki/Trip\\_hop](http://en.wikipedia.org/wiki/Trip_hop)

### TOPIC SENTENCE: THE TIME IS NOW.

**AIM OF THE LESSON:** Mastering idioms in English – idiomatic expressions connected with time.

### LESSON PLAN

1. Introduction to the lesson – eliciting the name of the stop (and the type of music which is *trip hop*) visited during the lesson on the basis of the web search. **(5 mins)**
2. Presentation – listening to a song by *Moloko* a group representing British trip hop.

\* for more information about the group go to:

<http://en.wikipedia.org/wiki/Moloko>

- a) Tell your Ss to listen carefully to a song by *Moloko* to find out what a general idea of the song is, or ask them to listen for the phrases connected with **time**. **(5 mins)**
- b) Follow-up: Ask your Ss to try to explain in their own words what these phrases from the song mean. **(10 mins)**

**give up yourself unto the MOMENT** - live the moment

**THE TIME is upon us** – it will happen to us soon

**the night is YOUNG** – it is early in the evening

**Let's make this MOMENT last** – let's try to keep this moment for the longest possible time

**it takes too much TIME** – it lasts for too long



## The time is now

You're my last breath  
You're a breath of fresh air to me  
Hi, I'm empty  
So tell me you care for me

You're the first thing  
And the last thing on my mind  
In your arms I feel  
Sunshine

On a promise  
A day dream yet to come  
**Time** is upon us  
Oh but the night is **young**

Flowers blossom  
In the winter **time**  
In your arms I feel  
Sunshine

Give up yourself unto **the moment**  
The **time** is now  
Give up yourself unto **the moment**  
Let's make this **moment** last

You may find yourself  
Out on a limb for me  
Could you accept it as  
A part of your destiny

I give all I have  
But it's not enough  
And my patience is shot  
So I'm calling your bluff

Give up yourself unto **the moment**  
The **time** is now  
Give up yourself unto **the moment**  
Let's make this moment last

And we **gave** it **time**  
All eyes are on the **clock**  
But **time takes** too **much time**  
Please make the waiting stop.

And the atmosphere is charged.  
In you I trust.  
And I feel no fear as I



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Do as I must.

Give up yourself unto **the moment**  
The **time** is now  
Give up yourself unto **the moment**  
Let's make this **moment** last.

Tempted by fate  
And I won't hesitate  
The **time** is now  
And I can't wait

I've been empty too long  
The tender night has gone  
And the **time** has gone  
And the night is **young**  
The night is **young**.  
Let's make this **moment** last.

Give up yourself unto the moment  
The time is now  
Give up yourself unto the moment  
Let's make this moment ... last.

**3. VOCABULARY 1 – Ex. 1** Here your Ss try to choose the best word to complete each idiom. Then, they try to explain what they mean in **Ex. 2. (10 mins)**

**Suggestions:**

1. Let's call it a **day** = **Let's finish for today**
2. have an early **night** = **go to bed/sleep early**
3. up-to-the- **minute** = **the latest**
4. at the eleventh **hour** = **in the last minute, just before it is too late**
5. save the **day** = **rescue the situation**

**4. VOCABULARY – Ex. 3** Ask your Ss to try to match the idiomatic expressions with the descriptions presented in the table. **(15 mins)**

<b>IDIOMATIC EXPRESSION</b> <i>If you ...</i>	<b>DESCRIPTION</b> <i>then you ...</i>
<b>work against the clock</b>	work fast because you only have limited time
<b>call it a day</b>	decide to finish (usually finish working)
<b>do sth at the crack of dawn</b>	start very early in the morning
<b>do sth once in a blue moon</b>	do it very, very rarely
<b>make up for the lost time</b>	do now what you did not have the opportunity to do previously
<b>do sth in no time at all</b>	do it very quickly



<i><b>If something is ...</b></i>	<i><b>then it ...</b></i>
<b>for the time being</b>	is done temporarily; instead of something else
<b>only a matter of time</b>	will definitely happen, even though we cannot say exactly when

6. **VOCABULARY – Ex. 4** Ask your Ss to rewrite the underlined parts of sentences with idioms presented in **Ex. 3. (10 mins)**
7. **SPEAKING –** With your Ss discuss these sayings connected with time, how they understand them, whether they know their Polish equivalents, do they like any of them in particular, do they think some of them are true and others absolutely not. In groups of Ss who like picture work, you can ask your Ss to choose their favourite one(s) and prepare an illustration of its contents.
- (20 mins + 10 mins)**
8. Just to **call it a day**, listen to another song by *Moloko*. **(5 mins)**

**Source:** *Inside Out Intermediate SB*, Sue Kay & Vaughn Jones, Macmillan Heinemann; *Inside Out Intermediate WB*, Philip Kerr, Macmillan Heinemann; *English Idioms in Use*, Michael McCarthy & Felicity O'Dell, CUP; the Internet; own ideas; The tracks *The Time Is Now* and *Sing It Back* by MOLOKO are taken from the album *Things to Make and Do*, METAL MIND RECORDS 2000 (own collection)



## Activity sheet 1

### MOLOKO

The ..... is .....

You're my last breath  
You're a breath of fresh air to me  
Hi, I'm empty  
So tell me you care for me

You're the first thing  
And the last thing on my mind  
In your arms I feel  
Sunshine

On a promise  
A day dream yet to come  
..... is upon us  
Oh but the night is .....

Flowers blossom  
In the winter .....

In your arms I feel  
Sunshine

Give up yourself unto .....

The ..... is now  
Give up yourself unto .....

Let's make this ..... last

You may find yourself  
Out on a limb for me  
Could you accept it as  
A part of your destiny

I give all I have  
But it's not enough  
And my patience is shot  
So I'm calling your bluff

Give up yourself unto .....

The ..... is now  
Give up yourself unto .....

Let's make this ..... last



And we gave it .....  
All eyes are on the clock  
But ..... takes too much .....  
Please make the waiting stop.

And the atmosphere is charged.  
In you I trust.  
And I feel no fear as I  
Do as I must.

Give up yourself unto .....  
The ..... is .....  
Give up yourself unto .....  
Let's make this ..... last

Tempted by fate  
And I won't hesitate  
The ..... is .....  
And I can't wait

I've been empty too long  
The tender night has gone  
And the ..... has gone  
And the night is .....  
The night is .....  
Let's make this ..... last.

Give up yourself unto .....  
The ..... is .....  
Give up yourself unto .....  
Let's make this ..... last

Do you understand these phrases? Try to explain their meaning in your own words.

**give up yourself unto the .....**

**..... is upon us**

**the night is .....**

**Let's make this ..... last**

**it takes too much .....**



## Activity sheet 2 – VOCABULARY 1

**Exercise 1:** Complete the following idioms by choosing the best word.

1. Let's call it a *day / second / year*. I'm tired and I want to have an early *afternoon / evening / night*. We can always finish it tomorrow.
2. CNN is well-known for its *up-to-the-second/minute/hour* news bulletins.
3. In westerns, the US Cavalry always arrive at the eleventh *month/hour/minute*. Just when you think that the hero is going to die, the cavalry arrive and save the *moment/time/day*.

**Exercise 2:** Now, try to explain in your own words what these idiomatic expressions mean.

1. Let's call it a ..... = .....
2. have an early ..... = .....
3. up-to-the- ..... = .....
4. at the eleventh ..... = .....
5. save the ..... = .....





### Activity sheet 3 – VOCABULARY 2A

**Exercise 3:** Put the idiomatic expressions in the correct places in the table to match them with their descriptions.

<b>IDIOMATIC EXPRESSION</b> <i>If you ...</i>	<b>DESCRIPTION</b> <i>then you ...</i>
	work fast because you only have limited time
	decide to finish (usually finish working)
	start very early in the morning
	do it very, very rarely
	do now what you did not have the opportunity to do previously
	do it very quickly

<i>If something is ...</i>	<i>then it ...</i>
	is done temporarily; instead of something else
	will definitely happen, even though we cannot say exactly when

**do something once in a blue moon;**

**call it a day;**

**for the time being;**

**do something in no time at all;**

**only a matter of time;**

**do something at the crack of dawn;**

**work against the clock;**

**make up for the lost time;**



## Activity sheet 4 – VOCABULARY 2B

**Exercise 4:** Rewrite the underlined parts of sentences with idioms presented in the previous exercise.

1. Some time soon we will inevitably discover life on other planets.
2. I never learnt the piano as a child, so I'm solving that problem now by taking lessons.
3. Our boss always gives us very short deadlines and makes everyone in the office work non stop for a few days on a given project.
4. Could you use this computer just temporarily till the new one arrives?
5. My Grandma always gets up very early in the morning and when I get up, she has already prepared breakfast and done lots of things around the house.



## Activity sheet 4 – SPEAKING

**Exercise 5:** What do these English sayings mean to you? Are they similar to any in your own language? Which ones do you like best?

- Never put off till tomorrow what you can do today.
- *Better late than never.*
- There's no time like the present.
- **Tomorrow never comes.**
- *Today is the tomorrow we worried about yesterday.*
- **Time heals all wounds.**
- Time is money.
- *Time flies when you're having fun.*
- Time drags when you're in a difficult situation.



## MOŁOKO SING IT BACK

Bring it back,  
sing it back,  
bring it back,  
sing it back to me

When you are ready, I will surrender  
Take me and do as you will  
Have what you want, your way's always the best way  
I have succumbed to this passive sensation  
Peacefully falling away  
I am the zombie your wish will command me  
Laugh as I fall to my knees

Bring it back,  
sing it back,  
bring it back,  
sing it back to me

Can I control this empty delusion?  
Lost in the fire below  
And you come running your eyes will be open  
And when you come back, I'll be as you want me  
Only so eager to please  
My little song will keep you beside me  
Thinking your name as I sing

Bring it back,  
sing it back,  
bring it back,  
sing it back to me *(repeat)*

Come to my sweet melody *(repeat)*  
No, you can't help it if you feel have been tempted  
By fruit hanging ripe on the tree  
And I feel useless  
Don't care what the truth is  
You will be here come the day  
Truth do you hear me?  
Don't try to come near me  
So tired I sleep through the lie  
If you desire to lay here beside me  
Come to my sweet melody

Sing it back . . .



## Teacher's copy

### Stop 5 Cooper's Hill, Gloucestershire

Preparation task for Ss → Try to find the answer to the following question:

***Where near Gloucester there are races organised in which food is involved?***

Answer: On Cooper's Hill Cheese Rolling Races are organised

Key words for the web search: **Gloucester(shire) + races + food**

Preparation task for Teacher →

Do the web search as well and read the information yourself :

**[www.cheese-rolling.co.uk](http://www.cheese-rolling.co.uk)**

**<http://www.picturesofengland.com/England/Gloucestershire/article/1008>**

**TOPIC SENTENCE: It's a food festival.**

**AIM OF THE LESSON** – Preparing and presenting an event – a food festival

### LESSON PLAN

1. **Introduction** – eliciting the name of the visited stop. **Cooper's Hill** is near Gloucester in Gloucestershire and Gloucester cheese is rolled down the hill. **(5 mins)**
2. Reading – a food festival. Tell your Ss that they are going to read a text about the history and facts connected with the event which takes place on Cooper's Hill. They should read it for the first time to confirm the answer to a simple (topic) question: *Why is it a 'food festival'?* – **Because it is Gloucester cheese which is rolled down the hill and it is all about catching it.** (And the winner gets the cheese.) **(7 mins)**
3. **Exercise 1:** Ask the Ss to read the text more carefully to find the information needed to complete the *Fact file*. For each verse of the chart, check what question they would ask (encourage them to note these questions for further activities). **(13 mins)**



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- Exercise 2:** Ask your Ss to read about another food festival and complete the fact file. This information as well as the information from the listening they are going to hear is helpful to your Ss as in the production stage they will be asked to organise and present a food festival of their invention. **(10 mins)**
- Exercise 3:** Read a description of another food festival to your Ss and ask them to complete the third column of the fact file. **(10 mins)**

**Gilroy Garlic Festival takes place every year in July  
Gilroy, California in the USA. It's a three-day event with  
lots of singing, dancing and food, and all the food has  
garlic in it. Here, you can find garlic ice-cream, garlic  
chocolate, garlic bread. You name it - it's got garlic in  
it. Chefs from all over the US come and enter a  
competition to be best chef and win a prize of \$ 1000.  
The festival started over twenty years ago when a local  
man, Dan Christopher decided to start a food festival.**

- Briefly revise all three food festivals on the basis of the fact file. Ask the Ss which one they like best and why, what they find interesting about these festivals if there is anything they find strange, etc. **(5 mins)**

#### **Vocabulary from the lesson worth remembering:**

**to flock, precipitous slope, hurl, incurred injuries, toss,**

- Ask your Ss to work in groups to invent a food festival. They should decide on the item of food the festival is connected with, where and when it takes place, how long it goes on for, what activities are involved. Encourage your students to be creative to prepare interesting, funny, strange, or unexpected festivals. You can vote for the best food festival after their presentations are finished and have a short discussion concerning their ideas. **(15 mins preparation, 25 mins presentation + vote / discussion)**



## Cut out 1

***Where near Gloucester there are races organised in which food is involved?***

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## Activity sheet 1 – Reading 1

The annual **Gloucestershire 'Cheese Rolling and Wake'** has been taking place for possibly hundreds of years. Documentary evidence shows that Cheese Rolling on Cooper's Hill was already an old tradition in the early 1800s.

This is an amazing event thousands flock to see each year, and local residents are determined that the tradition will never die.

There are 5 downhill cheese races (one is for ladies). - Starting at 12:00 Midday on the May Bank Holiday Monday. They are held at twenty minute intervals.

Between the downhill races there are also 4 uphill races. One for boys of 12 years and under, one for girls and an 'open' race there is an open men's and open women's uphill race too!

Obviously no cheeses are rolled, but a small cheese is the prize for the winner of each race.

At the top of the hill, competitors (any number from 2 to a maximum of about 20) sit in a line and wait.

The Master of Ceremonies escorts an invited guest to the start line and helps him / her to sit on the precipitous slope, holding a 7-8 pound 'Double Gloucester' cheese.

At the command (given by the M.C.) of .....

'ONE to be ready!'

'Two to be steady!'

'Three to prepare!' .....

..... the guest 'roller' releases the cheese, which rolls down the hill at great speed,

The M.C. continues .....

.... 'and FOUR to be off!'

At this point the competitors hurl themselves down the slope after the cheese.

The first person to arrive at the foot of the hill wins the cheese.

Those who come second or third receive a small cash prize.

The slope has a gradient that is in places 1-in-2 and in others 1-in-1, its surface is very rough and uneven and it is almost impossible to remain on foot for the descent.

Injuries incurred are usually minor and competitors (particularly the successful ones) enter again year after year.

### **REAL CHEESES ARE USED!**

However, during the rationing period of 1941-1954 a wooden substitute was used, this had a small niche that contained a token piece of cheese.





## Activity sheet 2 – Fact file

**Exercise 1:** Read the text carefully to find the information needed to complete the first column of the *Fact file*.

### FOOD FESTIVALS

<b>NAME</b>			
<b>PLACE</b>			
<b>TIME</b>			
<b>DURATION</b>			
<b>HISTORY / ORIGIN</b>			
<b>EVENT DESCRIPTION</b>			



### Activity sheet 3 – Reading 2

**Exercise 2:** Read this information about another food festival and complete the second column of the fact file.

Every year there is an International Pancake Day Race on Shrove Tuesday, that is the Tuesday when Lent begins. Lent is the forty days before Easter. Pancake racing began in England in a small town of Olney about 500 years ago.

The story is that while a woman was cooking pancakes, she heard the church bells and realised that she was late for church. So she ran to the church with her pancake still in the frying pan.

The race is about 400 m and you have to toss the pancake as you run. That means that you have to throw it in the air and catch it in the frying pan. The winner is the woman who crosses the line first.

**Exercise 3:** Listen to you teacher reading about yet another food festival and complete the third column of the *Fact file*.



## Teacher's material

### Stop 6 Stratford-upon-Avon, south Warwickshire

Preparation task for Ss → Try to find the answer to the following question:

***What is the birthplace of the most famous English playwright who has got something in common with the patron saint of England?***

Answer: **the date 23rd April.** St. George was beheaded on that day and William Shakespeare was born on 23rd April 1564. What is more, he also died on 23rd April 1616. Therefore, the place we are visiting is Stratford-upon-Avon.

Key words for the web search: **the most famous English playwright + birthplace; the patron saint of England; Shakespeare + St George**

Preparation task for Teacher →

Do the web search as well and read the information yourself :

[http://news.bbc.co.uk/2/hi/uk\\_news/82166.stm](http://news.bbc.co.uk/2/hi/uk_news/82166.stm)

<http://queering-the-church.blogspot.com/2009/11/st-george-dragon-slayer.html>

**TOPIC SENTENCE:**        **The greatest English poet and the patron saint of England share the date.**

**AIM OF THE LESSON:** Interpretation and translation of a sonnet by W. Shakespeare

### LESSON OUTLINE

1. Introduction to the lesson – eliciting the subject of the lesson on the basis of the web search **(5 mins)**
2. Reading comprehension and vocabulary work
3. Practice and production – interpreting a poem

**Source:** e-lesson from [www.insideout.net](http://www.insideout.net); own ideas



## LESSON PLAN

1. Introduction to the lesson – eliciting the subject of the lesson on the basis of the web search **(5 mins)**
2. Reading 1: Give your Ss **5 mins** to read the text in Exercise 1 to find the answers to the following general comprehension questions:
  - **When did St. George live?**
  - **Where was he born?**
  - **What was his religion?**
  - **Why was he killed and how?**

When you have finished answering these questions (and maybe some others of your choice), ask the Ss to read the text more carefully and complete it with articles. (Perhaps at this point you want to have a very brief revision of how to use articles in English. You can ask your Ss to work in pairs.) Then check the answers with the whole class. **(15 mins)**

**Exercise 1: 1) the; 2) the; 3) a; 4) the; 5) - ; 6) the; 7) a; 8) - ; 9) the; 10) an; 11) a; 12) the**

3. Reading 2: Tell your Ss they have **5 mins** to read the rest of the story and try to find extra words in each line 1 – 14. Then, ask them to check their work in pairs, and after they have finished, check the answers with the whole class. **(15 mins)**

**Exercise 2: 1. √; 2. the; 3. a; 4. √; 5. a; 6. the; 7. an; 8. a; 9. √; 10. an; 11. a; 12. the; 13. √; 14. the**

4. Working with a poem. Tell your Ss that they are going to work with one of the sonnets written by William Shakespeare. First, they try to find rhyming words (ex. 3). It allows them to see that writing and interpreting poetry can be fun and an easy task to do. Help with any vocabulary that can cause problems. **(5 mins)**

sun	-	dun
red	-	head
white	-	delight
go	-	know
reeks	-	cheeks



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ground - sound  
rare - compare

When they have found the pairs of words that rhyme, ask them to put these words into the lines of the sonnet. They will get a chance to see how the lines of the sonnet rhyme (ab ab cd cd ef ef gg) **(5 mins)**

Ask your Ss to read the poem carefully and try to get the sense. (He is taking about a beloved woman but saying that she is not perfect, perhaps even far from being one.)

Allow for a variety of interpretations, whatever your students say is fine as long as they can justify their opinions. **(10 mins)**

**5. Translation:** In this final stage of the lesson, ask your Ss to work in groups of 3 - 4 (or any number that is fine for group work with your students), to translate the poem into Polish. Ask them to (try to) keep the sense of William Shakespeare's words even freely and try to keep the sonnet form as for the number of lines, syllables in each line (here -10) and rhymes. Sometimes these translations are really inventive and fun. **(15 minutes preparation, 5 minutes presentation)**

\*If you still have some time, you can read the translation by Stanisław Barańczak:

**130**

*Nie słońcem jest ten promień, co z oczu jej pada;  
Czerwień jej warg ma odcień bladejszy niż korale,  
Przy bieli śniegu pierś jej wydaje się śniada,  
Włos jej to włos – nie w złocie rzeźbione fale.  
Znam róże, których białość przechodzi w purpurę,  
Lecz nie takje się róże rumienią w jej cerze;  
Rozkoszniejszą woń mają perfumy niektóre  
Niż tchnienie mej miłej – nie więcej niż świeże.  
Lubię dźwięk jej słów – przecie gdy muzyką płynie,  
Czulej mnie ukołysze brzmieniami błogimi;  
Przyznaję, nie widziałem jak chodzą boginie,  
Jedno wiem: moja stąpa po realnej ziemi.  
Lecz w oczach mych przyćmiewa – powiem bez wahania –  
Wszystko, czym ją fałszywe czynią porównania.*

[Stanisław Barańczak, 'William Shakespeare Sonety', Wydawnictwo a5, Wydawnictwo C i S, Poznań, Warszawa 1996, str. 157]



## **Cut out 1**

**What is the birthplace of the most famous English playwright who has got something in common with the patron saint of England?**

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## Student's worksheet 1A:

**Exercise 1:** Complete the story of St. George, the patron saint of England. Put **a**, **an**, **the**, or **(-)** into each space.

**April 23rd is St. George's Day.** St. George is 1) . . . . . patron saint of soldiers, archers, farmers and horse riders. He is also the patron saint of England.

St. George was born in Cappadocia (now in eastern Turkey) in AD 270. He joined 2) . . . . . Roman army and became 3) . . . . . cavalry officer. He travelled all over 4) . . . . . Middle East and 5) . . . . . with 6) . . . . . army.

When Emperor Diocletian learned that St. George was 7) . . . . . Christian (which was illegal), he had him arrested. St. George refused to deny his faith in Christ, even under extreme torture. He was eventually beheaded on April 23rd, AD 303, near Lydda in Palestine.

Stories of his courage soon spread across the Middle East and 8) . . . . . Europe. On one of 9) . . . . . walls in 10) . . . . . old Christian monastery in Egypt (St. Antony's), there is 11) . . . . . picture of St. George that dates back to 12) . . . . . 7th century.





## Student's worksheet 1B:

**Exercise 2:** Read the rest of the story. There are fourteen lines. Ten of them contain one extra word. The word is **the, an** or **a**. Find the extra words and write them in the column on the right. The first two lines have been done as examples.

- |    |   |        |
|----|---|--------|
| 1  | King Richard I made St. George the patron saint of England. Richard's dream               | ..√..  |
| 2  | was to liberate Jerusalem. He organised an army (called the Crusaders and left the        | ..the. |
| 3  | England for the Holy Land in 1190 to fight the Muslim a leader Saladin. Richard's         | .....  |
| 4  | soldiers carried the emblem of St. George, a red cross on a white background, on their    | .....  |
| 5  | tunics and a shields.   |        |
| 6  | There are the many stories about St. George. One of the most famous legends is that       | .....  |
| 7  | he fought and killed a dragon in England. It is an unlikely that he ever visited England  | .....  |
| 8  | and even more unlikely that he killed a dragon. However, the dragon was a commonly        | .....  |
| 9  | used to represent the devil in the Middle Ages, which may be how the story started.       | .....  |
| 10 | More recently, on St. George's Day, 1564, one of an England's most famous writers         | .....  |
| 11 | was born: William Shakespeare. In a Shakespeare's play <i>Henry V</i> , the king finishes | .....  |
| 12 | his the battle speech with the famous line "Cry 'God for Harry, England and St.           | .....  |
| 13 | George!" This reference to St. George has helped to immortalise the saint in English      | .....  |
| 14 | tradition. Patriotic to the end, Shakespeare died on the St. George's Day in 1616.        | .....  |





## Student's worksheet 2

**Exercise 3:** Look at these words used in **Sonnet 130** by William Shakespeare and find the pairs that rhyme. Then, complete the lines of the sonnet.

<i>sun</i>	<i>compare</i>
<i>red</i>	<i>cheeks</i>
<i>white</i>	<i>know</i>
<i>go</i>	<i>dun</i>
<i>reeks</i>	<i>sound</i>
<i>ground</i>	<i>delight</i>
<i>rare</i>	<i>head</i>

**Exercise 4:** Complete the lines of the sonnet with words from Exercise 3.

130

*My mistress' eyes are nothing like the . . . . . -*

*Coral is far more red than her lips' . . . . . -*

*If snow be white, why then her breasts are . . . . . -*

*If hairs be wires, black wires grow on her . . . . . :*

*I have seen roses damasked, red and . . . . . ,*

*But no such roses see I in her . . . . . ,*

*And on some perfumes is there more . . . . .*

*Than in the breath that from my mistress . . . . .*



*I love to hear her speak, yet well I . . . . .*

*That music hath a far more pleasing . . . . .*

*I grant I never saw a goddess . . . . .;*

*My mistress when she walks treads on the . . . . .*

*And yet by heav'n I think my love as . . . . .*

*As any she belied with false . . . . .*



## Teacher's copy

### Stop 7 Nottingham, East Midlands

Preparation task for Ss → Try to find the answer to the following question:

***Near which city in UK a 'merry prince' lived, not in a castle but in the forest?***

Answer: Robin Hood, the Prince of Thieves lived in the Sherwood Forest near Nottingham. His companions were called 'Merry Men'.

Key words for the web search: **forest prince + merry**

Preparation task for Teacher →

Do the web search as well and read the information yourself :

**<http://guides.wikinut.com/Robin-Hood-and-His-Band-of-Merry-Men/1d3gicd7/>**

### TOPIC SENTENCE: WAS ROBIN A CRIMINAL OR A HERO?

**THE AIM OF THE LESSON** – Practising vocabulary and expressing views in a form of a debate

### LESSON PLAN

1. Introduction – eliciting the name of the spot being visited on the basis of the web search. **(8 mins)**
2. **Exercise 1** – Tell your Ss that they are going to read 6 sentences connected with Robin Hood. To complete each sentence, one word is needed and the definition, description or hint for each word is given below each sentence. **(10 mins)**
  1. **GRAIN**; 2. **LIONHEART**; 3. **EARLY**; 4. **EMBELLISHED**; 5. **DEAL**;
  6. **NOTTINGHAM**
3. **Exercise 2** – Now ask your Ss to write down these words from Ex.1, take their first letters and rearrange them to find the word connected with Robin Hood. **(5 mins)** **(2) L (3) E (1) G (4) E (6) N (5) D / LEGEND /**

\***phrases worth remembering:** there is (more than) a grain of truth in sth; change a great deal;



**4. Exercise 3:** In this exercise your Ss complete the text about the stories of Robin Hood with words from the list. **(17 mins)**

Robin is famous for his gallantry, **robbing** the rich to feed the poor and fighting against **injustice** and tyranny. Anyone who knows of Robin has also heard the stories of his **outlaw** band. The names of Little John, Friar Tuck, Maid Marion, Allan a Dale, Will Scarlet, Much the Miller and the evil Sheriff of Nottingham are as much a part of the legend as Robin Hood himself.

The stories of Robin **portray** him as a fearless outlaw leading his band of "merry men" (and women) against the **tyranny** of Prince John, The Sheriff of Nottingham and Sir Guy of Gisbourne. A brilliant **archer**, Robin lived a life of adventure - poaching the King's deer from the outlaws' **retreat** in Sherwood Forest.

Stories about the **adventures** of Robin have been told and retold for over six hundred years. In Robin's time, few people could read or write and **consequently** little was written down about the **exploits** of our hero. Instead, people learnt about Robin and his band through the **ballad** and song of wandering minstrels who weaved a patchwork of fact and fiction into the contemporary culture of the time.

**5. Exercise 4:** Ask your Ss to look back at the text and find in it words for the definitions given. **(13 mins)**

1. an adventure;
2. tyranny;
3. gallantry;
4. an outlaw;
5. an exploit;
6. to poach.

**6. Exercise 6:** This is just a very quick check of the difference between 'rob' and 'steal' **(2 mins)**

**7. Speaking activities: Robin Hood – a criminal or a hero? – a debate**

At the beginning, ask your Ss to tell you how much they know about the story of Robin Hood – from the lesson so far and from any other sources (books, films, etc.). When you are done, divide your Ss in two groups and put the question: Robin Hood – a criminal or a hero? on the board. Tell each group that they should think of all possible arguments to support one of these options. Then assign an option to a group. One group tries to prove that he was a hero and the other that he was a criminal. Encourage your Ss to use their opinions, common views, common sense, but also nonsense as long as it is helpful, and of course rich vocabulary (preferably a lot of it introduced during the lesson). At the end, both groups should exchange their views and opinions in a form of a debate, that is reacting to what the other group says. Try to decide objectively which group has stronger arguments.

**(15 mins preparation, 20 minutes debate)**



## Cut out 1

***Near which city in UK a 'merry prince' lived, not in a castle but in the forest?***

***Near which city in UK a 'merry prince' lived, not in a castle but in the forest?***

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## Activity Sheet 1 - VOCABULARY

**Exercise 1:** Complete each sentence with one word matching the description given.

- Apparently, there is more than a ..... of truth in the legends.  
**(an individual seed from crops such as wheat, rice, or barley; a very small individual piece of substance such as sand, salt, or sugar)**
- Legend has it that many people at the time longed for the return of the rightful king – King John’s brother, King Richard the .....  
**(a combination of an animal believed to be the king of all animals, and the most important organ in the body)**
- Unlike the ..... versions of the story (which place Robin Hood in Yorkshire), later versions set his story in Sherwood Forest(which still exists today).  
**(the opposite of ‘late’)**
- His story is ..... with romance too, in the form of Maid Marion, his sweetheart.  
**(made more interesting by adding details, especially ones that are not completely true)**
- The image of Robin Hood has not changed a great ..... over the years.  
**(a lot, much)**
- There is little information about Robin Hood apart from the story of his escapades in an effort to rob the rich, his band of Merry Men and his confrontations with his arch-enemy, the corrupt Sheriff of .....  
**(the city that you are visiting at the moment).**

**Exercise 2:** Write below all the words used in Exercise 1. Then, take the first letter of each word and rearrange them to find the **word** connected with Robin Hood.

.....  
.....

.....



## Activity sheet 2 – VOCABULARY

**Exercise 3:** Complete the text about the stories of Robin Hood with the words from the list below.

### Who was Robin Hood?

Robin is famous for his gallantry, . . . . . the rich to feed the poor and fighting against . . . . . and tyranny. Anyone who knows of Robin has also heard the stories of his . . . . . band. The names of Little John, Friar Tuck, Maid Marion, Allan a Dale, Will Scarlet, Much the Miller and the evil Sheriff of Nottingham are as much a part of the legend as Robin Hood himself.

The stories of Robin . . . . . him as a fearless outlaw leading his band of "merry men" (and women) against the . . . . . of Prince John, The Sheriff of Nottingham and Sir Guy of Gisbourne. A brilliant . . . . ., Robin lived a life of adventure – poaching the King's deer from the outlaws' . . . . . in Sherwood Forest.

Stories about the . . . . . of Robin have been told and retold for over six hundred years. In Robin's time, few people could read or write and . . . . . little was written down about the . . . . . of our hero. Instead, people learnt about Robin and his band through the . . . . . and song of wandering minstrels who weaved a patchwork of fact and fiction into the contemporary culture of the time.

consequently

portray

exploits

outlaw (adj)

robbing

adventures

ballad

tyranny

injustice

archer

retreat



## Activity sheet 3 – VOCABULARY

**Exercise 4:** Look back at the text and find in it words for the following definitions.

1. an exciting, unusual and sometimes dangerous experience
2. a government that treats people in a cruel and unfair way, using force to control them
3. brave behaviour, especially when fighting in a war: BRAVERY; *old-fashioned* extremely polite and helpful treatment of a woman: CHIVALRY
4. a criminal, especially one who moves from place to place to avoid being caught
5. something unusual that someone does that you think is brave, exciting or entertaining
6. to illegally catch or kill an animal, bird, or fish on someone else's property

**Exercise 5:** What is the difference between 'rob' and 'steal'? Think of it and complete the following sentences with these two verbs in proper forms.

1. Robin Hood . . . . . the rich and gave to the poor.
2. Robin Hood . . . . . money from the rich and gave it to the poor.





## Teacher's copy

### Stop 8 Daresbury, Cheshire

Preparation task for Ss → Try to find the answer to the following question:

***In which English county can you find a smiling cat?***

Answer: In Cheshire. A Cheshire cat with a grin appeared in a book by Lewis Carroll 'Alice's Adventures in Wonderland.'

Key words for the web search: **cat with a grin, smiling cat**

Preparation task for Teacher →

Do the web search as well and read the information yourself :

[en.wikipedia.org/wiki/Cheshire\\_Cat](http://en.wikipedia.org/wiki/Cheshire_Cat)

[megaslownik.pl/slownik/.../114080,grin+like+a+Cheshire+cat](http://megaslownik.pl/slownik/.../114080,grin+like+a+Cheshire+cat)

**TOPIC SENTENCE: Rhyme it and say as well as you may.**

**THE AIM OF THE LESSON** – improving your Ss' pronunciation and working on stress timing

### LESSON PLAN

1. Introduction – eliciting the subject of the lesson. Presentation of a nursery rhyme taken from 'Alice's Adventures in Wonderland' by Lewis Carroll. Tell the students that they are going to hear an example of a nursery rhyme to get a feeling for them.

**'The Queen of Hearts, she made some tarts,**

**All on a summer day:**

**The Knave of Hearts, he stole those tarts,**

**And took them quite away!'**



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This is the extract in which the White Rabbit is reading the accusation of the Knave of Hearts. Read it aloud to the students or write on the board and ask if they know this situation, perhaps they have read the story, or seen the film.

Provide an explanation if they do not know the story. **(7 mins)**

**2. Exercise 1, 2:** Ask your Ss to look at the most popular nursery rhyme also invented by Lewis Carroll. They should fill in the final words of each line and then try to stress the syllables correctly. Encourage them to **underline** the stressed syllables. First, you should read the nursery rhyme to your Ss. Then, give them a chance to practise – as a whole class, or individually if they wish. **(3 mins)**

**Humpty Dumpty sat on a wall**

**Humpty Dumpty had a great fall**

**All the king's horses and all the king's men**

**Couldn't put Humpty together again**

**3. Exercise 3:** Ask your Ss to look at another popular nursery rhyme in which only the first and the last lines are in the correct place. They should decide on the order of the other lines. First, you should read the nursery rhyme to your Ss. Then, give them a chance to practise – as a whole class, or individually if they wish. **(5 mins)**

**Hickory, dickory, dock,**

**The mouse ran up the clock.**

**The clock struck one,**

**And down he run,**

**Hickory, dickory, dock,**



**4. Exercise 4:** Ask your Ss to work in pairs or bigger groups to write the entire nursery rhyme from the words given in the box. First, you can try to find the rhyming words together. To check, read the nursery rhyme to your Ss. Then, give them a chance to find the stressed syllables and practise. **(15 mins)**

**Doctor Foster went to Gloucester**

**In a shower of rain**

**He stepped in a puddle right up to his middle**

**And never went there again**

**5. Exercise 5:** Ask your Ss to work either in small groups invent their own nursery rhymes with the use of words listed in the box and whatever other ones they need. Ask them to try to keep the rhythm and rhymes as in the examples so far studied. **(15 mins preparation, 10 mins presentation)**

**6. Exercise 6:** Divide your Ss into groups. In each group they pick one nursery rhyme from the ones provided (cut out section below) and practice presenting it. Encourage your students to prepare a nice presentation as a whole group, or one-by-one, or perhaps with a leader 'a soloist' of the presentation. Make sure they know the pronunciation and meaning of all words (provide dictionaries and your assistance). They can combine it with dancing, miming, using objects that they find useful, etc. Ask them to be creative. Let each group repeat their nursery rhyme a few times during their presentation for the others to understand it clearly. You may also wish to discuss some of these rhymes with your Ss. **(20 mins preparation, 10 mins presentation, 10 mins discussion of selected nursery rhymes)**

**7. Extra activity – optional.** Practise stress timing by reading aloud the story of *Little Red Riding Hood*.



**KAPITAŁ LUDZKI**  
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

**UNIA EUROPEJSKA**  
EUROPEJSKI  
FUNDUSZ SPOŁECZNY



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**Sources:** *Inside Out Intermediate Student's Book*, Sue Key and Vaughn Jones, *Workbook* Philip Kerr, Macmillan Heinemann; Penguin Popular Classics - *Alice's Adventures in Wonderland*, Penguin Books; the Internet, own ideas.



## Cut out 1

*In which English county can you find a smiling cat?*

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*In which English county can you find a smiling cat?*

*In which English county can you find a smiling cat?*



***In which English county can you find a smiling cat?***

**Cut out 2**

**Birds of a feather flock together,  
And so will pigs and swine;  
Rats and mice will have their choice,  
And so will I have mine.**

**A wise old owl sat in an oak,  
The more he heard, the less he spoke;  
The less he spoke, the more he heard;  
Why aren't we all like that wise old bird?**

**Cross Patch, lift the latch,  
Sit by the fire and spin;  
Take a cup, and drink it up,  
Then call your neighbours in.**



**Little Miss Muffet, sat on a tuffet,  
Eating her curds and whey;  
Along came a spider,  
Who sat down beside her  
And frightened Miss Muffet away.**

**Jack Sprat could eat no fat,  
His wife could eat no lean,  
And so betwixt the two of them  
They licked the platter clean**

**There was a maid on Scrabble Hill,  
And, if not dead, she lives there still.  
She grew so tall, she reached the sky,  
And on the moon hung clothes to dry.**



## Extra activity sheet

# The Story of Little Red Riding Hood

Just on the edge  
of a deep, dark wood  
lived a girl called  
Little Red Riding Hood.  
Her Grandmother lived  
not far away,  
so Red went to pay her  
a visit one day ...

And the Big Bad Wolf,  
who knew her plan  
he turned his nose  
and ran and ran.  
He ran till he came  
to her grandmother' door.

Then he locked her up  
with a great big roar.  
He took her place  
in her nice warm bed,  
and he waited there  
for Little Miss Red.





## Student's Activity sheet 1

**Exercise 1:** Complete the lines of this popular nursery rhyme, which was introduced by Lewis Carroll in his book *Through the Looking Glass*, with the following words: **again, wall, men, fall**.

Humpty Dumpty sat on a .....  
Humpty Dumpty had a big .....  
All the king's horses and all the king's .....  
Couldn't put Humpty together .....

**Exercise 2:** Listen to your teacher and mark the stressed syllables in this nursery rhyme. Then, practise saying the rhyme at a proper speed.

**Exercise 3:** Put the lines of another popular nursery rhyme in correct order. Check with your teacher and mark the stressed syllables. Then, practise saying the rhyme at a proper speed.

## Hickory, Dickory, Dock!

Hickory, dickory, dock,  
.....  
.....  
.....  
Hickory, dickory, dock,

**And down he run, // The clock struck one, // The mouse ran up the clock.**



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**Exercise 4:** Look at the list of words from another nursery rhyme. Try to arrange them and write the rhyme. First, try to find the words that rhyme.

again	in	shower	there	middle	stepped	Doctor	
never	up	Foster	puddle	went	to	Gloucester	rain
to	a	a	of	He	In	right	his And went

.....

.....

.....

.....

Check with your teacher and mark the stressed syllables. Then, practise saying the rhyme at a proper speed.

**Exercise 5:** Make up a four-line rhyme with a simple rhythm, using words from the box below or your own words. Then, present it to the rest of your class.

Rome	home	comb	waiter	later	alligator
	deliver	river	shiver	hat	fat
car	wearing	sharing	staring	would	could
					should

.....

.....

.....

.....



## Teacher's worksheet

### Stop 9 York, North Yorkshire

Preparation task for Ss → Try to find the answer to the following question:

***What does a straight Medieval street in a city in England have to do with being diagon (al)?***

Key words for the web search: **Medieval street + diagon**

One of the streets in York is called the Shambles. It was used in Harry Potter films as Diagon Alley.

Preparation task for Teacher →

Do the web search as well and read the information yourself :

<http://www.flickr.com/photos/42304632@N00/43667107/>

<http://www.panoramio.com/photo/1977101>

**TOPIC SENTENCE: *What to do when you are at a crossroads?***

## LESSON PLAN

1. Introduction to the lesson: – eliciting the subject of the lesson on the basis of the web search **(5 mins)**
2. Introducing and practising vocabulary – Part 1:
  - a) Finding out what a metaphor is and establishing the meaning of metaphors (life = journey): Tell the students that they are going to read sentences in which certain phrases are used (ex. 1 ). What do they notice about these highlighted phrases? Can they establish their meanings? Can they see the connection? **(5 mins)**

Explain that these are **metaphors** and together try to form a definition of a metaphor: *a word or phrase that means one thing and is used for referring to another thing in order to emphasize their similar qualities*

(after: Macmillan English Dictionary for Advanced Learners)

- b) Ask the Ss to match these metaphors with their definitions (ex. 2).

**1. b 2. e 3. a 4. c 5. g 6. d 7. f (5 mins)**



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- c) Using metaphors: ask the Ss to have a look at the text about J. K. Rowling and complete the gaps in it with suitable metaphors from ex. 1 and 2. (ex. 3) **(10 mins)**

**J. K. Rowling** was born on 31st July 1965 in Yate, Gloucestershire. After graduating from Exeter University, she worked as a translator and researcher for Amnesty International in London. But she wanted to **(1) take a new direction** and she moved to Portugal. There she **(2) embarked** on a new career as an English teacher and fell in love with a Portuguese television journalist Jorge Arantes. But in 1993, when their daughter Jessica was born, their marriage ended in divorce and the couple **(3) went their separate ways**. Rowling suddenly found herself **(4) at a crossroads**. Should she stay in Portugal and continue teaching or return to the UK? She decided that it was time to **(5) move on**. She went back to Edinburgh with her baby daughter and that's where her life **(6) took an unexpected turn**. For years, she had had an idea for a book and she now completed *Harry Potter and the Philosopher's Stone*. The book **(7) took off** immediately and when Hollywood bought the film rights to Harry Potter, there was **(8) no turning back**.

### 3. Introducing and practising vocabulary – Part 2:

- Ask the Ss to think what the most possible metaphors for time (=money) and ideas (= food) can be.
- Show them a list of phrases to think which idea they are connected with: time or ideas. (ex. 4) **(5 mins)**
- Ask the Ss to use these phrases from the list to complete a conversation between a father and his daughter. (ex. 5) **(15 mins)**

**Martha:** Morning!

**Dad:** You're in a good mood today. Any particular reason?

**Martha:** Yes, there is actually.

**Dad:** What – in love again?

**Martha:** No, I've decided to become a millionaire.

**Dad:** You've decided to become a millionaire. I see. And how exactly do you propose to do that?

**Martha:** Well, if you can **(1) SPARE a couple of minutes**, I'll tell you.

**Dad:** Martha, you know how **(2) PRECIOUS my time is** ...

**Martha:** Oh, Dad, I promise you it will be **(3) WORTH your while**.

**Dad:** Okay – but just five minutes or else I'll be late for work.

**Martha:** Right. I've got this idea for a website...



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**Dad:** Oh come on, you're **(4) WASTING your time** if you think you can make money out of the Internet. All the best ideas have been used up. You should be **using your time more (5) PROFITABLY** getting a proper job.

**Martha:** All right, all right. Look, I promise you it's not some **(6) HALF-BAKED idea**. It's something I've been **(7) CHEWING over** for the last few weeks. Please just have a look at these plans, then tell me what you think.

**Dad:** Hm, hm, yes, interesting. There's certainly **(8) FOOD for thought** here. How are you going to find the money to do it?

**Martha:** Ah, well, um, I was rather hoping you might help me. Oh will you?

**Dad:** Well, I can't tell you until I've had time to **(9) DIGEST all this information**. But you've certainly got a good idea. It's very original.

**Martha:** But **we're (10) RUNNING OUT of time**. If we don't do it very soon, somebody else will.

**Dad:** Yes, you could be right. Look, I've got to go now, but as soon as I get back from work I will **(11) SPEND the rest of the evening** looking at it. Have you told anybody else your idea?

**Martha:** No, not yet.

**Dad:** Well, don't ... I think you've really got something here.

4. Project work: Ss invent a biography of a person of their choice (real or fictional) in which they can use as many metaphors introduced in this lesson as they wish. Group work. **(10 mins preparation, 10 mins presentation)**
  5. Discussion 1: Ss look at the list of life-changing events and discuss the questions provided. (ex. 6). **(15 mins)**
  6. Discussion 2: With your Ss look at sentences a – h in ex. 7 and briefly discuss each of them. **(10 minutes)**
- \* You can, of course, choose only one of these discussion activities.**



## Cut out 1

***What does a straight Medieval street in a city in England have to do with being diagonal (al)?***

***What does a straight Medieval street in a city in England have to do with being diagonal (al)?***

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***What does a straight Medieval street in a city in England have to do with being diagonal (al)?***



## Activity sheet 1: Vocabulary 1

**Exercise 1:** Read these sentences and try to figure out the meanings of the highlighted phrases.

1. Her life **took an unexpected turn**.
2. Her life was **at a crossroads**.
3. She and her husband **went their separate ways**.
4. She **embarked** on a new stage of her life.
5. She felt that it was time to **move on**.
6. She realised that there was **no turning back**.
7. She wanted to **take a new direction**.
8. Suddenly, her life **took off**.

**Exercise 2:** Match the phrases 1 – 7 to the definitions a – g.

- |                                  |  |
|----------------------------------|--|
| 1. take an unexpected turn       | a) become divorced or separated                                    |
| 2. be at a crossroads            | b) change surprisingly   |
| 3. go their separate ways        | c) start a new phase in life                                       |
| 4. embark on a new stage in life | d) change the development or progress of something                 |
| 5. be no turning back            | e) reach a point when you have to make an important choice in life |
| 6. take a new direction          | f) become successful or popular very quickly                       |
| 7. take off                      | g) be impossible to return to a previous situation or condition    |

1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ...



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**Exercise 3:** Read the text about the author of *Harry Potter* books and complete it with the metaphors from exercises 1 and 2. Then check with your teacher.



**J. K. Rowling** was born on 31st July 1965 in Yate, Gloucestershire. After graduating from Exeter University, she worked as a translator and researcher for Amnesty International in London. But she wanted to (1) ..... and she moved to Portugal. There she (2) ..... on a new career as an English teacher and fell in love with a Portuguese television journalist Jorge Arantes. But in 1993, when their daughter Jessica was born, their marriage ended in divorce and the couple (3) ..... Rowling suddenly found herself (4) ..... Should she stay in Portugal and continue teaching or return to the UK? She decided that it was time to (5) ..... She went back to Edinburgh with her baby daughter and that's where her life (6) ..... For years, she had had an idea for a book and she now completed *Harry Potter and the Philosopher's Stone*. The book (7) ..... immediately and when Hollywood bought the film rights to Harry Potter, there was (8) .....





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## Activity sheet 2: Vocabulary 2

**Exercise 4:** If there are metaphors in which **time = money** and **ideas = food**, try to put the words from the list below to a proper category.

spend      half-baked      spare      profitably      food      worth  
running out      chewing      wasting      digest      valuable

TIME	IDEAS

**Exercise 5:** Use these phrases from the list to complete a conversation between Martha and her father.

**Martha:** Morning!

**Dad:** You're in a good mood today. Any particular reason?

**Martha:** Yes, there is actually.

**Dad:** What – in love again?

**Martha:** No, I've decided to become a millionaire.

**Dad:** You've decided to become a millionaire. I see. And how exactly do you propose to do that?

**Martha:** Well, if you can **(1)** ..... **a couple of minutes**, I'll tell you.

**Dad:** Martha, you know how **(2)** ..... **my time is** ...

**Martha:** Oh, Dad, I promise you it will be **(3)** ..... **your while**.

**Dad:** Okay – but just five minutes or else I'll be late for work.



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- Martha:** Right. I've got this idea for a website...
- Dad:** Oh come on, you're **(4)** ..... **your time** if you think you can make money out of the Internet. All the best ideas have been used up. You should be **using your time more (5)** ..... getting a proper job.
- Martha:** All right, all right. Look, I promise you it's not some **(6)** ..... **idea**. It's something I've been **(7)** ..... **over** for the last few weeks. Please just have a look at these plans, then tell me what you think.
- Dad:** Hm, hm, yes, interesting. There's certainly **(8)** ..... **for thought** here. How are you going to find the money to do it?
- Martha:** Ah, well, um, I was rather hoping you might help me. Oh will you?
- Dad:** Well, I can't tell you until I've had time to **(9)** ..... **all this information**. But you've certainly got a good idea. It's very original.
- Martha:** But **we're (10)** ..... **of time**. If we don't do it very soon, somebody else will.
- Dad:** Yes, you could be right. Look, I've got to go now, but as soon as I get back from work I will **(11)** ..... **the rest of the evening** looking at it. Have you told anybody else your idea?
- Martha:** No, not yet.
- Dad:** Well, don't ... I think you've really got something here.



## Activity sheet 3 Speaking

**Exercise 6 – Speaking:** Look at the list of **life-changing events** below and discuss the **questions** that follow.

*LEAVING SCHOOL*

LEAVING HOME  
for the first time

**GETTING MARRIED**

Starting a new job

GRADUATING

*MOVING TO A NEW TOWN*

HAVING CHILDREN

*Retiring*

**Changing school**

### QUESTIONS:

- Which are the most important changes?
- Which is the most difficult decision to make?
- Which is the easiest change to deal with? Which is the most stressful?
- Have you had to make any of these changes in your life? If yes, what difficulties (if any) did you face?



## Activity sheet 4 Speaking

**Exercise 7 – Speaking:** Do you agree with the following? Discuss with the others.

- a) E-mail is great because it **saves time**.
- b) Don't rush decision-making. Always take time to **chew things over**.
- c) Everybody should **spend** at least one year in a foreign country.
- d) Going to the gym is a huge **waste of time**.
- e) The difficulty with the exams is that you always **run out of time**.
- f) Always think things through carefully. **Half-baked ideas** are no good to anyone.
- g) It's best to read serious books. They give you **food for thought**.
- h) As people get older, they tend to use their time more **profitably**.

## Teacher's copy

### Stop 10 Newcastle, Tyne and Wear

Preparation task for Ss → Try to find the answer to the following question:

***Where can you find the most famous 'wall' in England?***

**+ bring to the classroom a picture of an interesting spot, characteristic monument or your favourite place in your hometown and some basic information about the town (location, population, facts and figures, etc.)**

Answer: In Newcastle, Hadrian's Wall.

Key words for the web search: **wall + England**

Preparation task for Teacher →

Do the web search as well and read the information yourself :

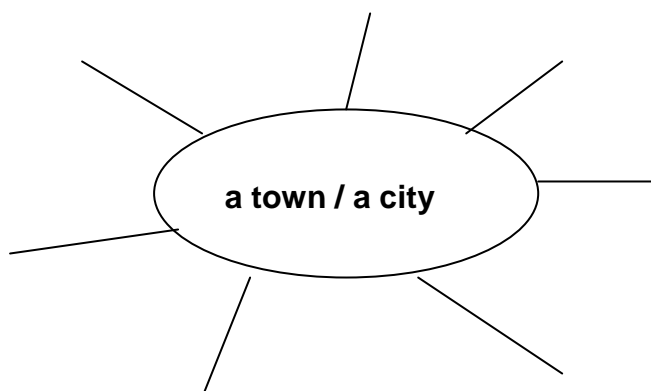
**[http://en.wikipedia.org/wiki/Hadrian%27s\\_Wall](http://en.wikipedia.org/wiki/Hadrian%27s_Wall)**

**TOPIC SENTENCE: THE TOWN WHERE I WAS BORN.**

**THE AIM OF THE LESSON** – Writing a description of a town or city.

## LESSON PLAN

1. Introduction – eliciting the name of the stop being visited. **(5 mins)**
2. Pre-reading activity. Put the sentence: **The town where I was born is / has ...** and ask your Ss to complete it. **(5 mins)**
3. **Brainstorming vocabulary (5 – 10 mins):** Ask your Ss to list words for the most characteristic elements of a town / a city / a village. You can complete the 'word spider' on the board adding as many categories (spider's legs) as you and your Ss like:





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**4. Reading 1 Exercise 1:** Tell your Ss that they are going to read a description of Newcastle and should complete it with relative pronouns: *who*, *which* or *where*. Read once to check. **(10 mins)**

\* You may wish to have a brief revision of relative clauses at this point. You can use the additional activity page to do it. **(5 mins)**

**5. Reading 1 Exercise 2:** Now ask your Ss to read the text again and find the answers to questions 1 – 8. **(10 mins)**

**6. Reading 2 Exercise 3:** Tell your Ss that they are going to read a short article about another town and should tick the topics which are mentioned in it. **(5 mins)**

**a)** cost; **b)** entertainment; **e)** history; **f)** sports facilities; **g)** language; **j)** scenery

**7. Reading 2 Exercise 4:** Your Ss read the article again to put the sentences from the list into the appropriate gaps **(1 – 6)** in the text. **(10 mins)**

**a)** 4; **b)** 5; **c)** 1; **d)** 6; **e)** 2; **f)** 3.

**8. Vocabulary:** As a form of an introduction to writing a description of their hometown, your Ss should complete the sentences a – f with the information about it. **(5 mins)**

**9. Writing** Tell your SS that they are going to prepare a short text – a description of their hometown for the contest in which the best one will be chosen to represent the town at the tourist fair. They should use all the information they collected as preparation for the lesson, as well as pictures or whatever material they brought to the classroom. They can work in groups and create folders or posters, etc. Then, either you or the whole group vote for the best presentation of the town/city which is going to be used at the tourist fair – your classroom display (of course, you can put all of these descriptions or all suitable ones on the classroom display. **(15 minutes preparation, 20 minutes presentation, follow-up discussion + vote)**

**Source:** *Inside Out Upper Intermediate WB*, Philip Kerr, Macmillan;  
the Internet; own ideas



## **Cut out 1**

***Where can you find the most famous 'wall' in England?***

***Where can you find the most famous 'wall' in England?***

***Where can you find the most famous 'wall' in England?***

***Where can you find the most famous 'wall' in England?***

***Where can you find the most famous 'wall' in England?***

***Where can you find the most famous 'wall' in England?***

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***Where can you find the most famous 'wall' in England?***

***Where can you find the most famous 'wall' in England?***

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The Gateshead Millennium Bridge in tilt mode over the Tyne river to allow boats to pass underneath.

Read more: [http://www.bugbog.com/gallery/england\\_pictures/newcastle-england.html#ixzz179PpsnLx](http://www.bugbog.com/gallery/england_pictures/newcastle-england.html#ixzz179PpsnLx)

## THE TOWN WHERE I WAS BORN

I was born in Newcastle, a city in the north-east of England. Newcastle is on the banks of the River Tyne, (1) . . . . ., in the 12th century, a ‘new castle’ was built, (2) . . . . . gave the city its name.

Today Newcastle is one of Britain’s biggest cities, with a population of about 260,000. 50 years ago, it was very industrial. The main industry on the Tyne was shipbuilding, but now, this river, (3) . . . . . once ships and coal barges sailed, is lined with fashionable hotels, bars, and restaurants.

There are seven bridges over the Tyne (4) . . . . . link Newcastle to the next town, Gateshead. The most recent is the beautiful Millennium Bridge (5) . . . . . was built in 2001. Next to it is an old flour mill, now the famous Baltic Art Centre, (6) . . . . . you can see the work of contemporary artists (7) . . . . . produce many of their paintings and sculptures on site.



I moved from Newcastle ten years ago but I often return. I miss the people (8) . . . . . are so warm and friendly, and I miss the wild, beautiful countryside to the north of the city. I also miss my favourite sculpture, 'The Angel of the North', (9) . . . . . greets you as you arrive in the North East.

People (10) . . . . . are born near the River Tyne have a special name. They are called 'Geordies'. I am very pleased to be a 'Geordie'.



## Activity sheet 1 – Reading 1

**Exercise 1:** Read the description of a town and complete it with pronouns: *who*, *which* or *where*.

**Exercise 2:** Read the text again and answer the following questions.

1. Where is the town?
2. Why is it called Newcastle?
3. What was it like 50 years ago?
4. What is it like now?
5. How many bridges are there?
6. What are the people like?
7. What is 'The Angel of the North'?
8. What is a 'Geordie'?

## Activity sheet 2 – Reading 2

**Exercise 3:** Read this short article about another town and tick (✓) the topics on the list which are mentioned in it.

- |                       |                      |             |
|-----------------------|----------------------|-------------|
| a) cost               | e) history           | i) museums  |
| b) entertainment      | f) sports facilities | j) scenery  |
| c) famous inhabitants | g) language          | k) shopping |
| d) festivals          | h) local customs     | l) theatres |

If you have heard of **Sheffield**, it may be because of *The Full Monty*, a blockbuster movie about unemployed men forced to become male strippers in order to survive. **(1)** Sheffield suffered enormously in 1980s, but there is more to this city than closed steel works and abandoned coal mines. Although you may never have considered it as a tourist destination, it is worth taking a closer look.

Incredible as it may seem, Sheffield (in the middle of England) boasts Europe's largest all year skiing complex. **(2)** If that doesn't take your fancy, then an excursion out of town is a must. The city is surrounded by some of England's most beautiful countryside in the Peak District National Park. **(3)** But what really makes Sheffield stand out is its nightlife. This is a happening town – cinemas, restaurants, clubs and café-bars. **(4)** And all at half the price you would pay in London.

For overseas visitors, Sheffield deserves to be high on their list of places to visit. **(5)** Forget London, Oxford, Stratford and the other tourist traps where you will be seeing a plastic, packaged and sanitised version of Ye Olde England. Sheffield is the real thing. **(6)** By the way, the accents are not too difficult, either.

## Activity sheet 3

### Reading 2

**Exercise 4:** Put the following sentences into the appropriate gaps (1 – 6) in the text.

- a) Although you can still get your warm beer and milky tea, you're more likely to find people drinking cappuccino or Stella Artois.
- b) For those coming to learn the language, you can be sure of a warm welcome here.
- c) It's a funny film, but a desperately sad one, too.
- d) This is England as it really is – not the theme park version that most people see.
- e) True, it is a dry slope, but who wants it to snow all year anyway?
- f) Wild moorlands, waterfalls and rocky peaks are just a stone's throw away.

### Vocabulary

**Exercise 5:** Complete the following sentences so that they are true for your town or area.

1. There is more to ..... than .....
2. .... is particularly worth seeing.
3. .... boasts one of the most .....
4. If that doesn't take your fancy, then ..... is a must.
5. What really makes ..... special is .....



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

6. If you do visit . . . . ., it's a good idea to . . . . .

.....

### Additional activity page

### GRAMMAR SPOT

1. We use *who*, *that*, *which* and *where* to join sentences. Look at these sentences:

I met a man. He comes from my town.

I met a man **who** comes from my town.

I bought a house. It is in High Street.

I bought a house **which/that** is in High Street.

The hotel was very comfortable. We stayed in it.

The hotel **where** we stayed was very comfortable.

2. *Who*, *which*, *that* and *where* are relative pronouns. Complete the rules with a relative pronoun.

- ..... is for people
- ..... or ..... is for things
- ..... is for places

**Exercise:** Join the pairs of sentences with the correct relative pronoun.

1. There's the boy. He broke the window.
2. That's the palace. The Queen lives in it.
3. There are the policemen. They caught the thief.
4. I bought a watch. It stopped after two days.
5. Here are the letters. They arrived this morning.
6. That's the hospital. I was born in it.