



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Opole, October 2012

Dear Teachers,

It is my pleasure to invite you to the 10-meeting course circulating around the idea which seems to be particularly connected with the UK, namely **rain**. Rain is an opening point for each of the lessons but, of course, it is not its main subject. It means, I found it possible to start with a rain related element in order to proceed to some other ideas in order to achieve my aim stated for each lesson.

Lessons in the program are of various kinds, they allow your Students to develop different skills and, I hope, provide lots of interesting and 'fresh' ideas.

Before the course starts, you will be asked to devote about 5 minutes of your lesson in order to present your Students with a short **Opening Test**. In the test, there are ideas included that will be covered during the program. Therefore, your Students should not worry if they do not know the answers at this point, definitely they will have no problems at the end of the course.

After the course is finished, please ask your Students to take a **Final Test** in the form of a **Course Crossword** checking how much they . When the crossword is completed, they will get a hidden phrase.

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.

Additionally, I would like you to encourage your Students to edit a special theme magazine as the outcome of the course. Please introduce the idea to them at the beginning of the program,



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

preferably at the end of the first lesson. Ask them to invent the rain-related name of the magazine (make it 'catchy', funny). Your Students will provide notes, articles and illustrations to the successive pages of the magazine after each lesson. You can decide whether to assign these as classwork activities or homework tasks, individually or in pairs or groups. Perhaps you decide to choose different Students or groups each time. You are free to select the options that will be the most suitable for your group. I hope this will be a nice and creative joint task for everyone involved.

The entire program consists of:

- **10 detailed descriptions of lessons** – Teacher’s material and copies for your Students;
- **Opening Test;**
- **Final Test – Course Crossword.**

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

Enjoy the *Rain Course*.

The author,

Agnieszka Jurkowska, MA

AJ



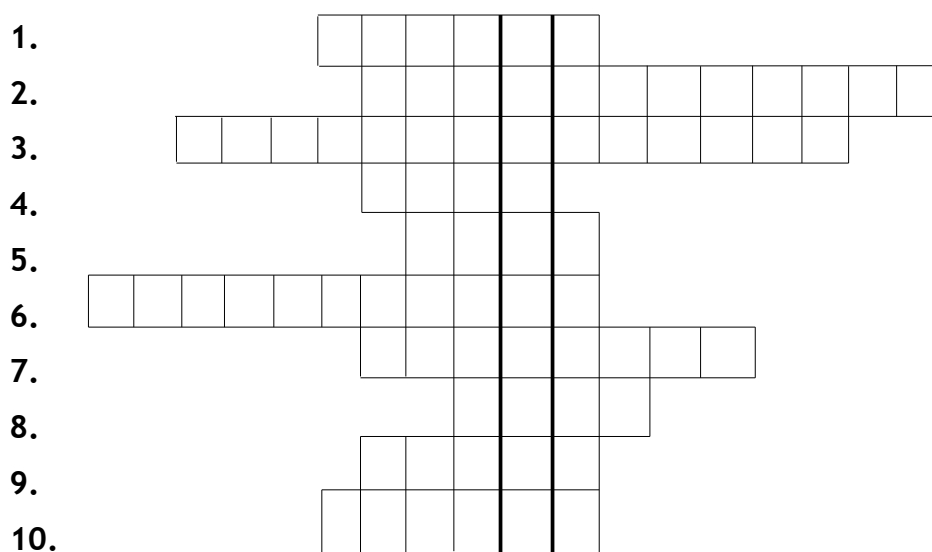
Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

FINAL TEST - COURSE CROSSWORD (Teacher's copy)

Complete the crossword with words and ideas introduced throughout the Rain Course. Read the secret phrase.

Crossword questions:

1. Strange or amusing because it's the opposite of what you expected. **ironic**
2. This is what you give someone in order to tell them how to do something.
instructions
3. When you rain on this you ruin their plans. **someone's parade**
4. It is a large brown animal with long legs. The adult male is called a **stag**, the female is called a **doe** and a young one is called a **fawn**. **deer**
5. Either angry and cruel, or unwilling to spend money, or just average. **mean**
6. A fear of rain or being rained on. **ombrophobia**
7. A large amount of rain that falls quickly. **downpour**
8. To show something without using words. **mime**
9. Steep, narrow valleys. **glens**
10. A very heavy fall of rain, a downpour; a flood; a lot of things all happening or arriving at the same time, especially if they are hard to deal with. **deluge**





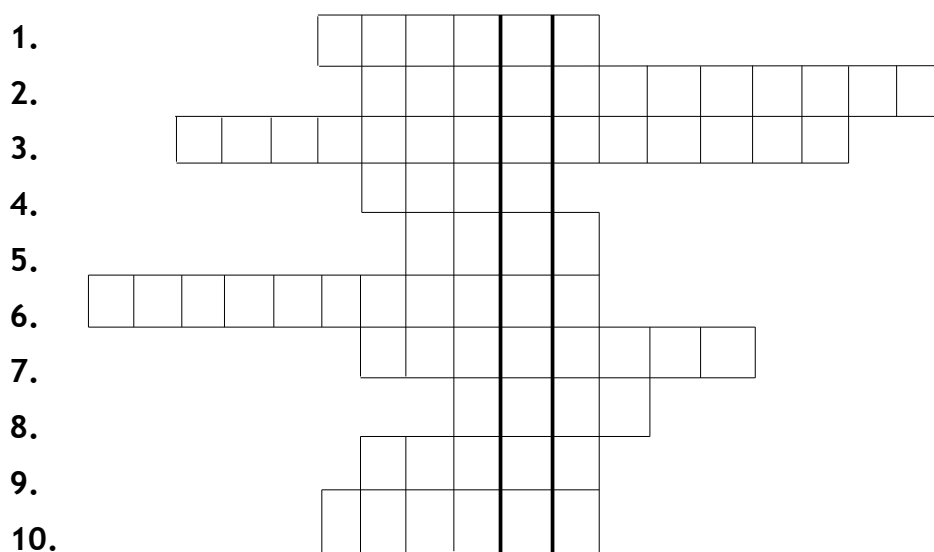
Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

FINAL TEST - COURSE CROSSWORD

Complete the crossword with words and ideas introduced throughout the Rain Course. Read the secret phrase.

Crossword questions:

1. Strange or amusing because it's the opposite of what you expected.
2. This is what you give someone in order to tell them how to do something.
3. When you rain on this you ruin their plans.
4. It is a large brown animal with long legs. The adult male is called a **stag**, the female is called a **doe** and a young one is called a **fawn**.
5. Either angry and cruel, or unwilling to spend money, or just average.
6. A fear of rain or being rained on.
7. A large amount of rain that falls quickly.
8. To show something without using words.
9. Steep, narrow valleys.
10. A very heavy fall of rain, a downpour; a flood; a lot of things all happening or arriving at the same time, especially if they are hard to deal with.





OPENING TEST 2012

For questions 1 - 8 choose the correct answer a, b or c.

1. Where is Aberdeen located?

- a) in England b) in Scotland d) in Wales

2. The word *bare* means:

- a) a big furry animal b) to tolerate c) naked or nude

3. A *cloudburst* is:

- a) an explosion that reaches the clouds
b) a weather conditions
c) an action of falling in love passionately

4. If you *brace yourself for something*, you

- a) get dressed for an occasion
b) get ready for something unpleasant
c) get ready for something fun and special

5. A *gauge* is used to

- a) measure b) travel c) observe

6. If someone always wants to win, they are

- a) ambitious b) aggressive c) competitive

7. *Charades* is:

- a) a special game of chess
b) acting out a phrase for others to guess
c) a chopped dish

8. Which pair of animals is to do with rain?

- a) cats and dogs b) rats and frogs c) snails and snakes



OPENING TEST 2012 - TEACHER'S COPY

For questions 1 - 8 choose the correct answer a, b or c.

1. Where is Aberdeen located?

- a) in England b) in Scotland d) in Wales

2. The word **bare** means:

- a) a big furry animal b) to tolerate c) naked or nude

3. A cloudburst is:

- a) an explosion that reaches the clouds
b) a weather condition
c) an action of falling in love passionately

4. If you **brace yourself for something**, you

- a) get dressed for an occasion
b) get ready for something unpleasant
c) get ready for something fun and special

5. A **gauge** is used to

- a) measure b) travel c) observe

6. If someone always wants to win, they are

- a) ambitious b) aggressive c) competitive

7. **Charades** is:

- a) a special game of chess
b) acting out a phrase for others to guess
c) a chopped dish

8. Which pair of animals is to do with rain?

- a) cats and dogs b) rats and frogs c) snails and snakes



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Opole, October 2012

Dear Teachers,

It is my pleasure to invite you to the 10-meeting course circulating around the idea which seems to be particularly connected with the UK, namely **rain**. Rain is an opening point for each of the lessons but, of course, it is not its main subject. It means, I found it possible to start with a rain related element in order to proceed to some other ideas in order to achieve my aim stated for each lesson.

Lessons in the program are of various kinds, they allow your Students to develop different skills and, I hope, provide lots of interesting and 'fresh' ideas.

Before the course starts, you will be asked to devote about 5 minutes of your lesson in order to present your Students with a short **Opening Test**. In the test, there are ideas included that will be covered during the program. Therefore, your Students should not worry if they do not know the answers at this point, definitely they will have no problems at the end of the course.

After the course is finished, please ask your Students to take a **Final Test** in the form of a **Course Crossword** checking how much they . When the crossword is completed, they will get a hidden phrase.

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.

Additionally, I would like you to encourage your Students to edit a special theme magazine as the outcome of the course. Please introduce the idea to them at the beginning of the program,



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

preferably at the end of the first lesson. Ask them to invent the rain-related name of the magazine (make it 'catchy', funny). Your Students will provide notes, articles and illustrations to the successive pages of the magazine after each lesson. You can decide whether to assign these as classwork activities or homework tasks, individually or in pairs or groups. Perhaps you decide to choose different Students or groups each time. You are free to select the options that will be the most suitable for your group. I hope this will be a nice and creative joint task for everyone involved.

The entire program consists of:

- **10 detailed descriptions of lessons** – Teacher’s material and copies for your Students;
- **Opening Test;**
- **Final Test – Course Crossword.**

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

Enjoy the *Rain Course*.

The author,

Agnieszka Jurkowska, MA

AJ



OPENING TEST 2012

For questions 1 - 8 choose the correct answer a, b or c.

1. Where is Aberdeen located?

- a) in England b) in Scotland d) in Wales

2. The word *bare* means:

- a) a big furry animal b) to tolerate c) naked or nude

3. A *cloudburst* is:

- a) an explosion that reaches the clouds
b) a weather conditions
c) an action of falling in love passionately

4. If you *brace yourself for something*, you

- a) get dressed for an occasion
b) get ready for something unpleasant
c) get ready for something fun and special

5. A *gauge* is used to

- a) measure b) travel c) observe

6. If someone always wants to win, they are

- a) ambitious b) aggressive c) competitive

7. *Charades* is:

- a) a special game of chess
b) acting out a phrase for others to guess
c) a chopped dish

8. Which pair of animals is to do with rain?

- a) cats and dogs b) rats and frogs c) snails and snakes



OPENING TEST 2012 - TEACHER'S COPY

For questions 1 - 8 choose the correct answer a, b or c.

1. Where is Aberdeen located?

- a) in England b) in Scotland d) in Wales

2. The word **bare** means:

- a) a big furry animal b) to tolerate c) naked or nude

3. A cloudburst is:

- a) an explosion that reaches the clouds
b) a weather condition
c) an action of falling in love passionately

4. If you **brace yourself for something**, you

- a) get dressed for an occasion
b) get ready for something unpleasant
c) get ready for something fun and special

5. A **gauge** is used to

- a) measure b) travel c) observe

6. If someone always wants to win, they are

- a) ambitious b) aggressive c) competitive

7. **Charades** is:

- a) a special game of chess
b) acting out a phrase for others to guess
c) a chopped dish

8. Which pair of animals is to do with rain?

- a) cats and dogs b) rats and frogs c) snails and snakes



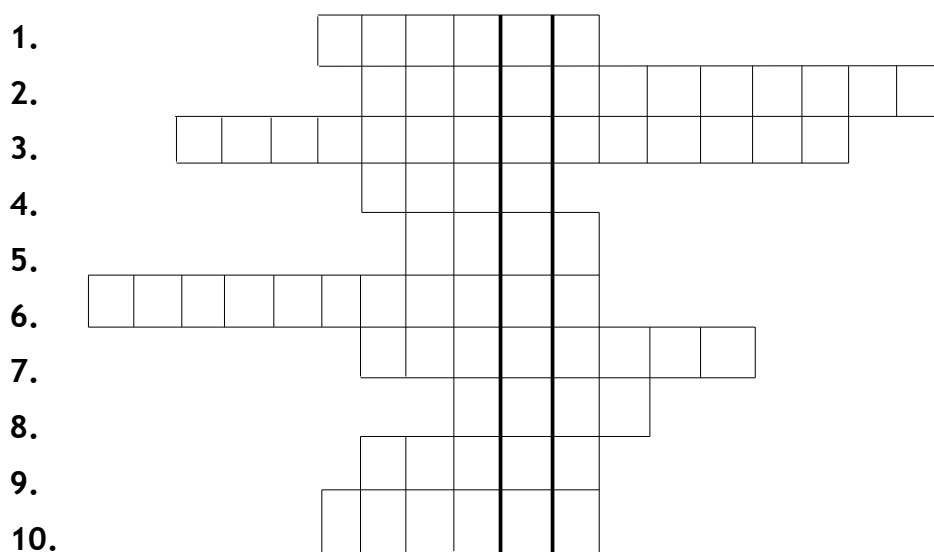
Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

FINAL TEST - COURSE CROSSWORD

Complete the crossword with words and ideas introduced throughout the Rain Course. Read the secret phrase.

Crossword questions:

1. Strange or amusing because it's the opposite of what you expected.
2. This is what you give someone in order to tell them how to do something.
3. When you rain on this you ruin their plans.
4. It is a large brown animal with long legs. The adult male is called a **stag**, the female is called a **doe** and a young one is called a **fawn**.
5. Either angry and cruel, or unwilling to spend money, or just average.
6. A fear of rain or being rained on.
7. A large amount of rain that falls quickly.
8. To show something without using words.
9. Steep, narrow valleys.
10. A very heavy fall of rain, a downpour; a flood; a lot of things all happening or arriving at the same time, especially if they are hard to deal with.





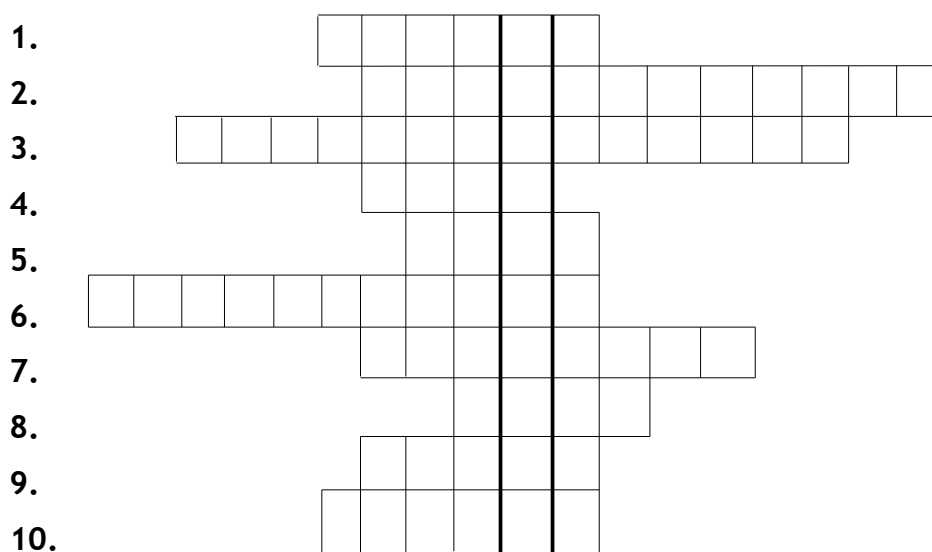
Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

FINAL TEST - COURSE CROSSWORD (Teacher's copy)

Complete the crossword with words and ideas introduced throughout the Rain Course. Read the secret phrase.

Crossword questions:

1. Strange or amusing because it's the opposite of what you expected. **ironic**
2. This is what you give someone in order to tell them how to do something.
instructions
3. When you rain on this you ruin their plans. **someone's parade**
4. It is a large brown animal with long legs. The adult male is called a **stag**, the female is called a **doe** and a young one is called a **fawn**. **deer**
5. Either angry and cruel, or unwilling to spend money, or just average. **mean**
6. A fear of rain or being rained on. **ombrophobia**
7. A large amount of rain that falls quickly. **downpour**
8. To show something without using words. **mime**
9. Steep, narrow valleys. **glens**
10. A very heavy fall of rain, a downpour; a flood; a lot of things all happening or arriving at the same time, especially if they are hard to deal with. **deluge**





Teacher's copy

LESSON 1

TOPIC SENTENCE: What's the perfect weather for (a picnic)?

AIM OF THE LESSON: Giving precise information about the weather ideal for a given occasion.

LESSON PLAN

- 1. Introduction to the lesson (5 mins)** – In this part you are going to introduce the theme of the entire course – **rain** to your Ss. You should also inform them at this point that in each lesson they will get one word to complete the **COURSE CROSSWORD**.

Play a part of the song 'It's raining men' by Geri Halliwell (a former Spice Girl) and ask your Ss what they think the song is about.

Hints for questions:

** What is this song about? - Specific weather condition '*a rain of men*'.

** How do you think it is connected with our course? - We are going to follow the theme of **rain**.

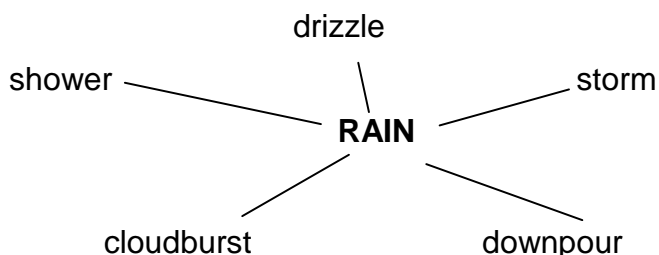
** Do you think rain is connected in a special way with the UK? - Some people say it always rains in the UK, it is an element characteristic of British weather.

** Today you are going to talk not only about rain but about weather in general. At this point, you can put the first part of the topic sentence on the board saying:

'What's the ... weather ...?'

2. VOCABULARY INTRODUCTION /REVISION

PART A (15 mins) – Brainstorm **rain types** with your Ss. You can draw a spidergram on the board with the word RAIN in the middle and write words suggested by your Ss at the ends of the spider's legs. There are some ideas below which are included in TASK 1 – definitions. **(7 mins)**












Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

TASK 1: Match rain types with their definitions. (8 mins)

1. DRIZZLE – very light rain
2. SHOWER – a short period when it rains
3. STORM – an occasion when a lot of rain falls very quickly, often with very strong winds or thunder and lightning
4. CLOUDBURST – a short period in which a lot of rain falls
5. DOWNPOUR – a large amount of rain that falls quickly

PART B (15 MINS) – In this part, you introduce or briefly revise general weather vocabulary by completing the chart. With the help of weather symbols, you introduce / revise nouns, adjectives and phrases connected with the weather. Ask your Ss to provide these words and phrases. Perhaps they come up with lots of different ones.

TASK 2: Complete the chart by adding words and phrases to talk about the weather.

							
Noun	<i>sun</i>	<i>cloud</i>	<i>rain</i>	<i>fog</i>	<i>wind</i>	<i>storm</i>	<i>snow</i>
Adjective	<i>sunny</i>	<i>cloudy</i>	<i>rainy</i>	<i>foggy</i>	<i>windy</i>	<i>stormy</i>	<i>snowy</i>
Phrase	<i>It's sunny.</i> <i>It's fine / dry.</i> <i>It's warm / hot.</i> <i>It's boiling.</i>	<i>It's cloudy.</i> <i>It's dull.</i>	<i>It's rainy / wet.</i> <i>It's raining.</i>	<i>It's foggy.</i>	<i>It's windy.</i> <i>There's a light / strong wind.</i>	<i>It's stormy.</i> <i>There's a thunderstorm</i>	<i>It's snowy.</i> <i>It's snowing.</i> <i>It's cold.</i>



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

PART C (10 mins) – In this part, you continue introducing / revising vocabulary by completing sentences with words and phrase from the list.

TASK 3: Complete the sentences with words from the list meaning the same as the ideas given in the brackets at the end of each sentence.

below zero **breeze** **chilly** **cool** **damp**
gale-force **mild** **freezing** **scorching** **warm**

1. It's **COOL** . (quite cold, not cold or hot)
2. It's **CHILLY** . (unpleasantly cold)
3. The temperature is **BELOW ZERO** . (- 10°)
4. It's **MILD** . (pleasant and not cold)
5. It's **WARM** . (a pleasantly high temperature)
6. It's **SCORCHING** . (unpleasantly hot)
7. It's **DAMP** . (a bit wet but not raining)
8. It's **FREEZING** . (extremely cold)
9. There's a **BREEZE** . (a light wind)
10. There are **GALE-FORCE** . (very strong) **winds**.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

3. PRACTICE – SPEAKING AND PRESENTATION (45 mins)

LEAD-IN: Ask your Ss **'What's the weather like today?'**. After they have answered, ask them another question **'What would a day like this be good for?'**. Elicit activities that it would be nice doing on such a day. Allow your Ss to provide various ideas.

Then, tell your Ss to listen carefully to your description of the weather on a given day and try to decide what this day is perfect for. You can come up with your description or use the one below.

'Today, it is quite warm, but not hot. It is sunny. There is a breeze. It is a nice day to be out in a park. It is a perfect day for ... ' (The answer could be 'a PICNIC')

***At this point, put the second part of the topic sentence on the board saying:

'What's the PERFECT weather FOR A PICNIC?'

Now, your Ss are ready for some free practice.

ACTIVITY DESCRIPTION

1. Tell your Ss that they are going to work in groups.
2. Each group receives a slip of paper with a sentence reading: **'It is an ideal day for'** (**cut out 1**) There is a different activity given on each slip.
3. Ss should prepare as detailed as possible description of the weather on a day that would be ideal for the activity stated on their group's slip. In addition, they should prepare an accompanying presentation to illustrate preparations for this activity and the activity itself.
4. Then, they present their description for the other Ss to guess what activity is a day like that ideal for.
5. You can organise a sort of competition for the best presentation. The winners are the group whose description (and accompanying presentation) was the best, the clearest, the funniest, etc.
6. After all presentations are done, revise the entire activity by asking your Ss the question 'What's the ideal weather for ... ' putting different activities that all groups were presenting.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

ACTIVITY TIMING

Lead-in: 5 mins

Preparation by the Ss: 15 mins

Presentations by the Ss: 20 – 25 mins

Follow-up: 5 mins

CLOSING: Introduce the idea of the Rain-course Magazine and ask your Ss to prepare the first article or piece of news to write in the magazine

Source: Inside Out Elementary Sue Kay & Vaughn Jones, MACMILLAN; MACMILLAN English Dictionary for Advanced Learners; **the Internet** (for the MP3 file), **own ideas**.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

CUT OUT 1 – Use the following cut outs or your own ideas for the ACTIVITY in the practice section. Remember to adjust these activities for your Ss' level.

It's an ideal day for going sailing.

It's an ideal day for watching a box of 5 DVDs with romantic comedies.

It's an ideal day for chasing thunders.

It's an ideal day for a very long bike trip.

It's an ideal day for a nice, long hike in the mountains.

It's an ideal day for going skiing.

It's an ideal day for practising your dives.

It's an ideal day for doing a group parachute jump.

It's an ideal day for going to a pub.

It's an ideal day for going horse riding in the open.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Song lyrics (a part)

It's raining men' by *Geri Halliwell*

Humidity's rising

Barometer's getting low

According to all sources

The street's the place to go

'Cos tonight for the first time

At just about half past ten

For the first time in history

It's gonna start raining men

It's raining men, Hallelujah

It's raining men, Amen

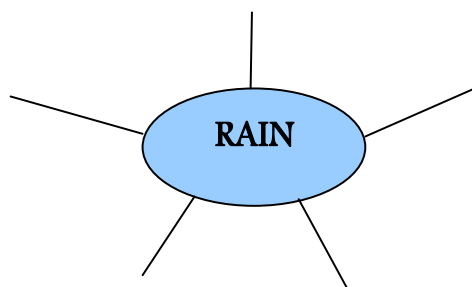
It's raining men, Hallelujah

It's raining men, Amen



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 1A



TASK 1: Match rain types with their definitions.

1. - very light rain
2. - a short period when it rains
3. - an occasion when a lot of rain falls very quickly, often with very strong winds or thunder and lightning
4. - a short period in which a lot of rain falls
5. - a large amount of rain that falls quickly

TASK 2: Complete the chart by adding words and phrases to talk about the weather.

Noun				<i>fog</i>	<i>wind</i>		
Adjective							
Phrase	<i>It's</i> <i>It's fine / dry.</i> <i>It's boiling.</i>	<i>It's</i> <i>It's dull.</i>	<i>It's</i> <i>It's raining.</i>	<i>It's</i>	<i>It's</i> <i>There's a</i>	<i>It's</i> <i>stormy.</i>	<i>It's</i> <i>It's freezing.</i>



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 1B

TASK 3: Complete the sentences with words from the list meaning the same as the ideas given in the brackets at the end of each sentence.

below zero breeze chilly scorching damp
gale-force mild freezing cool warm

1. It's (quite cold, not cold or hot)
2. It's (unpleasantly cold)
3. The temperature is (- 10°)
4. It's (pleasant and not cold)
5. It's (a pleasantly high temperature)
6. It's (unpleasantly hot)
7. It's (a bit wet but not raining)
8. It's (extremely cold)
9. There's a (a light wind)
10. There are (very strong) **winds**.



Teacher's copy

LESSON 2

TOPIC SENTENCE: Which is the wettest part of the United Kingdom?

AIM OF THE LESSON: Making text based quiz questions.

PREPARATION: Prepare a copy of **WORKSHEET 1A** and **WORKSHEET 1B** for each S.

LESSON PLAN

- 1. Introduction to the lesson** – Ask your Ss a general question about the United Kingdom: **What is the United Kingdom composed of?**

And then another one: **Which is the wettest part of Great Britain?**

*The full name of the country is: the United Kingdom of Great Britain and Northern Ireland. It is composed of: England, Scotland, Wales (= Great Britain) and Northern Ireland.

Probably your Ss say that it rains all the time in the UK and it is equally wet. Or they say that maybe the answer is Wales or Northern Ireland as they heard it was really green there. It is also possible they answer **Scotland right away.

*** You can also give your Ss a hint by saying that most rain comes from being close to the ocean. Then, with a little help of a map, they should definitely answer **Scotland. (5 mins)**

- 2. Pre-reading activity: TASK 1 Quiz about Scotland (Student's Worksheet 1)**

Ask your Ss to work in pairs on these **8** questions connected with Scotland. They should read these questions carefully and try to decide on the correct answer.

pair work activity (10 mins)

Task 1: Quiz about Scotland.

Try to answer the following questions about Scotland by choosing the correct answer.

1. Scotland is located ...

- a) in the south of the island of Great Britain
- b) in the north of the island of Great Britain (correct answer)**
- c) in the centre of the island of Great Britain
- d) in the west of the island of Great Britain

2. How many inhabitants does Scotland have?

- a) 5 million (correct answer)**
- b) 8 million
- c) 3 million
- d) 12 million



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

3. Which is the capital city of Scotland?

- a) **Edinburgh** (correct answer)
- b) Glasgow
- c) Aberdeen
- d) Inverness

4. Which is the highest mountain in Scotland?

- a) **Ben Nevis** (correct answer)
- b) Snowdon (the highest peak in Wales, 1,085 metres high)
- c) Slieve Donard (the highest peak in Northern Ireland, 852 metres high)
- d) Scafell Pike (the highest peak in England, 978 metres high)

5. Which of these cities is located in Scotland?

- a) Liverpool
- b) Manchester
- c) Birmingham
- d) **Dundee** (correct answer)

6. The border between Scotland and England is formed by ...

- a) the Highlands and the river Tay
- b) the river Thames and the Cheviot Hills
- c) the Central Lowlands
- d) **the river Tweed and the Cheviot Hills** (correct answer)

7. Scotland is **not** bordered by ...

- a) **the river Thames** (correct answer)
- b) the Atlantic Ocean
- c) the North Channel
- d) the North Sea

8. 'Moors' are ...

- a) **Treeless areas of land** (correct answer)
- b) Broad, rolling valleys
- c) Steep, narrow valleys
- d) Fields where sheep and cattle are raised.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

3. **Reading activity 1:** Ask your Ss to read the text about Scotland to find (or confirm) the answers to the quiz from **TASK 1 (Student's Worksheet 2)**
individual work (15 mins)
4. **Follow-up reading activity:** With your Ss discuss the questions and answers providing extra information if necessary (available in the Teacher's copy). Ask your Ss to find the lines in the text where a given piece of information is stated.
group work (15 mins)
5. **Quiz making – introduction (5 mins)** Ask your Ss if they have any ideas on how the questions to the quiz about Scotland based on the text were made. Can they notice any rules in these questions?
* They are either **questions** that need to be answered or **sentences** that need to be completed.
** Possible answers are either **four** pieces of information (a, b, c, d) taken from the text or contain information presented in the text and some other pieces of information – real or made up that sounds similar to the correct answer or is clearly misleading.
6. **Quiz making – preparation (15 mins)** Ask your Ss to work in pairs or small groups to prepare their own quiz questions based on the text about Scotland. Encourage your Ss to create at least **5** quiz questions.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Here are some sample quiz questions based on the text. You are welcome to create your own ones.

**** Which is the largest city in Scotland?**

- a) Edinburgh
- b) Glasgow**
- c) Aberdeen
- d) Inverness

**** What are 'glens'? / 'Glens' are ...**

- a) Treeless areas of land
- b) Broad, rolling valleys
- c) Steep, narrow valleys**
- d) Fields where sheep and cattle are raised.

**** What are 'straths' / 'Straths' are ...**

- a) Treeless areas of land
- b) Broad, rolling valleys**
- c) Steep, narrow valleys
- d) Fields where sheep and cattle are raised.

**** What is pastureland? Pastureland is ... // What are pastures? Pastures are ...**

- a) Treeless areas of land
- b) Broad, rolling valleys
- c) Steep, narrow valleys
- d) Fields where sheep and cattle are raised.**

**** What is the total area of Scotland? / The total area of Scotland is ...**

- a) 77,000 sq km
- b) 87,000 sq km
- c) 7,800 sq km
- d) 78,000 sq km**

**** How many regions is Scotland divided into?**

- a) 2
- b) 3
- c) 4
- d) 5



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

** What is the annual rainfall in Scotland?

- a) 1,344 mm
- b) 3000 mm
- c) 193 mm
- d) 8,000 mm

7. Quiz making – presentation, exchange (25 mins) Check your Ss's quiz questions by monitoring work of each group and then ask your Ss to present their questions to the others who are supposed to answer them basing on the text. You can do it in a form of a competition in which they choose the best question or questions.

CLOSING: Tell your Ss to combine the quiz about Scotland into your theme magazine.
(You may also wish to assign a different task to include in the magazine.)

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



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 1A - Task 1: Quiz about Scotland.

Try to answer the following questions about Scotland by choosing the correct answer.

1. Scotland is located ...
 - a) in the south of the island of Great Britain
 - b) in the north of the island of Great Britain
 - c) in the centre of the island of Great Britain
 - d) in the west of the island of Great Britain
2. How many inhabitants does Scotland have?
 - a) 5 million
 - b) 8 million
 - c) 3 million
 - d) 12 million
3. Which is the capital city of Scotland?
 - a) Edinburgh
 - b) Glasgow
 - c) Aberdeen
 - d) Inverness
4. Which is the highest mountain in Scotland?
 - a) Ben Nevis
 - b) Snowdon
 - c) Slieve Donard
 - d) Scafell Pike
5. Which of these cities is located in Scotland?
 - a) Liverpool
 - b) Manchester
 - c) Birmingham
 - d) Dundee
6. The border between Scotland and England is formed by ...
 - a) the Highlands and the river Tay
 - b) the river Thames and the Cheviot Hills
 - c) the Central Lowlands
 - d) the river Tweed and the Cheviot Hills
7. Scotland is **not** bordered by ...
 - a) the river Thames
 - b) the Atlantic Ocean
 - c) the North Channel
 - d) the North Sea
8. 'Moors' are ...
 - a) treeless areas of land
 - b) broad, rolling valleys
 - c) steep, narrow valleys
 - d) fields where sheep and cattle are raised



STUDENT'S WORKSHEET 1B – Reading

Task 2: Read the text about Scotland and find the answers to the quiz

Scotland is one of the three divisions which make up the island of Great Britain. Politically, it is one of the four countries which constitute the United Kingdom of Great Britain and Northern Ireland. Scotland is located on the island of Great Britain, in the north, and it occupies one third of its area. Scotland has only one neighbouring country, England to the south. The River Tweed and the Cheviot Hills form the Scottish–English border. Scotland is bordered by the North Sea in the east, the North Channel in the west and the Atlantic Ocean in the north and west.

The total area of Scotland is over 78,000 sq km. Scotland is less populated than England and it has only about 5 million inhabitants. The capital of Scotland is Edinburgh but Glasgow, with approximately one million inhabitants in its metropolitan area, is the largest city. Other large cities include Aberdeen, Dundee and Inverness.

Scotland is divided into three main regions: the Highlands, the Central Lowlands and the Southern Uplands. The Highlands are two mountain ranges, the Northwest Highlands and Grampian Mountains, which are located in the north of Scotland. The steep, narrow valleys of the Highlands are called 'glens' and the broad, rolling ones 'straths'. Treeless areas of land are called 'moors'. The Central Lowlands are the best farmland in Scotland while the Southern Uplands consist of rich pastureland where farmers raise sheep and cattle.

The climate of Scotland is temperate and oceanic, which means that the weather is generally mild, but there is more rainfall here than in other parts of the UK. The western Highlands with 3,000 mm annual rainfall are the wettest place in the UK and Lochaber is the wettest district in the British Isles.

The temperatures are lower on the average than in other parts of the UK. Ten of the highest mountains of the United Kingdom are located in Scotland, with Ben Nevis (1,344 m) being the highest. The longest river in Scotland is the River Tay (193 km). Loch Lomond, with the surface of 72 sq km, is the largest lake and the famous Loch Ness is the second largest.



Teacher's copy

LESSON 3

TOPIC SENTENCE: Is it 'rain' or 'rein'?

AIM OF THE LESSON: Practising pronunciation and finding out the meaning of words (homophones) from the context.

LESSON PLAN

1. Introduction to the lesson (10 mins)

1. Put the words **rain**, **rein** and **reign** on the board (preferably with numbers 1,2,3 next to each one). Read all three of them aloud for your Ss to clearly hear that their pronunciation is identical. Then ask your Ss which of them is:

a) the period of time when a king or a queen rules a country (3)

b) water that falls in drops from clouds in the sky (1)

c) a long narrow piece of leather fastened to a horse's head that the rider uses to control a horse (2)

2. Ask your Ss: **What do these words have in common?**

The answer is: Their pronunciation is identical. (they sound identical)

At this point, you can put phonetic transcription of the words on the board as well
/rein/

3. Ask your Ss: **Do you know what the words like that are called?**

The answer is: They are called **homophones**.

4. Ask your Ss to complete a definition of homophones. Put the following phrases on the board for your Ss to complete with the words: **the same** or **different** and copy.

Homophones are words that have:

- spelling
- meaning
- pronunciation

** To clarify the newly introduced idea, you can ask your Ss to think of homophones in Polish. [morze = the sea and może = maybe; chart = a breed of dog and hart = dzielność, odporność, zahartowanie]



2. PRACTICE

TASK 1: (10 mins) Ask your Ss to complete the table with words being homophones. When they are done, read all the words aloud.

TASK 1: Complete the table by matching each of the words on the list with one of the clues below.

tail weight bear right deer
wait Dear tale write bare

Word A	Sound	Word B
1. tail - a cat has a long one	/teɪl/	tale - an imaginative story
2. deer - brown animal with long legs	/dɪə/	Dear - ... sir or madam, ...
3. bear - a large animal with thick fur	/beə/	bare - empty / nude
4. right - correct / not wrong	/raɪt/	write - use a pen to do this
5. wait - don't go / stay in one place	/weɪt/	weight - in kilos, for example

TASK 2: (10 mins) In this task, your Ss need to decide which word is appropriate to complete a sentence. The aim of the task is to find the right word from the context.

TASK 2: Complete each sentence by circling the correct word.

- Do you know any fairy **tail** / **tale** about the princess and the frog?
- We had to **wait** / **weight** two hours for the train.
- Bambi was a baby **dear** / **deer**.
- Why don't you **right** / **write** him a letter?
- Come **here** / **hear** please.
- When we were in the mountains we saw a huge black **bare** / **bear**.
- Gorillas have an average **wait** / **weight** of about 160 kilos.
- Foxes have wonderful **tales** / **tails**.
- Which do you think is the **right** / **write** answer?
- Wear** / **Where** are you going to meet me?



TASK 3: A game / Individual classwork

1. Preparation (10 mins) Read out the following words and ask your Ss to try to write down two different spellings for each word:

son (sun), **bare** (bear), **flour** (flower), **week** (weak), **hair** (her), **sail** (sale), **eight** (ate), **pair** (pear), **mail** (male), **board** (bored), **meat** (meet), **won** (one)

2. Ask your Ss to compare what they have written in pairs or small groups.
3. Check in open class. Go through all the words checking meaning and pronunciation
4. At this stage, there are two options:

A Individual classwork - Distribute copies of the worksheet with all pictures to your Ss and ask them to write a correct word in each box and then find pairs of words that are homophones and connect them by drawing lines. **(10 mins)**

B A game (15 – 20 mins)

- Tell your Ss that they are going to play a game in which they have to match two pictures that sound the same.
- Divide the class in pairs and ask one pair to play against another pair.
- Give each group of four a copy of the worksheet, cut into cards as indicated.
- Ask them to pull all the cards face down on the table.
- Each team takes it in turns to turn two cards over. The object of the game is to turn over two cards which have the same sound. If a player does this, they keep the pair of cards. As the player turns over the card, they must say the word, otherwise they cannot claim the pair.
- If the cards are not a matching pair, they are turned over again and left for the next pair to try.
- The team with the most pairs of cards at the end of the game are the winners.

TASK 4: Dictation – individual classwork / pair work (10 mins preparation + 20 mins dictation)

Ask your Ss to choose **five** homophones from the lesson and put them into 5 interesting and clear sentences. You decide if Ss work individually or in pairs. Monitor their work to help avoiding serious mistakes.

When they are done, they dictate their sentences to the rest of the group. Either an individual S dictates his or her sentences, or Ss from a given pair dictate their sentences one by one.

Depending on your group's level, you decide how to organise the activities in this lesson.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

CLOSING: The selected homophones in English can be the element from this lesson that can go into your group's magazine.

Source: **Inside Out Pre – Intermediate**, Sue Kay, Vaughn Jones & Phillip Kerr; the Internet, own ideas



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego





Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 1

TASK 1: Complete the table by matching each of the words on the list with one of the clues below.

tail weight bear right deer
wait Dear tale write bare

Word A	Sound	Word B
1. - a cat has a long one	/teɪl/ - an imaginative story
2. - brown animal with long legs	/dɪə/ - ... sir or madam, ...
3. - a large animal with thick fur	/beə/ - empty / nude
4. - correct / not wrong	/raɪt/ - use a pen to do this
5. - don't go / stay in one place	/weɪt/ - in kilos, for example

TASK 2: Complete each sentence by circling the correct word.

- Do you know any fairy **tail** / **tale** about the princess and the frog?
- We had to **wait** / **weight** two hours for the train.
- Bambi was a baby **dear** / **deer**.
- Why don't you **right** / **write** him a letter?
- Come **here** / **hear**, please.
- When we were in the mountains we saw a huge black **bare** / **bear**.
- Gorillas have an average **wait** / **weight** of about 160 kilos.
- Foxes have wonderful **tales** / **tails**.
- Which do you think is the **right** / **write** answer?
- Wear** / **Where** are you going to meet me?



Teacher's copy

LESSON 4

TOPIC SENTENCE: What do you feel like on Blue Monday?

AIM OF THE LESSON: Reading and vocabulary practice, writing a short text.

LESSON PLAN

1. Introduction to the lesson (5 mins)

Put the words **blue** and **rain** on the board and ask your Ss what they have in common, how they are related or connected. Give hints if your Ss have problems and do not provide any suggestions.

Possible suggestions could be:

- **rain** is water and water is **blue**
- when it **rains** everything seems to be **blue** around
- when it **rains** you **feel blue** (*rather sad or depressed*)

Then introduce the name **Blue Monday** to your Ss (you can put the name on the board). Ask them if they know this name or have any idea what it could denote.

2. READING Part 1 (15mins)

1. First reading of the text (5 mins)

Tell your Ss that they are going to read a **magazine article** about **Blue Monday**. Distribute the copies of the article and ask them to read it quickly for a general idea of what Blue Monday is.

Answer:

Blue Monday is 'statistically most depressing day of the year'

'The annual mood-killer, ... , tends to fall on the third Monday of January ...'

2. Additional explanation (5 mins)

** At this point, you can briefly discuss the concept of Blue Monday.

Introduce basic information on Blue Monday, e.g. here is some information from *Wikipedia*:

'Blue Monday is a name given to a date stated to be the most depressing day of the year. This term was introduced by Cliff Arnall, a British psychologist and lecturer of the Cardiff University. Arnall says the date was calculated by using many factors, including: weather conditions, debt level (the difference between debt accumulated and our ability to pay), time since Christmas, time since failing our new year's resolutions, low motivational levels and feeling of a need to take action. Our mental health on Blue Monday is illustrated by the following formula:



where:

W = weather,

D = debt,

d = monthly pay,

T = time since Christmas,

Q = failing our new year's resolutions,

M = low motivational levels,

N_a = the feeling of a need to take action.

This date allegedly falls on the Monday of the last full week of January. The date was declared by Arnall to be 24 January in 2005, 23 January in 2006, 22 January in 2007, 21 January in 2008, 19 January in 2009, 18 January in 2010. In 2011 there was confusion about the correct date. Some claimed it was on 17 January 2011 while others say blue Monday was on 24 January 2011.'

3. Title explanation (5 mins): Now that your Ss know what Blue Monday is, ask them how they understand the title of the article:

'Blue Monday lives up to expectations: Wet weather soaks country on most depressing day of the year.'

** Dictionary work would be nice here. If your Ss do not know the phrase 'live up to expectations' they could look it up in a dictionary.

'live up to (also: **come up to/ meet**) **sb's expectations** = be as good as someone expected
(MACMILLAN English Dictionary for Advanced Learners)

Here: If Blue Monday is supposed to be the most depressing day of the year, gloomy rainy weather soaking the country seems to confirm this idea.

3. READING Part 2 – reading for details (30 mins)

1. Gap filling: Ask your Ss to read the article and complete the gaps with prepositions. There are three versions of the article: with 10 (version A), 15 (version B) and 26 (version C) prepositions missing. You can either distribute different copies among your Ss and ask the stronger ones to look for help with the weaker ones (who have more prepositions ready in the text), or for weaker groups, provide a list of prepositions to be used. **(10 mins)**
2. When your Ss are ready and you have placed all the prepositions in place, turn to **Student's Worksheet 1, Task 1** in which they should find phrases with prepositions to complete the sentences given. Discuss the meaning of the phrases **(8 mins)**

TASK 1: Choose from the phrases with prepositions in the text
to complete the following sentences.

1. A warning has been **issued by** the banks that charges are likely to rise sharply.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

[*to issue* – to announce sth or give it to people officially]

2. Because of the rapist being at large, all women in the area are **warned to** be on their guard.

[*to warn sb to do sth/not to do sth* – to make sb conscious of a possible problem or danger so they will not be hurt]

3. I got bored with the job once the novelty **wore off**.

[*to wear off* – if a feeling wears off, it disappears gradually]

4. The entire week has been rather gloomy but I hope in **clears up** on Saturday for the wedding. [*to clear up* – if the weather clears up, the clouds or rain go away]

5. I was really nervous and scared but still I had to **brace myself for** a blood test.

[*to brace oneself for sth*- to get ready for sth unpleasant]

6. A staff of four counsellors is **in place** to to handle calls to the new hotline.

[*in place* – to exist and be capable of being used]

7. I guess the period of crisis is almost over and things are beginning to **look up**.

[*to look up* – if a situation is looking up, it is getting better]

8. The region continues to **suffer from** serious pollution.

[*to suffer from* – to be badly affected by a difficult or unpleasant situation]



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

3. Ask your Ss to read the article again, and find in it the words for the definitions given in **TASK 2, Student's Worksheet 2. (12 mins)**

TASK 2: Read the article and find the words to match these definitions:

1. a very heavy fall of rain, downpour (**deluge**)
2. a large amount of water that covers an area that was dry before (**flood**)
3. the amount of rain that falls in a particular area

during a particular period of time (**rainfall**)

4. a sudden strong wind (**gust**)
5. to make something very wet or become very wet (**soak**)
6. to feel very shocked, upset or confused (**to reel**)
7. a warning that something dangerous has happened or is going to happen (**an alert**)
8. to do something to protect people or things against possible harm or trouble

(**take precautions**)

9. a short period of time when the weather is very cold (**cold snap**)
10. to give someone or something a particular name or description, often a humorous one (**to dub**)

4. WRITING – writing a short information text (40 mins)

Tell your Students that they are journalists going to write article for their special edition magazine about Blue Monday. They should think about the title (catchy, funny, interesting, informative, eg. *Blue Monday around the World*). Then, they should work in small groups to describe this day in their village/town/city or some other place in the world (ask them what place they choose or suggest some). Ask them to include the specific elements in their text:

- the date (they should find the date in the available calendar)
- the name of the place
- the weather (using the vocabulary they got to know that would be suitable in connection with the subject)
- the atmosphere (people, economy etc.)
- two to five things that have happened on that day in that place



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

When the groups are ready, encourage them to read their texts aloud to the rest.

Of course, you can vote to choose the most interesting, funny, creative, etc.

Then, you combine all texts into an article for your theme magazine.

It definitely will be a very interesting piece of reading to those who have never heard about Blue Monday.

CLOSING: The information concerning the idea of Blue Monday as well as descriptions of this day prepared by your Ss in the writing task are nice pieces of text for the Rain magazine.

Source: the Internet, own ideas



ARTICLE – MASTER VERSION

Blue Monday lives up to expectations. Wet weather soaks country on most depressing day of the year

Blue Monday **lived up to** expectations today as the country was **soaked by** wet weather.

On the statistically most depressing day of the year, commuters returning to work **in the capital** faced a **deluge of rain** totalling 20 mm in some places.

The transport network didn't help either as rail users on First Great Western services suffered delays **between** Paddington and Slough after signalling problems.

And commuters on another line were left reeling tonight after it was revealed that station car parking charges could rise by £100 a year on South-Eastern routes.

While the gloomy weather **in London** did little to raise workers' spirits, elsewhere householders **in some parts of the country** were **bracing themselves for** floods after the rain sent rivers to bursting point.

Seven flood warnings and more than 45 alerts were **issued by** the Environmental Agency today after yet more **rain fell on** already wet ground across the country.

Following up to 18mm of rainfall **on Monday morning**, warnings **were in place on** the Isle of Wight and in Cumbria.

Melksham, Bradford on Avon and Malmesbury, in Wiltshire, have also been **warned to take precautions**.

Over the weekend, 173mm of rain fell in Snowdonia, while 150mm of rain was recorded in Shap, Cumbria. Residents also **suffered from** 69mph gusts of wind and further rain.

More than 43mm of rain fell in Glasgow, 28mm in Northern Ireland and 47mm in Redesdale Camp, Northumberland.

But the weather **is set to** stabilise and forecasters predict temperatures will hit 10°C.

Sarah Holland, from the Met Office, said: 'It is certainly **looking up** over the next few days. We are not seeing pictures of cold temperatures in the near future and the cold snap **seems to be behind** us for the moment.

'It will be cloudy and misty on Tuesday, particularly over eastern parts of the country, but it should **clear up** and for the most part be sunny.

'It will be a dry start on Wednesday, although there will be fog around Wales. Temperatures will be much the same although it could **freeze over night** in the south-west. There is a chance of light showers on



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Thursday, but Friday looks like it will be quite a dry sunny day.'

The annual mood-killer, dubbed 'Blue Monday', **tends to fall** on the third Monday of January as the New Year cheer **wears off** and the comforting warmth of summer seems like a very distant prospect.



STUDENT'S WORKSHEET 1

ARTICLE – VERSION A

Blue Monday lives up to expectations: Wet weather

soaks country on most depressing day of the year

Blue Monday lived up (1) expectations today as the country was soaked by wet weather.

On the statistically most depressing day of the year, commuters returning to work in the capital faced a deluge of rain totalling 20 mm in some places.

The transport network didn't help either as rail users on First Great Western services suffered delays between Paddington and Slough after signalling problems.

And commuters on another line were left reeling tonight after it was revealed that station car parking charges could rise by £100 a year on South-Eastern routes.

While the gloomy weather (2) London did little to raise workers' spirits, elsewhere householders in some parts (3) the country were bracing themselves for floods after the rain sent rivers to bursting point.

Seven flood warnings and more than 45 alerts were issued (4) the Environmental Agency today after yet more rain fell on already wet ground across the country.

Following up to 18mm of rainfall (5) Monday morning, warnings were in place on the Isle of Wight and in Cumbria.

Melksham, Bradford on Avon and Malmesbury, in Wiltshire, have also been warned (6) take precautions.

Over the weekend, 173mm of rain fell in Snowdonia, while 150mm of rain was recorded in Shap, Cumbria. Residents also suffered from 69mph gusts of wind and further rain.

More than 43mm of rain fell in Glasgow, 28mm in Northern Ireland and 47mm in Redesdale Camp, Northumberland.

But the weather is set to stabilise and forecasters predict temperatures will hit 10C.

Sarah Holland, from the Met Office, said: 'It is certainly looking up over the next few days. We are not seeing pictures of cold temperatures in the near future and the cold snap seems to be behind us for the moment.

'It will be cloudy and misty on Tuesday, particularly over eastern parts of the country, but it should clear (7) and for the most part be sunny.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

'It will be a dry start on Wednesday, although there will be fog around Wales. Temperatures will be much the same although it could freeze (8) night in the south-west. There is a chance (9) light showers on Thursday, but Friday looks like it will be quite a dry sunny day.'

The annual mood-killer, dubbed 'Blue Monday', tends (10) fall on the third Monday of January as the New Year cheer wears off and the comforting warmth of summer seems like a very distant prospect.

TASK 1: Choose from the phrases with prepositions in the text to complete the following sentences.

1. A warning has been the banks that charges are likely to rise sharply.
2. Because of the rapist being at large, all women in the area are be on their guard.
3. I got bored with the job once the novelty
4. The entire week has been rather gloomy but I hope in on Saturday for the wedding.
5. I was really nervous and scared but still I had to a blood test.
6. A staff of four counsellors is to to handle calls to the new hotline.
7. I guess the period of crisis is almost over and things are beginning to
8. The region continues to serious pollution.



STUDENT'S WORKSHEET 1

ARTICLE – VERSION B

Blue Monday lives up to expectations. Wet weather soaks country on most depressing day of the year

Blue Monday lived up (1) expectations today as the country was soaked (2) wet weather.

On the statistically most depressing day of the year, commuters returning to work in the capital faced a deluge (3) rain totalling 20 mm in some places.

The transport network didn't help either as rail users on First Great Western services suffered delays between Paddington and Slough after signalling problems.

And commuters on another line were left reeling tonight after it was revealed that station car parking charges could rise by £100 a year on South-Eastern routes.

While the gloomy weather (4) London did little to raise workers' spirits, elsewhere householders in some parts (5) the country were bracing themselves for floods after the rain sent rivers to bursting point.

Seven flood warnings and more than 45 alerts were issued (6) the Environmental Agency today after yet more rain fell on already wet ground across the country.

Following up to 18mm of rainfall (7) Monday morning, warnings were in place on the Isle of Wight and in Cumbria.

Melksham, Bradford on Avon and Malmesbury, in Wiltshire, have also been warned (8) take precautions.

. (9) the weekend, 173mm of rain fell in Snowdonia, while 150mm of rain was recorded in Shap, Cumbria. Residents also suffered from 69mph gusts of wind and further rain.

More than 43mm of rain fell in Glasgow, 28mm in Northern Ireland and 47mm in Redesdale Camp, Northumberland.

But the weather is set to stabilise and forecasters predict temperatures will hit 10C.

Sarah Holland, from the Met Office, said: 'It is certainly looking up over the next few days. We are not seeing pictures of cold temperatures in the near future and the cold snap seems to be (10) us for the moment.'



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

'It will be cloudy and misty on Tuesday, particularly over eastern parts of the country, but it should clear (11) and for the most part be sunny.

'It will be a dry start on Wednesday, although there will be fog around Wales. Temperatures will be much the same although it could freeze (12) night in the south-west. There is a chance (13) light showers on Thursday, but Friday looks like it will be quite a dry sunny day.'

The annual mood-killer, dubbed 'Blue Monday', tends (14) fall on the third Monday of January as the New Year cheer wears (15) and the comforting warmth of summer seems like a very distant prospect.

TASK 1: Choose from the phrases with prepositions in the text to complete the following sentences.

1. A warning has been the banks that charges are likely to rise sharply.
2. Because of the rapist being at large, all women in the area are be on their guard.
3. I got bored with the job once the novelty
4. The entire week has been rather gloomy but I hope it on Saturday for the wedding.
5. I was really nervous and scared but still I had to a blood test.
6. A staff of four counsellors is to to handle calls to the new hotline.
7. I guess the period of crisis is almost over and things are beginning to
8. The region continues to serious pollution.



STUDENT'S WORKSHEET 1

ARTICLE – VERSION C

Blue Monday lives up to expectations. Wet weather soaks country on most depressing day of the year

Blue Monday lived up (1) expectations today as the country was soaked (2) wet weather.

. (3) the statistically most depressing day of the year, commuters returning to work (4) the capital faced a deluge (5) rain totalling 20 mm in some places.

The transport network didn't help either as rail users on First Great Western services suffered delays (6) Paddington and Slough after signalling problems.

And commuters (7) another line were left reeling tonight after it was revealed that station car parking charges could rise by £100 a year on South-Eastern routes.

While the gloomy weather (8) London did little to raise workers' spirits, elsewhere householders in some parts (9) the country were bracing themselves (10) floods after the rain sent rivers to bursting point.

Seven flood warnings and more than 45 alerts were issued (11) the Environmental Agency today after yet more rain fell (12) already wet ground across the country.

Following up to 18mm of rainfall (13) Monday morning, warnings were (14) place (15) the Isle of Wight and in Cumbria.

Melksham, Bradford on Avon and Malmesbury, in Wiltshire, have also been warned (16) take precautions.

. (17) the weekend, 173mm of rain fell in Snowdonia, while 150mm of rain was recorded in Shap, Cumbria. Residents also suffered (18) 69mph gusts of wind and further rain.

More than 43mm of rain fell in Glasgow, 28mm in Northern Ireland and 47mm in Redesdale Camp, Northumberland.

But the weather is set (19) stabilise and forecasters predict temperatures will hit 10C.

Sarah Holland, from the Met Office, said: 'It is certainly looking (20) over the next few days. We are not seeing pictures of cold temperatures in the near future and the cold snap seems to be (21) us for the moment.'



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

'It will be cloudy and misty on Tuesday, particularly over eastern parts of the country, but it should clear (22) and for the most part be sunny.

'It will be a dry start on Wednesday, although there will be fog around Wales. Temperatures will be much the same although it could freeze (23) night in the south-west. There is a chance (24) light showers on Thursday, but Friday looks like it will be quite a dry sunny day.'

The annual mood-killer, dubbed 'Blue Monday', tends (25) fall on the third Monday of January as the New Year cheer wears (26) and the comforting warmth of summer seems like a very distant prospect.

TASK 1: Choose from the phrases with prepositions in the text to complete the following sentences.

1. A warning has been the banks that charges are likely to rise sharply.
2. Because of the rapist being at large, all women in the area are be on their guard.
3. I got bored with the job once the novelty
4. The entire week has been rather gloomy but I hope it on Saturday for the wedding.
5. I was really nervous and scared but still I had to a blood test.
6. A staff of four counsellors is to to handle calls to the new hotline.
7. I guess the period of crisis is almost over and things are beginning to
8. The region continues to serious pollution.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Student's Worksheet 2

TASK 2: Read the article and find the words to match these definitions:

1. a very heavy fall of rain, downpour -
2. a large amount of water that covers an area that was dry before -
3. the amount of rain that falls in a particular area
during a particular period of time -
4. a sudden strong wind -
5. to make something very wet or become very wet -
6. to fee very shocked, upset or confused -
7. a warning that something dangerous has happened or is going to happen -
8. to do something to protect people or things against possible harm or trouble
-
9. a short period of time when the weather is very cold -
10. to give someone or something a particular name or description, often a humorous
one -



Teacher's copy

LESSON 5

TOPIC SENTENCE: *We'll save this knowledge for a rainy day.*

AIM OF THE LESSON: Speaking- practice of rain-related idiomatic expressions.

LESSON PLAN

1. INTRODUCTION TO THE LESSON (10 mins)

Tell your Students that they are going to listen to a song by a Welsh singer Duffy (provide some extra information if you wish, there is a note below). Ask them to listen carefully and catch the rain-related phrase. It is enough to listen to the first verse and through the chorus. When they get the phrase - **rain on your parade**, put in on the board and try to elicit its meaning. You can also distribute the lyrics (**CUT OUT 1**) at this point for your Ss to have a look at the context and try to get the meaning from it.

- **rain on somebody's parade** = to spoil someone's plans or pleasure, to wish sb ill

At this point, you can tell your Ss that this is a specific type of phrase (or ask them what type of phrase it is) - *an expression whose meaning is different from the meaning of the individual words*, namely it is an **idiom / an idiomatic expression**. [to illustrate the point, you can ask your Ss to translate this phrase word for word and see what they get and if it explains its meaning (they will most probably get something like: *popadam deszczem na twoją paradę*)]

Then you can discuss why this idiom was used in the song: she was hurt and deserted by her ex-boyfriend / lover and now wants to ruin him and his intentions.

* Here is some information for Wikipedia about the singer and the song.

Aimée Ann Duffy (born 23 June 1984), known as **Duffy**, is a Welsh singer-songwriter.

Her 2008 début album *Rockferry* entered the UK Album Chart at number one. It was the best-selling album in the United Kingdom in 2008 with 1.68 million copies sold.

'**Rain on Your Parade**' comes from the deluxe version of her 2008 début album *Rockferry* (2008). It was released as the lead and only single from the deluxe album worldwide on 9 November 2008. It received positive reviews from critics, with many complementing Duffy's vocals. The song was originally recorded in aim to be released as the *James Bond* theme from *Quantum of Solace*, although 'Another Way to Die' was chosen instead.



DUFFY RAIN ON YOUR PARADE lyrics

I wish you well
I hope you survive
I hope you live, oh baby, so I can watch you cry.

'Cause I know in time you'll see what you did to me
And you'll come running back.

I'm gonna rain on your parade
No, I won't take it again
And I'll keep raining, raining, raining over you.

I'm gonna rain on your parade.
No, I won't take it again.
And I'll keep raining, raining, raining over you.

I pity the fools who bathe in you
'Cause I know someday now, they'll see your colours too.
And if you see a smile, besides my face, no I'm doing good.
Since you've been erased.

'Cause I know in time you'll see what you did to me
And you'll come running back.

I'm gonna rain on your parade.
No, I won't take it again.
And I'll keep raining, raining, raining over you.

I'm gonna rain on your parade.
No, I won't take it again.
And I'll keep raining, raining, raining over you.



2. VOCABULARY INTRO AND PRACTICE - RAIN-RELATED IDIOMS

1. When you are done with the song, proceed to introducing other English idioms based on the concept of rain. Distribute **Student's Worksheet 1** and explain **TASK 1** to your Ss. You can start with the idiom from the song - ask your Ss to find it on the list and match it with its meaning.

TASK 1: Match these rain-related idiomatic expressions with their descriptions. (10 mins)

- | | |
|---------------------------------------|---|
| 1. for a rainy day | g) if you save something or put something aside for a rainy day, you save it for a time in the future when you may need it |
| 2. rain cats and dogs | e) to rain in great amounts |
| 3. (as) right as rain | b) feeling well |
| 4. rained off | f) if an outside event is rained off it is called off because of rain |
| 5. it never rains but it pours | h) used for saying that problems often seem to happen all at the same time |
| 6. take a rain check (on sth) | c) used for saying that you are not going to accept an offer or suggestion immediately, but you may accept it later |
| 7. rain on somebody's parade | d) to spoil someone's plans or pleasure |
| 8. come rain or shine | a) something always happens or someone always does something despite bad weather or unpleasant conditions |

2. Ask your Ss to use the **rain-related idioms** in sentences. In **TASK 2**, they should think of an idiom which fits best to complete a gap in each sentence. (10 mins)

TASK 2: Think of an idiom which fits best to complete a gap in each sentence.

1. A true friend is always there for you **come rain or shine**.
2. In the evening I felt awful but I took some aspirin, went to bed, and in the morning I was **right as rain**.
3. It had started off as a slight drizzle but it was **raining cats and dogs** by the time I got home.
4. When Barb found out that she wasn't invited to the wedding, she said bitterly, 'I hope **it rains on their parade**'.
5. I'm happy for you to have these tickets but I still don't know if I'll be free to go with you. Could I **take a rain check on that**?
6. This morning was a disaster. I overslept, poured coffee all over myself and had to change, the lift in my building was out of order and when I got to my car I saw it had a flat tyre so I had to call a taxi. I came to work 2 hours late but as they say **it never rains but it pours**.



3. As a follow-up, ask your Ss to think of the equivalents of these idioms in Polish. Are they also connected with rain? They can list them next to the English idioms. They can also have some fun while translating these Polish idioms into English word for word.
(5 mins)

Polish equivalents:

1. na czarną godzinę
2. lać jak z cebra
3. zdrow jak ryba
4. odwołany z powodu deszczu
5. nieszczęścia chodzą parami
6. przemyśleć coś jeszcze
7. źle komuś życzyć, życzyć komuś niepowodzenia
8. bez względu na pogodę (na wszystko)

4. As another follow-up, you can have a competition for the best illustration of a given idiomatic expression. Assign this as groupwork, pairwork or individual work. Encourage your Ss to select one idiom, think of how to represent it in a picture in a funny, interesting, strange, etc. manner. Tell them that they are welcome to combine the literal meaning with the figurative one. Optionally, you can choose one idiomatic expression and ask all groups to represent the same one in their pictures. At the end, organise a presentation and vote for the best one. (15 - 20 mins)

3. COMPREHENSION AND SPEAKING

In this part of the lesson, Students work on quotes and sayings about rain that come from famous people or are by anonymous authors. Tell your Ss that they are going to read and discuss numerous phrases (16) connected with rain and interpret them.

Part 1: Distribute Student's Worksheet 2 and ask your Ss to fold it in the middle so that they can see the beginning of each phrase only. Read these beginnings one by one in open class and encourage your Ss to come up with possible endings. Briefly discuss their suggestions. (10 mins)

Part 2: Tell your Ss to unfold their worksheets. In the second column there are endings of the sayings but they are all mixed up. The task is to find a correct ending to each phrase. Assign about 10 mins for your Ss to go through the phrases and try to match each beginning with a suitable ending. It is a nice individual or pairwork activity. Then check each saying one by one in open class: analyse their suggestions, provide clues (if necessary) and confirm the proper ending. When a given phrase is ready, discuss it briefly to check if and how they understand it or would interpret it. (25 mins)

CLOSING: You can use the illustrations from the follow-up activity in item 4 as interesting elements and funny pieces for your group's magazine.



Students' Worksheet 2 TASK 3 Teacher's copy

A	B
Rainbows apologize	for angry skies. <i>Sylvia Voirol</i>
A rainy day is the perfect time	for a walk in the woods. <i>Rachel Carson</i> American marine biologist and conservationist
Who told you you're allowed to rain	on my parade? <i>Bob Merrill</i> American songwriter and composer
You pray for rain, you gotta deal with	the mud too. That's a part of it. <i>Denzel Washington</i> American actor, film director and producer
Save a boyfriend for a rainy day - and another,	in case it doesn't rain. <i>Mae West</i> American actress
One thing a mother must always save for a rainy day	is patience. <i>Anonymous</i>
Some people walk in the rain, others	just get wet. <i>Roger Miller</i> American singer, songwriter, musician and actor
The best thing one can do when it's raining is to	let it rain. <i>Henry Wadsworth Longfellow</i> American poet and educator
Tears of joy are like the summer rain drops	pierced by sunbeams. <i>Hosea Ballou</i> American Universalist clergyman and theological writer
A poet is someone who stands outside in the rain	hoping to be struck by lightning. <i>James Dickey</i> American poet and novelist
Anyone who says sunshine brings happiness has never	danced in the rain. <i>Author Unknown</i>
It is best to read the weather forecast before	praying for rain. <i>Mark Twain</i> Samuel Langhorne Clemens, American author and humorist
And when it rains on your parade, look up rather than down. Without the rain,	there would be no rainbow. <i>Gilbert K. Chesterton</i> , English writer
Rain is grace; rain is the sky descending to the earth; without rain,	there would be no life. <i>John Updike</i> American novelist, poet, short story writer, art critic, and literary critic
There's no such thing as bad weather, only	unsuitable clothing. <i>Alfred Wainwright</i> British fellwalker, guidebook author and illustrator
Sunshine is delicious, rain is refreshing, wind braces us up, snow is exhilarating; there is really no such thing as bad weather, only	different kinds of good weather. <i>John Ruskin</i> English art critic of the Victorian era, also an art patron, draughtsman, watercolourist ...)



CUT OUT 1

DUFFY RAIN ON YOUR PARADE lyrics

I wish you well
I hope you survive
I hope you live, oh baby, so I can watch you cry.

'Cause I know in time you'll see what you did to me
And you'll come running back.

I'm gonna rain on your parade
No, I won't take it again
And I'll keep raining, raining, raining over you.

I'm gonna rain on your parade.
No, I won't take it again.
And I'll keep raining, raining, raining over you.

I pity the fools who bathe in you
'Cause I know someday now, they'll see your colours too.
And if you see a smile, besides my face, no I'm doing good.
Since you've been erased.

'Cause I know in time you'll see what you did to me
And you'll come running back.

I'm gonna rain on your parade.
No, I won't take it again.
And I'll keep raining, raining, raining over you.

I'm gonna rain on your parade.
No, I won't take it again.
And I'll keep raining, raining, raining over you.



Student's Worksheet 1

TASK 1: Match these rain-related idiomatic expressions with their descriptions.

1. for a rainy day
2. rain cats and dogs
3. (as) right as rain
4. rained off
5. it never rains but it pours
6. take a rain check (on sth)
7. come rain or shine
8. rain on somebody's parade

- a) something always happens or someone always does something despite bad weather or unpleasant conditions
- b) feeling well
- c) used for saying that you are not going to accept an offer or suggestion immediately, but you may accept it later
- d) to spoil someone's plans or pleasure
- e) to rain in great amounts
- f) called off because of rain
- g) save something for a time in the future when you may need it
- h) used for saying that problems often seem to happen all at the same time

TASK 2: Think of an idiom which fits best to complete a gap in each sentence.

1. A true friend is always there for you
2. In the evening I felt awful but I took some aspirin, went to bed, and in the morning I was
3. It had started off as a slight drizzle but it was by the time I got home.
4. When Barb found out that she wasn't invited to the wedding, she said bitterly, 'I hope it
5. I'm happy for you to have these tickets but I still don't know if I'll be free to go with you. Could I?
6. This morning was a disaster. I overslept, poured coffee all over myself and had to change, the lift in my building was out of order and when I got to my car I saw it had a flat tyre so I had to call a taxi. I came to work 2 hours late but as they say



Student's Worksheet 2

TASK 3: Follow your Teacher's instructions to work on these quotes connected with *rain*.

A	B
Rainbows apologize for	there would be no rainbow. <i>Gilbert K. Chesterton</i>
A rainy day is the perfect time	there would be no life. <i>John Updike</i>
Who told you you're allowed to rain	hoping to be struck by lightning. <i>James Dickey</i>
You pray for rain, you gotta deal with	unsuitable clothing. <i>Alfred Wainwright</i>
Save a boyfriend for a rainy day - and another,	on my parade? <i>Bob Merrill</i>
One thing a mother must always save for a rainy day is	the mud too. That's a part of it. <i>Denzel Washington</i>
Some people walk in the rain, others	angry skies. <i>Sylvia Voirol</i>
The best thing one can do when it's raining is to	different kinds of good weather. <i>John Ruskin</i>
Tears of joy are like the summer rain drops	let it rain. <i>Henry Wadsworth Longfellow</i>
A poet is someone who stands outside in the rain	pierced by sunbeams. <i>Hosea Ballou</i>
Anyone who says sunshine brings happiness has never	for a walk in the woods. <i>Rachel Carson</i>
It is best to read the weather forecast before	in case it doesn't rain. <i>Mae West</i>
And when it rains on your parade, look up rather than down. Without the rain,	just get wet. <i>Roger Miller</i>
Rain is grace; rain is the sky descending to the earth; without rain,	patience. <i>Anonymous</i>
There's no such thing as bad weather, only	praying for rain. <i>Mark Twain</i>
Sunshine is delicious, rain is refreshing, wind braces us up, snow is exhilarating; there is really no such thing as bad weather, only	danced in the rain. <i>Author Unknown</i>



Teacher's copy

LESSON 6

TOPIC SENTENCE: IS YOUR PERFECT DATE SENSITIVE OR SENSIBLE?

AIM OF THE LESSON: DESCRIBING PEOPLE – PERSONALITY

LESSON PLAN

1. INTRODUCTION TO THE LESSON (5 mins)

Once again we open the lesson with a song *It's Raining Men* performed by Geri Halliwell. Ask your Ss to listen carefully and note the adjectives for describing people that appear in the song. Then list them on the board: **Tall blond dark and mean / Rough and tough and strong and lean.**

Ask your Ss in what context these words appear in the song. They are used to talk about the characteristics of men that fall down from the sky in the *rain of men*.

Tell your Ss that in this lesson you are going to discuss the personal characteristics in the context of what you find important in people. What you would and wouldn't like your ideal date or partner to be like. At this point, put the beginning of the topic question on the board: ***Is your perfect date?*** (you may finish the sentence with your Ss later or even at the end of the lesson for them to suggest two characteristics of their choice).

2. PART 2: VOCABULARY INTRO / REVISION AND PRACTICE IN TASKS

1. Warm-up (5 mins)- ask your Ss what qualities they look for in their ideal date/partner. You can give them the below list to choose from:

good-looking, modest, reliable, generous, broad-minded, witty, cheerful, sincere, rich, intelligent, hard-working, outgoing, easygoing, faithful, kind

2. Activity 1 (15 mins)- Tell your Ss that they are going to learn / revise more adjectives to talk about personality by completing sentences with the personality adjectives in **TASK1, Student's worksheet 1**. Then while checking the task, ask your Ss to decide whether these adjectives are **positive (+), negative (-) or neutral (=)** and mark them appropriately.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

TASK 1: Complete the sentences with the personality adjectives from the list.

affectionate aggressive ambitious bossy charming
competitive independent jealous manipulative moody
reliable selfish sensible sensitive sociable spoilt

1. Spoilt children behave badly because they are given whatever they want.
2. Competitive people always want to win.
3. Selfish people think about themselves and not about others.
4. Aggressive people get angry quickly and like fighting and arguing.
5. Charming people have an attractive personality that makes people like them.
6. Sensible people have common sense and are practical.
7. Sociable people are friendly and enjoy being with other people.
8. Manipulative people are good at influencing others at what they want.
9. Moody people are happy one minute and sad the next.
10. Independent people like doing things on their own, without help.
11. Bossy people like giving orders to others.
12. Affectionate people show that they love or like people very much.
13. Reliable people are people you can trust or depend on.
14. Sensitive people understand other people's feelings or are easily hurt or offended.
15. Ambitious people want to be successful in life.
16. Jealous people think that someone loves another person more than them.

3. Activity 2 (5 mins) - Tell your Ss that they are going to learn / revise the next group of personality adjectives by finding the opposites. In **TASK 2 Student's worksheet 1** they should provide the opposites to the listed six adjectives. Should they have problems, provide them with the below adjectives (you can put them on the board) to choose from: **extrovert, hard-working, mean, self-confident, stupid, talkative.**

TASK 2: Give the opposites to the following adjectives:

- | | | | | | |
|-------------|---|----------------|----------|---|--------------|
| 1. clever | ≠ | stupid | 4. lazy | ≠ | hard-working |
| 2. generous | ≠ | mean | 5. quiet | ≠ | talkative |
| 3. insecure | ≠ | self+confident | 6. shy | ≠ | extrovert |



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

4. Activity 3 (10 mins) - Ask your Ss to read the descriptions of different types of people in **TASK 3, Student's worksheet 1**, and then to match the elements listed in the two columns to make the compound adjectives describing character.

TASK 3: Read the descriptions of different types of people and then match the words from the two columns on the right (A and B) to form compound adjectives which fit the descriptions.

The sort of person who:

- | | |
|---|-----------------------|
| a) only thinks of their own needs and never thinks about others | self-centred |
| b) thinks they know everything | big-headed |
| c) refuses to consider new ideas or other people's opinions. | narrow-minded |
| d) is not up-to-date with modern ideas and values. | old-fashioned |
| e) says they believe one thing and then behave in a way that shows they are not sincere | two-faced |
| f) forgets things, often because they are thinking about something else | absent-minded |
| g) is easily offended | over-sensitive |

5. Activity 4 (10 mins) - In this activity Ss practise creating adjectives by adding negative prefixes. In **TASK 4 Student's worksheet 1** they need to put the adjectives from the list in the proper column of the table depending on which negative prefix is added to each one.

TASK 4: Which negative prefix do you use with these adjectives? Put them in the correct column.

ambitious, friendly, honest, imaginative, kind, organised, patient, reliable, responsible, selfish, sensitive, sociable

un-	dis-	in- / im- / ir-
friendly ambitious imaginative kind reliable selfish sociable	honest disorganised	impatient irresponsible insensitive



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

3. PART 3 - READING AND SPEAKING PRACTICE

1. In **TASK 1 Student's worksheet 2** Ss read short texts in which eight different people describe themselves and try to find a perfect match for each one. Ask your Ss to find the key elements- personality adjectives that helped them decide. **(15 mins)**

The suggested perfect matches would be: **A + H; B + D; C + G; E + F.**

2. **Practice** - ask your Ss to work in pairs or groups. Each pair / group should prepare a description of a person specifying what kind of person they are and what kind of person they are looking for. Arrange about 10 minutes for this part. Then ask your Ss to present their descriptions and find a *perfect match* from among the other presented characters. (Note: In certain groups you can ask Ss to work individually and describe their real selves but this is only possible with Ss who are really getting on well with each other and you can be sure that no one feels uneasy.) (10 mins preparation + 15 mins presentation and exchange).

CLOSING: The descriptions prepared by your Ss in the practice section can be useful for your magazine pages (Find Your Dream Date page).

SOURCE MATERIAL: New English File Intermediate by Clive Oxenden and Christina Latham-Koenig; Inside Out Intermediate by Sue Kay & Vaugh Jones (SB) and Philip Kerr (WB); the Internet for the MP3 file; own ideas



'It's raining men' by Geri Halliwell

Humidity's rising

Barometer's getting low

According to all sources

The street's the place to go

'Cos tonight for the first time

At just about half past ten

For the first time in history

It's gonna start raining men

It's raining men, Hallelujah

It's raining men, Amen

It's raining men, Hallelujah

It's raining men, Amen

Humidity's rising ...

It's raining men, Hallelujah

It's raining men, Amen

I'm gonna go out

I'm gonna let myself get

Absolutely soaking wet

It's raining men, Hallelujah

It's raining men

Every specimen

Tall blond dark and mean

Rough and tough and strong and lean

God bless Mother Nature

She's a single woman too

She took on a heaven

And she did what she had to do

She taught every angel

To rearrange the sky

So that each and every woman

Could find her perfect guy

It's raining men

Go get yourself wet girl

I know you want to

I feel stormy weather moving in

About to begin

Hear the thunder

Don't you lose your head

Rip off the roof and stay in bed! (Rip off the roof and stay)

It's raining men Hallelujah

It's raining men, Amen

It's raining men Hallelujah

It's raining men, Amen



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Student's Worksheet 1 - VOCABULARY PART 1

TASK 1: Complete the sentences with the personality adjectives from the list.

affectionate aggressive ambitious bossy charming
competitive independent jealous manipulative moody
reliable selfish sensible sensitive sociable spoilt

17. Spoilt children behave badly because they are given whatever they want.
- 18..... people always want to win.
- 19..... people think about themselves and not about others.
- 20..... people get angry quickly and like fighting and arguing.
- 21..... people have an attractive personality that makes people like them.
- 22..... people have common sense and are practical.
- 23..... people are friendly and enjoy being with other people.
- 24..... people are good at influencing others at what they want.
- 25..... people are happy one minute and sad the next.
- 26..... people like doing things on their own, without help.
- 27..... people like giving orders to others.
- 28..... people show that they love or like people very much.
- 29..... people are people you can trust or depend on.
- 30..... people understand other people's feelings or are easily hurt or offended.
- 31..... people want to be successful in life.
- 32..... people think that someone loves another person more than them.

TASK 2: Give the opposites to the following adjectives:

- | | | | |
|-------------|---|----------|---|
| 1. clever | ≠ | 4. lazy | ≠ |
| 2. generous | ≠ | 5. quiet | ≠ |
| 3. insecure | ≠ | 6. shy | ≠ |



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Student's Worksheet 1 - VOCABULARY PART 2

TASK 3: Read the descriptions of different types of people and then match the words from the two columns on the right (A and B) to form compound adjectives which fit the descriptions.

The sort of person who:

- a) only thinks of their own needs and never thinks about others
- b) thinks they know everything
- c) refuses to consider new ideas or other people's opinions.
- d) is not up-to-date with modern ideas and values.
- e) says they believe one thing and then behave in a way that shows they are not sincere
- f) forgets things, often because they are thinking about something else
- g) is easily offended

- | A | B |
|--------|-----------|
| big | centred |
| over | faced |
| two | minded |
| old | sensitive |
| absent | headed |
| narrow | fashioned |
| self | minded |

TASK 4: Which negative prefix do you use with these adjectives?
Put them in the correct column.

**ambitious, friendly, honest, imaginative, kind, organised, patient, reliable,
responsible, selfish, sensitive, sociable, tidy**

un-	dis-	in- / im- / ir-



Student's Worksheet 2 - VOCABULARY AND READING

TASK 1: Read what these people say about themselves and decide which pairs would make good couples. In other words, find a perfect match for everyone.

A

I guess the partner of my dreams would be an idealist like me - someone who is loyal and committed to the relationship, someone who is as over the moon about me as I am about them ... a true Romeo.

B

When my last relationship ended, I couldn't believe that someone could be so two-faced. For me, the most important qualities are sincerity and modesty. I don't care how handsome a guy is - that sort of guy is usually completely self-centred. I like the soft, sensitive type.

C

People say I can be fun to be with, I like chatting with friends and making jokes, and my perfect night out would be an evening of midnight skiing, followed by champagne in a moonlit restaurant with someone who doesn't get stressed out about saying how they feel.

D

I can be a bit over-sensitive at times, I get jealous really easily, and I find it easiest to talk to people who are shy like me. I get fed up with those bossy, big-headed types who think they are wonderful. Love isn't about status.

E

I'm not really looking for a long-term relationship. I want to have a good time on a date - I don't want to get engaged or anything. I can't see myself as the bride at a white wedding. I can't stand narrow-minded types - I prefer the easy going sort.

F

I just like going out clubbing, having fun and stuff like that, and my relationships tend to be impulsive - you know, I meet someone who is really gorgeous looking, and it starts like that.

G

For me, the most important thing in a partner is someone who shares my interests. I'm quite sporty and like dynamic, out-going types - I get on with really witty people who make me laugh, the talkative sort.

H

I suppose I prefer someone who is old-fashioned and romantic. I've always believed in love at first sight - I'm attracted to the reliable and faithful types, someone who would be completely devoted to me.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Teacher's copy

LESSON 7

TOPIC SENTENCE: What does an ombrophobic Londoner fear?

AIM OF THE LESSON: Developing vocabulary - discussing phobias (speaking)

LESSON PLAN

1. INTRODUCTION TO THE LESSON (5 mins)

Provide a lead-in to the lesson by eliciting the idea of a *phobia*:

Can you imagine a situation in which a person will do whatever possible not to leave their home when it is raining? Why would this person behave so? What could the reason be?

- The most probable reason is a kind of fear. *Fear of what?*
- Fear of rain or of being rained on, fear of getting wet in the rain. *What do we call such unreasonable and strong fear of something?*
- It is a *phobia*.

2. PRESENTATION - weather related phobias (15 mins)

Most names for phobias come from Greek. Open this part by the presentation of Ombrophobia:

'Ombros' is a Greek word for *rain*, what could the name of the fear of rain or of being rained on be then? It is *ombrophobia*

** Put the topic question on the board at this point: What does an ombrophobic Londoner fear?* (Now, both the question and the answer should be perfectly clear to your Ss.)

In order to find out what the names for some other weather phobias are, work on **Student's worksheet 1 - Weather phobias**. Ask your Ss to think of what the name for each phobia is on the basis of the Greek word it comes from. Write each name on the board or spell it clearly for your Ss to write these names properly.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Student's Worksheet 1 - Weather Phobias (Teacher's copy)

Try to complete the name of each phobia on the basis of a Greek word it comes from.

1. What is a fear of **rain** called?

Ombrophobia. From the Greek 'ombros' meaning rain.

2. What is a fear of **thunder** called?

Brontophobia. From the Greek 'Bronte' meaning thunderbolt.

3. What is a fear of **lightning** called?

Astraphobia. From the Greek 'astrape' meaning lightning.

4. What is a fear of **wind** called?

Anemophobia. From the Greek 'anemos' meaning wind.

5. What is a fear of **snow** called?

Chionophobia. From the Greek 'Chion' meaning snow.

6. What is a fear of **heat** called?

Thermophobia. From the Greek 'therme' meaning heat.

7. What is a fear of **cold** called?

Psychrophobia. From the Greek 'Psychros' meaning cold.

8. What is a fear of **clouds** called?

Nephelophobia. From the Greek 'Nephos' meaning clouds.

9. What is a fear of **water** called?

Hydrophobia. From the Greek 'hydro' meaning water.

10. What is a fear of **fog** called?

Homichlophobia. From the Greek 'homichle' meaning mist.

11. What is a fear of the **sun** called?

Heliophobia. From the Greek 'helios' meaning sun.

12. What is a fear of **ice** and **frost** called?

Cryophobia. From the Greek 'Kryos' meaning freeze.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

3. PRACTICE - READING AND SPEAKING - Other phobias

1) Reading (25 - 30 mins)

Lead-in: Ask your Ss to look at the questions 1 - 5 and try to answer them.

Then ask them to read the text and match these questions to the answers A - E (TASK 1).

1. D; 2. A; 3. C; 4. B; 5. E;

TASK 2: Tell your Ss to complete the gaps 1 - 7 in the text with the phrases a - g.

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

3. Follow-up speaking (20 mins)

* List the names of five or six phobias on the board. For example: **dentophobia**, **arachnophobia**, **acrophobia**, **achluophobia**, **agoraphobia**, **claustrophobia**.

Ask your Ss if they know these names and what sorts of fear they denote. Explain briefly **dentophobia** - fear of dentists; **arachnophobia** - fear of spiders; **acrophobia** - fear of heights; **achluophobia** - fear of the dark; **agoraphobia** - fear of open spaces or of being in crowded, public places like markets, fear of leaving a safe place; **claustrophobia** - fear of enclosed spaces. Then discuss: *Which would be the most difficult to live with? Why?*

** **What about you?**

What are you afraid of? Do you have any phobias?

What were you afraid of as a child?

Do you know anyone who suffers from any kind of extreme or unusual fear? How does it show?

(For a comprehensive list of phobias go to: www.phobialist.com).

4. Closing activities: Illustrate your phobias (15 mins)

This could be a nice activity to include in your group's magazine. Ask your Ss to work in pairs or groups to prepare illustrations that are helpful in fighting different phobias.

Optionally, they can write a short text about phobias in general or about weather phobias.

Sources: The Internet, Straightforward Upper-Intermediate, Philip Kerr & Ceri Jones, own ideas



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Student's Worksheet 1 - Weather Phobias

Try to complete the name of each phobia on the basis of a Greek word it comes from.

1. What is a fear of **rain** called?

Ombrophobia. From the Greek 'ombros' meaning rain.

2. What is a fear of **thunder** called?

..... From the Greek 'Bronte' meaning thunderbolt.

3. What is a fear of **lightning** called?

..... From the Greek 'astrape' meaning lightning.

4. What is a fear of **wind** called?

..... From the Greek 'anemos' meaning wind.

5. What is a fear of **snow** called?

..... From the Greek 'Chion' meaning snow.

6. What is a fear of **heat** called?

..... From the Greek 'therme' meaning heat.

7. What is a fear of **cold** called?

..... From the Greek 'Psychros' meaning cold.

8. What is a fear of **clouds** called?

..... From the Greek 'Nephos' meaning clouds.

9. What is a fear of **water** called?

..... From the Greek 'hydro' meaning water.

10. What is a fear of **fog** called?

..... From the Greek 'homichle' meaning mist.

11. What is a fear of the **sun** called?

..... From the Greek 'helios' meaning sun.

12. What is a fear of **ice** and **frost** called?

..... From the Greek 'Kryos' meaning freeze.



Student's Worksheet 2A - READING - TASKS

TASK 1: Read the text and match the questions 1 - 5 with the answers A - E.

1. What is the difference between a fear and a phobia?
2. Are phobias hereditary?
3. Can phobias be treated successfully?
4. Which is the most common phobia?
5. What is the weirdest phobia?

TASK 2: Complete the text with the phrases a - g in the gaps 1 - 7.

- a) getting into a car is no better
- b) and cause so much distress
- c) that is far out of proportion to the actual risk that it involves
- d) and they never do crosswords
- e) but it is also true that anxious behaviour is learnt
- f) no matter how many floors they have to climb
- g) with the object that triggers their fears



2B READING - TEXT FEARS & PHOBIAS FAQs

A It is certainly true that the children of phobics are more likely to be fearful and anxious, but it's difficult to say whether this is genetic or learnt. As the capacity to be anxious or fearful depends on a chemical balance in the brain, it is possible that this chemical imbalance is passed down from parent to child, (1) Children learn by watching how their parents, and other adults, react to the world around them. Parents need to be careful not to be too cautious or overemphasise danger, otherwise their children may be prone to developing phobias as they grow older.

B Claustrophobia - the fear of enclosed spaces.

Sufferers' basic fear is not of the enclosed space itself, but that they are not going to be able to escape from it. Even at home they often need to sit next to an open door so that they know that they'll be able to get out if they need to. Travelling on public transport is impossible - (2) Claustrophobics need to feel that they can get out of the car at the moment's notice, otherwise they suffer severe panic attacks. This can be very difficult on a motorway! And of course, they never take a lift, (3) , just in case it breaks down.

C Yes, of course they can. A phobia is a conditioned reflex, so the best treatment is to reverse the conditioning. In order to do so, sufferers of this phobia must try to establish positive associations (4) This can be a very long and painful process and is based on gradual exposure to the object, linked to the practice of a range of relaxation techniques. Many sufferers have turned to hypnotism or acupuncture in order to help them.

D It's a question of degree. Fear is a normal human reaction to danger. A phobia is an intense, unreasonable fear of a thing or a situation (5) The object of the phobia may be even totally harmless, everyday objects like a tap or a light bulb. For a fear to be considered a phobia, it has to be so extreme (6) that it seriously limits a person's normal life.

E One of the weirdest is hippopotomonstros esquippedaliophobia: the fear of long words. You can't help thinking that the name was chosen so that sufferers couldn't talk about their problem! People who suffer from this phobia often use abbreviations and acronyms - (7) ! They ask friends to check their letters, postcards or emails in case they contain long words. And then they ask them to delete or cross them out, otherwise they won't be able to read their mail!



Teacher's copy

LESSON 8

TOPIC SENTENCE: HOW TO PAINT A CUTE RAIN DROP?

AIM OF THE LESSON: GIVING INSTRUCTIONS, SEQUENCING

LESSON PLAN

1. INTRODUCTION TO THE LESSON (10 mins)

Opening task: Tell your Ss that you are going to read a short text to them and ask them to listen carefully and do the actions that follow your words.

When they are done, ask them to present the outcome.

Ask them what they have done. - They have drawn a cute (smiling) raindrop.

Ask them what you did for them to do the drawing. - You gave them the instructions.

To elicit the topic sentence, ask them what sort of instructions you gave them. - *How to draw a cute raindrop.*

Instructions

1 *Before we start*, get ready with a piece of paper and a pencil or something else to draw with.

2 *First*, draw a large almond shape with the pointed end pointing up and slightly to the left.

3 *Then*, draw two dark, small circles level with each other and in the lower part of the almond.

4 *Next*, draw a closed half-circle below the two dark circles and above the base of the almond. The flat line of the half-circle should be closest to the circles.

5 *After that*, draw a curved line from the tip of the almond to the bottom right side of the base of the almond. Follow the curve of the almond as you draw this line. *Finally*, shade in the space between the two lines or colour this part with a shade darker than the body of the drop.

You can ask your Ss to note the sequencing adverbs that are used while giving instructions.

Optionally, ask your Ss how the instructions are expressed (using *the imperative*) and what is the other option to do it (e.g. using *should*).

2. PRESENTATION AND GUIDED PRACTICE (35 mins)

1. (5 mins) Introduction to the theme *computers* - As discussion starters, ask your Ss a few questions connected with using computers:

Do you regularly use a computer? For work? For communication? For games?

Do you enjoy computers or are they a necessary evil in your life? What annoys you about them?

2. Ask your Ss to look at some computer icons in **TASK 1 Student's Worksheet 1** and label them with suitable words. (10 mins) You can list the words on the board:

attach, close, copy, cursor, delete, find, open, paste, print, save, send, undo

Then, ask your Ss to use these words to complete sentences 1 - 7.

3. Ask your Ss to look at the instructions in **TASK 2 Student's Worksheet 1** and put them in the correct order. Additionally, they should provide a suitable heading for this text.

(5 mins)



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

How to check your English spelling

1. First of all, you click on 'Start' at the bottom of your 2. screen. After that, you click on the 'Programmes' arrow 3. and find 'Tools'. Then, select 4. 'Language Settings'. Finally, find 'English' and 5. add it to the languages on the right. You will now 6. be able to use the spell check programme in 7. English on your computer.

4. This is a pairwork activity. Use a CUT OUT 1 for this task giving a half of the worksheet to each Student in the pair. Explain to your Ss that they have some instructions to give to each other but that they only have half the information each. They must ask each other questions until they have the information they each need. Make sure that the Ss are clear about the sort of questions they need to ask. For example, *What do you send and receive? What should you get? What do you check / go to / type?* (15 mins)

3. PRODUCTION (40 - 45 mins)

In this part the Ss will prepare their own instructions to give to their colleagues. This can be individual work, pairwork or groupwork. Distribute slips of paper with the names of activities for which they should prepare the instructions. After the assigned time for the preparation of the instructions (**about 10 mins**), ask the Ss to present their instructions to the others who need to guess what these instructions are for. Should the instructions be clear, the others will have no problem deciding what they are for.

Suggested activities to give instructions for:

How to pack a suitcase properly.

How to plan a party.

How to play a computer game.

How to get ready for an exam / a test in English.

How to prepare for a perfect date.

How to do your homework easily and fast.

How to do a perfect make-up.

How to do the washing.

How to do the washing-up.

How to vacuum a carpet.

How to plan holiday.

How to buy jeans / a T-shirt.

How to use a CD player.

How to change a tyre.

Closing: one of the English-related or school-related activities can be a nice piece of writing for your magazine.

Sources: Straightforward Pre-Intermediate, Philip Kerr, Jim Scrivener, the internet, own ideas



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Student's Worksheet 1



TASK 1: Label these computer icons. Then, complete sentences 1- 7 with suitable words.

1. Before you an email, you need to connect to the internet.
2. Do you want tothis in colour or black and white?
3. If you make a mistake, you can always it.
4. It's very easy to a picture into a document.
5. Move the to the 'Open document' icon and click on it.
6. Please your CV to your application form.
7. Use a disk or a CD to the work you have done.

TASK 2: Put the instructions in the correct order. What are they for?

How to

- ... add it to the languages on the right. You will now
- ... and find 'Tools'. Then, select
- ... be able to use the spell check programme in
- ... English on your computer.
- ... First of all, you click on 'Start' at the bottom of your
- ... 'Language Settings'. Finally, find 'English' and
- ... screen. After that, you click on the 'Programmes' arrow



Teacher's copy

LESSON 9

TOPIC SENTENCE: It's like rain on your wedding day.

AIM OF THE LESSON: Listening, reading and speaking – talking about *being lucky*

LESSON PLAN

1. INTRODUCTION TO THE LESSON (5 mins)

Tell your Ss that they are going to listen to a song *Ironic* written and recorded by an Canadian singer, Alanis Morissette in 1995. Put the word *ironic* on the board and ask your Ss how they understand what it means.

* *Ironic = strange or amusing because it's the opposite of what you expected*

Ask them to listen and find out the connection between the title word *ironic* and *rain*. (It is enough to listen to verse one and chorus at this point.)

* It seems that *it is ironic when it is raining* on the day which you want *to be special*, the *best day* in your life, when you expect everything *to be perfect*, the weather as well.

Put the topic sentence on the board.

2. Listening and speaking (15 mins)

a) Tell your Ss that the song *Ironic* is full of situations that illustrate this concept. Distribute Student's Worksheet 1 (Part 1) the gapped lyrics and ask your Ss to read through them and try to complete them with the phrases A - J. Then, they listen and check.

b) Afterwards, discuss briefly the irony of each situation depicted in the song.

c) Additionally, ask your Ss to name some situations in life they would find *ironic*. Put them on the board.



Ironic by Alanis Morissette (complete version)

An old man turned ninety-eight
He won the lottery and died the next day
It's a black fly in your Chardonnay
It's a death row pardon two minutes too late
And isn't it ironic... don't you think
 It's like rain on your wedding day
 It's a free ride when you've already paid
 It's the good advice that you just didn't take
 Who would've thought... it figures
Mr. Play It Safe was afraid to fly
He packed his suitcase and kissed his kids goodbye
He waited his whole damn life to take that flight
And as the plane crashed down he thought
"Well isn't this nice..."
And isn't it ironic... don't you think
 It's like rain on your wedding day ...

Well life has a funny way of sneaking up on you
When you think everything's okay and everything's going right
And life has a funny way of helping you out when
You think everything's gone wrong and everything blows up
In your face
 A traffic jam when you're already late
 A no-smoking sign on your cigarette break
 It's like ten thousand spoons when all you need is a knife
 It's meeting the man of my dreams
 And then meeting his beautiful wife
 And isn't it ironic...don't you think
 A little too ironic...and, yeah, I really do think...

It's like rain on your wedding day ...
Life has a funny way of sneaking up on you
Life has a funny, funny way of helping you out
Helping you out



3. READING AND SPEAKING 1 - Is rainy weather on a wedding day really ironic? (25 mins)

a) **Opening:** Ask your Ss if they have any idea whether rain on a wedding day can denote something positive, good and nice. What can they think of?

b) Tell your Ss that they are going to read a short text from which they find out how rain on a wedding day can have positive connotations. Seven (7) phrases have been removed from the text and the task is to put them in the correct places. Phrase **D** is not used.

Rain on Your Wedding Day Good Luck

Is rain on your wedding day bad luck or good luck? Why could wedding day rain be a sign of good fortune?

Rain brings water to dry places, and **causes crops to flourish (B)**, so it is often viewed as being a blessing and bringing good luck.

First of all, **rain signifies blessings (G)**, and everyone wants their marriage to be blessed. Blessings speak of hope and approval. They also connote prosperity, both in a material and physical sense.

Rain also cleanses, ever notice how fresh and clean everywhere looks after a shower of rain. After the rain, **there is a clean slate that allows you (E)** to begin afresh and anew. For those getting married, a new beginning is envisioned as they embark on their life together.

In addition, **rain is a sign of fertility (A)**. Water makes things grow. Many couples have the hopeful expectation that their marriage will be blessed with children. Fertility is also extended to material wealth, **as it signifies abundant resources (F)**, productivity, and a bountiful harvest.

Rain on your wedding day can also **signify unity (H)**. The rationale behind this stems from the reference to marriage as “tying the knot.” It is no secret that a wet knot is much harder to pull apart than a dry one, as the water makes it harder to untie.

Rain on your wedding day is in essence **a mark of fortune (C)**. It is expected that the day is the dawn of a lifetime which will spill over with good luck. As we have seen, it signifies blessings and success.

Perhaps this info is summed up best by the Italian wedding saying “Sposa Bagnata, Sposa Fortunata,” which when translated literally means “Wet Bride, Lucky Bride.”

c) To close this part ask your Ss whether they agree with the presented ideas.

*** In some weaker groups this element (Reading 1) can be omitted as the rest of the lesson creates a complete idea of the theme and there is more time to discuss the elements. It is for you to decide whether to incorporate it in the lesson or skip.**



4. READING AND SPEAKING 2 (40 mins)

In this part of the lesson your Ss should think about being lucky and bringing about good luck for themselves. Perhaps, being lucky is not connected with the weather or any other external elements but it is somehow in ourselves.

a) **Questionnaire** - Ask your Ss to read the statements in the questionnaire in **Student's Worksheet 2** and decide for themselves **1 - 3**. When they are ready, read to them what their scores mean. **(10 mins)**

Your score:

12 - 18: You are naturally unlucky and you don't attract good luck. You need a more positive and more adventurous attitude to life.

19 - 27: You are quite lucky but you could be luckier. Look back at situations where you were lucky or unlucky and analyse why. Try to learn from the past.

28 - 36: You are probably someone who is lucky. But you could become even luckier. Don't be afraid of taking risks, as they will probably end up being positive for you.

When you are done, ask your Ss if they agree with the explanation of their scores.

b) Then, ask your Ss this question: ***Can we make our own luck?*** (25 - 30 mins)

If their answer is *Yes*, ask them how they think this can be done.

After that, move on to the article in Student's Worksheet 2

Closing: A short piece of writing on why rain makes people lucky is an idea for an article to be included in the magazine.

Sources: New English File Intermediate by Clive Oxenden and Christina Lathem-Koenig, the internet, own ideas



Student's Worksheet 1 (Part 1) - Song lyrics

TASK 1: Read the song and match gaps 1 - 10 with a phrase A - J.

Ironic by Alanis Morissette

An old man turned ninety-eight
He (1) and died the next day
It's a black fly in your Chardonnay
It's a death row pardon (2)
And isn't it ironic... don't you think?

It's like rain (3)
It's a free ride when you've (4)
It's the good advice that you just didn't take
Who would've thought... it figures

Mr. Play It Safe was afraid to fly
He (5) and kissed his kids goodbye
He waited his whole damn life to take that flight
And as the plane (6) he thought
"Well isn't this nice..."
And isn't it ironic... don't you think
It's like rain ...

Well life has a funny way of sneaking up on you
When you think everything's okay and everything's going right
And life has a funny way of helping you out when
You think everything's gone wrong and everything blows up
In your face

A (7) when you're already late
A (8) on your cigarette break
late
It's like ten thousand spoons when all you need is (9)
It's meeting the man of my dreams
And then meeting (10)
And isn't it ironic...don't you think
A little too ironic...and, yeah, I really do think...
It's like rain on your wedding day ...

Life has a funny way of sneaking up on you
Life has a funny, funny way of helping you out, helping you out.

- A** already paid
- B** won the lottery
- C** crashed down
- D** his beautiful wife
- E** no-smoking sign
- F** packed his suitcase
- G** wedding day
- H** traffic jam
- I** a knife
- J** two minutes too



Student's Worksheet 1 (Part 2)

READING 1: Read the text from which even phrases have been removed. Complete the gaps 1 - 7 with the correct phrases A - H. There is one phrase that you do not need to use.

Rain on Your Wedding Day Good Luck

Is rain on your wedding day bad luck or good luck? Why could wedding day rain be a sign of good fortune?

Rain brings water to dry places, and (1), so it is often viewed as being a blessing and bringing good luck.

First of all, (2), and everyone wants their marriage to be blessed. Blessings speak of hope and approval. They also connote prosperity, both in a material and physical sense.

Rain also cleanses, ever notice how fresh and clean everywhere looks after a shower of rain. After the rain, (3) to begin afresh and anew. For those getting married, a new beginning is envisioned as they embark on their life together.

In addition, (4) Water makes things grow. Many couples have the hopeful expectation that their marriage will be blessed with children. Fertility is also extended to material wealth, (5) , productivity, and a bountiful harvest.

Rain on your wedding day can also (6) The rationale behind this stems from the reference to marriage as “tying the knot.” It is no secret that a wet knot is much harder to pull apart than a dry one, as the water makes it harder to untie.

Rain on your wedding day is in essence (7) It is expected that the day is the dawn of a lifetime which will spill over with good luck. As we have seen, it signifies blessings and success.

Perhaps this info is summed up best by the Italian wedding saying “Sposa Bagnata, Sposa Fortunata,” which when translated literally means “Wet Bride, Lucky Bride.”

A rain is a sign of fertility

B causes crops to flourish

C a mark of fortune

D signifies success

E there is a clean slate that allows you

F as it signifies abundant resources

G rain signifies blessings

H signify unity



Student's Worksheet 2 (Part 1)

How lucky are you? Questionnaire

Read the following statements and write a number 1 - 3 for each sentence.

- 1 = This is **usually** true about me.
- 2 = This is **sometimes** true about me.
- 3 = This is **hardly ever** true about me.

1. I enjoy talking to people I haven't met before.
2. I don't worry or feel anxious about life.
3. I enjoy trying new food and drink.
4. I listen to my instinct.
5. When I need to calm down I just go to a quiet place.
6. I try to learn from my mistakes.
7. I try to get what I want from life.
8. I expect people I meet to be pleasant, friendly and helpful.
9. I'm an optimist. I look on the bright side of life.
10. When things are bad I think they will get better soon.
11. I don't think about bad luck I have had in the past.
12. I expect good things to happen to me in the future.



Student's Worksheet 2 (Part 2)

READING: Read the article and match exercises A - D to paragraphs 1 - 4.

Can we make our own luck?

Some people seem to be born lucky – they meet their perfect partners, achieve their ambitions, and live happy lives.

The British psychologist, Dr Richard Wiseman has done a lot of research to discover why some people are luckier than others. After interviewing hundreds of people with the questionnaire you have just done, he has concluded that people who *think* they are lucky achieve more success and happiness than those who don't. Without realising it, they are creating good fortune in their lives.

Using Dr Wiseman's techniques you too can understand, control, and increase your own good fortune.

1. Lucky people make the most of their opportunities. Be open to new experiences and vary your routine. For example, get off the bus a stop earlier than usual. You may see something interesting or new, or bump into an old friend.

Exercise ...

2. Lucky people trust their instinct. When you are trying to decide what to do, first make an effort to relax. Then when your mind is clear, listen to what it is telling you and act on it.

Exercise ...

3. Lucky people expect to be lucky. Convince yourself that your future will be bright and lucky. Set realistic but high goals. If you fail, don't give up, and be open to the idea of trying a different way to achieve your goals.

Exercise ...

4. Lucky people use bad luck to their advantage. If something bad happens, imagine how things could have been worse. You will then realise that things are not so bad after all. Compare your situation with other people who are in an even worse situation. Take a long view of things – even if things seem bad now, expect them to get better in the end. Learn from your past mistakes and think of new ways of solving your problems.

Exercise ...

EXERCISES

A Make a list of your goals. They must be specific, not vague, e.g. 'I want to spend more time with my partner,' not 'I want to be happy'. Now make a second list of all the advantages you would get if you achieved your goals, and the disadvantages. Compare the advantages with the disadvantages and you will see which goals are worth trying to achieve.

B Make a list of six new experiences you'd like to try. These could be simple, like eating at a new restaurant, or long term, e.g. learning a new language. Number the experiences 1 – 6. Then throw a dice and whatever experience is chosen, go out and do it.

C When you experience bad luck, first cry or scream for 30 minutes. Then put your bad luck behind you. Do something to make the situation better, e.g. ask friends for advice and focus on a solution to the problem.

D If you are trying to decide between two options, write one of them down in the form of a letter. For example, if you are unhappy about a relationship, write to your partner explaining that it's all over. Read the letter. Would you really like to send it, or is something telling you that it doesn't *feel* right? If so, don't do it.



Teacher's copy

LESSON 10

TOPIC SENTENCE: Mime the phrase.

AIM OF THE LESSON: Playing charades – guessing mimed or drawn phrases.

LESSON PLAN

1. INTRODUCTION TO THE LESSON (5 mins)

Tell your Ss to watch you carefully and try to guess what you are showing.

Act out the verb *to mime* (you can cover your lips to indicate *no speaking* and behave like a mime on stage). When they get the word, write it on the board.

Then, write a phrase in English (e.g. *to be as right as rain*) in some other place on the board and point to it without saying a word to elicit the word *a phrase*.

You have your topic sentence ready now. *Mime the phrase*.

Tell your Ss that this is the name of the game which they are going to play. It is also called *Give us a clue*.

2. Mime the phrase - Charades

Explain the rules of the game (5 mins) - The game Charades consists in guessing phrases. It is group work. One person from each group shows or draws a phrase from a given category. All categories for the game are connected with rain or weather in general, and they are as follows:

1. *proverbs*, 2. *idioms*, 3. *film titles*, 4. *song titles* (write these on the board)

How to play:

- Divide your Ss into 4 groups. You can ask each group to invent their name for the game.
- Prepare a scoreboard with the name or number of each group on the blackboard.
- One player from a group comes to the middle of the classroom.
- He or she picks up a slip of paper with either a word **mime** or **draw**, then, they must present their phrase accordingly. **(Game cards 1)**
- They pick up a slip of paper with a phrase printed on it. Make sure it is the right category for a given group in the given round. **(Game cards 2)**
- They have one minute to get ready.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

- Then, for titles a player can show on their fingers how many words the phrase consists of and starts miming or drawing the phrase and their group are trying to guess it.
- They have up to three minutes to guess the phrase.
- If they fail or give up, other groups can score a point.

If two or more other groups know the answer and want to get a point for it, they write it on slips of paper and hand in to you. You check if the phrase is correct and can then give each group one point.

- Note the phrases or say a few words about each phrase in the game.
- Make sure the categories 'rotate', that is each group gets a phrase from each category.

Preferably you play in rounds:

Round 1:

Group 1 - category 1; Group 2 - category 2; Group 3 - category 3; Group 4 - category 4

Round 2:

Group 1 - category 3; Group 2 - category 4; Group 3 - category 1; Group 4 - category 2

Round 3:

Group 1 - category 2; Group 2 - category 3; Group 3 - category 4; Group 4 - category 1

Round 4:

Group 1 - category 4; Group 2 - category 1; Group 3 - category 2; Group 4 - category 3

Or invent a system of your own.

- When you have explained everything and your Ss are ready to play, start the game.
- Note the points each group scores to make sure who the winner is.

Let's play rain charades!

Timing: 4 groups, 1 minute preparation time, 3 minutes to guess a phrase, 4 rounds

=> 16 x 4 minutes = 64 minutes approximately

Closing: If there is time, ask your Ss to prepare puzzles for your magazine with the use of rain phrases revised or introduced during the lesson.

Sources: Own ideas.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Game cards 1 (cut out)

Mime	Mime	Mime	Mime
Mime	Mime	Mime	Mime
Mime	Mime	Mime	Mime
Mime	Mime	Mime	Mime
Mime	Mime	Mime	Mime
Draw	Draw	Draw	Draw
Draw	Draw	Draw	Draw
Draw	Draw	Draw	Draw
Draw	Draw	Draw	Draw
Draw	Draw	Draw	Draw



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Game cards 2 (cut out)

Category 1 - Idioms

It's raining cats and dogs.

It never rains but it pours.

I'm saving money for a rainy day.

To rain on somebody's parade.

I am as right as rain.

To take a rain check.

To be as quick as lightning.

A ray of sunshine

If you're as quick as a lightning, you're very quick.

(Something is a ray of sunshine if it brings happiness to someone.)

To have one's head in the clouds.

To be under a cloud.

If someone has their head in the clouds, they are out of touch with the everyday world and can be unrealistic or naive as a result.

If someone is under a cloud, they are suspected of having done something wrong.

To be under the weather.

Come rain or shine.

If you are under the weather, you are not feeling well.

To have a face like thunder

a storm in a teacup

to look very angry

a lot of fuss over something small



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Category 2 - Proverbs and sayings

Rainbows apologize for angry skies.

A rainy day is the perfect time for a walk in the woods.

You pray for rain, you gotta deal with the mud too.

Some people walk in the rain, others just get wet.

Rain does not fall on one roof alone.

The drops of rain make a hole in the stone ...

Walking through puddles ...

Rain before seven quits before eleven.

A sunny shower won't last an hour.

A wind from the south has rain in its mouth.

Flowers are more fragrant before rain.



Category 3 - Film titles

Rain Man

Rain Man is an Oscar-winning 1988 drama film directed by Barry Levinson. It tells the story of an abrasive and selfish yuppie, Charlie Babbitt (Tom Cruise), who discovers that his estranged father has died and bequeathed all of his multimillion-dollar estate to his other son, Raymond (Dustin Hoffman), an autistic savant of whose existence Charlie was unaware.

Singing in the Rain

Singing in the Rain is a 1952 American musical comedy film starring Gene Kelly, Donald O'Connor and Debbie Reynolds and directed by Gene Kelly and Stanley Donen, with Kelly also providing the choreography. It offers a lighthearted depiction of Hollywood, with the three stars portraying performers caught up in the transition from silent films to 'talkies'.

Cloudy with a Chance of Meatballs

It is a 2009 American computer+animated family comedy film produced by Sony Pictures Animation, distributed by Columbia Pictures, and released on September 18, 2009. The film is loosely based on the children's book on the same name by Judi and Ron Barrett.

Black Rain

It is a 1989 American action-thriller film starring Michael Douglas, Andy Garcia, Ken Takakura, Kate Capshaw and Yusaku Matsuda. The film was directed by Ridley Scott. The story centres around two New York City police officers who arrest a member of the Yakuza and must escort him back to Japan. Once there, he escapes, and the two police officers find themselves dragged deeper and deeper into the Japanese underworld.

Gone with the Wind

A 1939 American historical epic film adapted from Margaret Mitchell's Pulitzer-winning 1936 novel of the same name. It was produced by David O. Selznick and directed by Victor Fleming from a screenplay by Sidney Howard. Set in the 19th-century American South, the film stars Clark Gable, Vivien Leigh, Leslie Howard, Olivia de Havilland, and Hattie McDaniel, among others, and tells a story of the American Civil War and Reconstruction era from a white Southern point of view.

Ice Age



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

It is a 2002 American computer-animated adventure comedy film created by Blue Sky Studios and released by 20th Century Fox.

Thunder In The Sun

It is a 1959 western film directed by Russell Rouse starring Susan Hayward and Jeff Chandler. The film shows a family of French Basque immigrants pioneering into the Wild West while carrying their ancestral vines. Hard drinking trail driver Lon Bennett is hired to lead them and he falls for the spirited Gabrielle Dauphin.

When the Wind Blows

It is an animated film originally released in the United Kingdom in 1986. It is a hybrid of drawn animation and stop-motion animation. The characters of Jim and Hilda Bloggs are drawn, but their home and most of the objects in it are real objects that seldom move but are animated with stop motion when they do.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Category 4 - Song titles

Here Comes the Rain
Eurythmics

Purple Rain
Prince

Like the Desserts Miss the Rain
Everything but the girl

I'm only happy when it Rains
Garbage

Candle in the Wind
Elton John

The Wind beneath my Wings
Betty Midler

I can't stand the rain
Eruption

November Rain
Guns'n'Roses

Pray for Rain
Massive Attack

Blinded by Rainbows
The Rolling Stones

Fly to the Rainbow
Scorpions

Set Fire to the Rain
Adele