

blushing confused crashing fighting huddled looking rushing tear-stained

A brief encounter

It was a perfect morning for a walk. I made my way along the rugged coastline, with a metallic-blue sea ¹ _____ over the rocks below, and a fresh wind ² _____ past me. It was early and there weren't many people about, but as I was walking along the cliff top, I noticed a solitary figure ³ _____ on a weathered bench, ⁴ _____ out to sea.

The person had a small rucksack over one shoulder and seemed to be clutching a letter in one hand. There was something about the figure that made me feel uneasy. As I got closer, I could tell from the ⁵ _____ face that the person had been crying.

I put on a friendly smile and asked, 'Everything all right?'

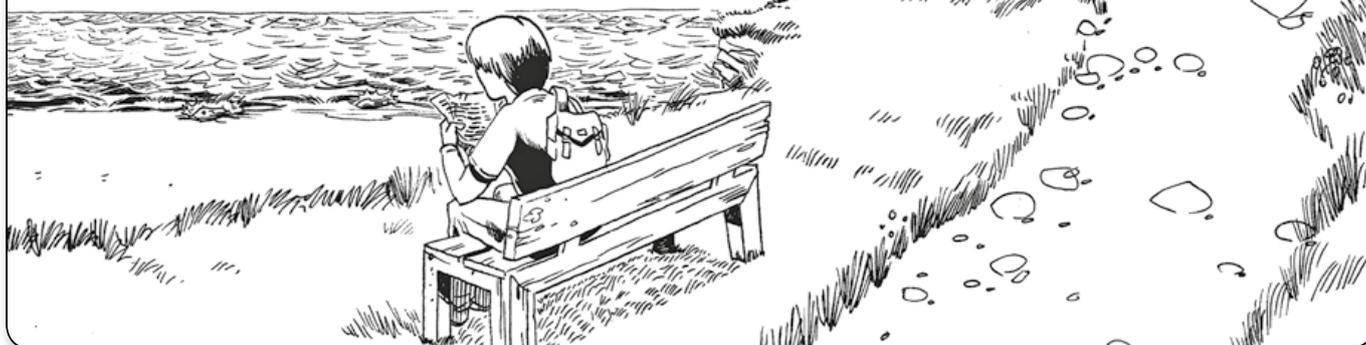
The person nodded and immediately looked away.

I hesitated, 'Are you sure?'

'I'm fine, really,' the person said, ⁶ _____ deeply and ⁷ _____ back the tears.

I paused briefly, ⁸ _____ about what I should do next. I carried on with my walk, but couldn't help wondering – and worrying – about the lone figure.

On the spur of the moment, I decided to go back ...



- 1 Do you think the narrator is male or female? Why?
- 2 How old do you think the narrator is? Why?
- 3 How would you describe the narrator:
protective, thoughtful, condescending, interfering, wary, impetuous, responsible?
- 4 Who do you think the 'solitary figure' is? Is it a man or a woman, a boy or a girl? Why?
- 5 Why do you think the figure was there? Why were they upset?
- 6 What do you think happened next?

Aim

To discuss gender stereotypes and challenge stereotypes in a story

Language

Participles

Skills

Reading, Speaking, and Writing

Materials

One copy of the worksheet per student

Answers

- 1 crashing
- 2 rushing
- 3 huddled
- 4 looking
- 5 tear-stained
- 6 blushing
- 7 fighting
- 8 confused

Pre-activity (10 minutes)

- Ask students to think about male and female characters in stories they have read or films they have watched. Write the following words on the board and ask students to discuss in groups which would typically be used about women, which about men, and which about both: *arrogant, bellowed, demanded, giggled, ordered, roared, screamed, sighed, shy, sobbed, strode, timid*.
- Discuss the answers as a class, and discuss the extent to which gender stereotypes are reinforced or challenged in popular films and books.

Procedure (30 minutes)

- Explain that students are going to read an extract from a story. Put them in groups of four and give each student a copy of the worksheet. Focus on the wordpool box and elicit that the words are all participles.
- Ask students to read the story and complete it with the participles. Check answers, and deal with any vocabulary issues in the story.
- Ask students to discuss in their groups the questions about the extract. Monitor and help while students are working; then bring students' ideas together in a brief class discussion.
- Ask students to work in their groups and write the next paragraph of the story. Tell them they must include at least four participles, and they should challenge gender stereotypes in their story. Monitor and help while students are working.
- Ask groups in turn to read their paragraphs to the class. Ask other students to listen and note down the participles they hear. Check answers; then ask students which paragraph they liked best, and which challenged gender stereotypes the most successfully.

Extension (10 minutes)

- Write the following discussion questions on the board.
Is it important to challenge gender stereotypes?
What can governments/schools/parents do to change attitudes?
What other groups or organizations can help change attitudes?
- Put students in small groups to discuss, and then get whole-class feedback.



The band took a week to record their latest record.

Her boss was content with the content of the report.

The dustmen refuse to collect refuse if it is left in your garden.

We live near a bar that has live music every weekend.

The paint only took a minute to dry, but there were minute cracks on its surface.

We plan to conduct a survey into the conduct of young males aged 13–18.

Farmers have started to produce more organic produce.

She was standing at the bow of the ship wearing a bow in her hair.

What's the use of buying something you'll never use?

I polish my Polish bookcase every week.

The ID card that the invalid presented to the official was invalid.

The army was fighting in the desert when the soldier tried to desert.

The bed was too close to the wall, so I couldn't close the door.

At present, we are waiting to present our petition to the committee.

Tears formed in the little girl's eyes when she saw the tears in her dress.

The wind was blowing hard, so we tried to wind a rope around the pole to secure it.

First, they subject the subject to a battery of tests.

We had a row at the cinema because I didn't want to sit in the front row.

I attempted to intimate that we had an intimate relationship.

I love a good read; unfortunately, I haven't read a good book in ages.

He tried to console her for breaking the game console.

It's my job to reject the reject items.

Aim

To play a game to identify words with the same spelling but different pronunciations and meanings (homographs)

Language

Homographs
Giving definitions

Skills

Speaking

Materials

One copy of the worksheet per group of four students, cut up into cards. Each group will also need access to a dictionary.

Pre-activity (5 minutes)

- Remind students that in English there are words which have the same spelling, but which are pronounced differently and have different meanings. These words are called homographs.
- Write the following sentence on the board: *He wound the bandage around the wound.* Ask students to identify the homographs and to tell you the pronunciation and meaning of the words (Answers: *wound* /waʊnd/ is the past of the verb *wind* /waɪnd/ and means 'to wrap something around something else'; a *wound* /wu:nd/ is an injury).

Procedure (25 minutes)

- Explain that students are going to play a game where they have to form a line across a board from one side to the other. In order to do this, they have to identify the homographs in a sentence, pronounce them correctly, and explain their different meanings.
- Put students in groups of four, and divide each group of four into two teams: A and B. One team is noughts (O), the other is crosses (X).
- Draw the grid on the left on the board, and ask each group to copy it onto a piece of paper.
- Explain that teams must form a continuous line of noughts or crosses. The lines can be vertical, horizontal, or diagonal.
- Give each group a set of cut-up cards placed face down on the table and a dictionary if they do not have their own. Team A begins by picking up a card. They read out the sentence, pronouncing the homographs correctly, then explain the different meanings.
- If Team A's pronunciation and definitions are correct, they can put their mark on a square on the grid and keep the card. If they are incorrect, they cannot place a mark on the grid and they return the card to the bottom of the pile. If necessary, Team B can look up the correct pronunciation and definitions of the homographs in a dictionary and check Team A's answers against the entries. Then Team B takes their turn.
- Once a square has a nought or cross, it cannot be used again. The team to form a line across the board first wins.
- Play a second game, but with the other team starting.
- Monitor and help as necessary.

Extension (10 minutes)

- Put students in pairs and ask them to write as many sentences as they can using the two meanings of the following homonyms from the Student's Book: *deck, bar, branch, rare, rash, scrap, rambling*, e.g. *As we sat on the deck of the ship, I shuffled the deck of cards.* You could also add other homonyms that you can think of (e.g. *trunk, stern, pine, swallow*). Monitor and help as necessary.
- Ask pairs to read their sentences to the class.

1 Boys will	2 and eat it.	3 Just what	4 speak louder than words.	5 She's a woman
6 Don't do anything	7 come in threes.	8 than never.	9 That's terrible – it doesn't	10 Accidents
11 It's as clear	12 and damned if you don't.	13 That was a blast	14 Behind every great man	15 Better safe
16 Better late	17 You can't have your cake	18 They do say that actions	19 You'll be damned if you do,	20 bear thinking about.
21 They say that these things	22 than sorry.	23 be boys.	24 after my own heart.	25 the doctor ordered.
26 there's a great woman.	27 from the past.	28 I wouldn't do.	29 as mud.	30 will happen.



Aim

To play a game of Pelmanism to practise recognizing and using clichés

Language

A wide range of common clichés

Skills

Speaking and Listening

Materials

One copy of the worksheet per group of three or four students, cut up into cards

Answers

1–23
17–2
3–25
18–4
5–24
6–28
21–7
16–8
9–20
10–30
11–29
19–12
13–27
14–26
15–22

Pre-activity (5 minutes)

- Refer students to the title of the worksheet. Ask what the problem is. (The title mixes up two different clichés.) Write on the board: *Better late than ...* and *Better safe than ...*. Elicit the correct endings: *never* and *sorry*.
- Write on the board: *Accidents ...*, *No pain, ...*, *Like father, ...*. Elicit ways of completing these phrases.
- Ask students to work in pairs and write three short dialogues including each of the clichés.
- Remind the class how with some clichés, you only need to say the first part for it to be understood, e.g. *Behind every great man ...*

Procedure (25 minutes)

- Explain that students are going to practise recognizing and using some common English clichés.
- Put students in groups of three or four. Give one set of cliché cards to each group.
- Ask students to place the cliché cards face down on the table. Explain that they are going to play a game called Pelmanism, where the aim is to find a matching pair of cards. Explain they have to take turns to turn over a card and match it with the other half of the cliché. If they find the second card, they can keep the pair. If not, they leave both cards face down and it is the next student's turn. Students need to remember what has been placed where. When students find a correct pair of cards, they get a bonus point if they can describe a situation which might generate that particular cliché. The other students in the group decide if the situation is appropriate for the cliché, or they can ask you to adjudicate if necessary.
- Students take turns to turn over cards until all the clichés have been found.
- The winner in each group is the student with the most clichés and bonus points.
- Have a class feedback session at the end to make sure students have formed all the clichés correctly. Ask students to share their suggested situations for each cliché.

Extension (15 minutes)

- In groups, students write a short dialogue in English using as many of the clichés as they can.
- Invite each group to act out their dialogue for the rest of the class.