

Student A



Things are not going smoothly for three-times-married Joyce Lansdale. She's reported to be pregnant at the age of 45, which is probably the last thing she wants, especially now her TV career seems to be taking off again at last. The stress is obviously getting to Lansdale. Not only did she have a row in public with her co-star last week, but she is also said to have crashed her brand new Ferrari sports car at the weekend.

Now Joyce will be without a car for a while because of her serious financial problems. Rumour has it she is nearly bankrupt. Fortunately, not all Joyce's news is bad. By all accounts, she has a very supportive family, including her two teenage sons who love her dearly, and her boyfriend, Tommy Shaw, is said to be over the moon about the pregnancy. A spring wedding has been mentioned with talk of going to the Bahamas for the honeymoon.



Student B

Thirty-five-year-old Joyce Lansdale, TV's favourite actress, is reported to be having relationship problems again. Last week, boyfriend Tommy Shaw was seen with a new woman at a celebrity dinner only days after walking out of the house he shares with Lansdale. He refused to comment on the reasons for the split, but close friends of the couple commented on the tense atmosphere in the couple's home, resulting from the constant rows between mother

and sons. Lansdale has been married five times before and will now be on the lookout for a new man to share her multimillion-pound fortune with. Despite the family problems Joyce is experiencing right now, she seems to be undergoing a much calmer period, and she has even managed to give up smoking. She has sold her fast Italian sports car in favour of a more modest family model and is said to be getting on much better with her co-star, who often visits at weekends.



Student C



You are TV actress Joyce Lansdale. You are going to be interviewed by two journalists about recent events in your life. Look at the questions below and build up an identity. Write notes giving more information for each question.

- Are you 35 or 45?
- Have you been married three or five times?
- How much money do you have – hardly any or millions of pounds?
- Is your relationship with your two teenage sons good or bad?
- Are you getting on well with your boyfriend, Tommy Shaw, or has he left you?
- Are you getting on well with your co-star or have you had a row?
- Have you put on weight recently because you are pregnant or because you have given up smoking?
- What has happened to your Ferrari – have you crashed it or have you sold it?

Aim

To find factual discrepancies between two newspaper stories

Language

Indirect and negative questions

Skills

Reading, Speaking and Listening

Materials

One copy of the worksheet cut up for each group of three students

Pre-activity (5 minutes)

- Lead in by asking students about the topic of gossip in the media, e.g. *Which famous people are in the news at the moment? Why? Do you enjoy hearing about the private lives of famous people? How much of the stories about celebrities do you believe? What happens when the gossip isn't true?*

Procedure (30 minutes)

- Explain that students are going to role-play interviewing a famous actress to discover the fake news (lies) in two news articles.
- Divide the class into groups of three. Assign the role of A, B or C to each student and hand out the relevant section of the worksheet. Remind students not to show each other their text.
- Tell Student As and Student Bs that they are journalists and tell Student Cs that they are Joyce /dʒɔɪs/ Lansdale, a famous actress. Give students time to read their article/questions. Deal with any vocabulary problems.
- Tell Student As and Student Bs that they have to check the information in their article by interviewing Joyce Lansdale. They will need to use a range of question forms, including indirect questions, as Joyce is rather a prickly character. With weaker students, write a series of indirect question prompts on the board, e.g. *Could you tell me ... ? Would you mind telling me ... ? I wonder if I could ask you ... ?*
- Put Student As and Student Bs together to prepare a series of questions based on the information in the articles. Student Cs work through the questions on the worksheet and write additional notes to build up the truth about Joyce. Monitor and help as necessary.
- Explain that Student As and Student Bs are going to take turns to interview Joyce. If they find any information that is different in their article, they should show surprise by asking a negative question, e.g. *But didn't you crash your car last week?*
- Give students time to do the interviews. If possible, move the furniture in the classroom to add authenticity to the role-play. Monitor and help as necessary.
- Put all three students in each group together to look at both articles and decide which one was closer to the truth.

Extension (10 minutes)

- Ask students to work in their groups of three to write a factually correct article about Joyce. Remind them to add all the details they found out in their interviews to add authenticity.



| | | | | | |
|------|------------------|-------|------|--------------------|-------|
| in- | sincere | -ity | dis- | loyal | -ty |
| un- | kind | -ness | in- | appropriate | -cy |
| im- | polite | -ness | mis- | manage | -ment |
| un- | conscious | -ness | dis- | agree | -ment |
| dis- | respect | -ful | un- | happy | -ness |
| un- | success | -ful | in- | decent | -cy |
| im- | mature | -ity | mis- | understand | -ing |

Aim

To play a card game making opposites with prefixes and suffixes

Language

Prefixes and suffixes

Skills

Speaking

Materials

One copy of the worksheet cut up per group of three students

Pre-activity (5 minutes)

- Write *un-* and *im-* on the board. Give pairs two minutes to think of as many words as they can beginning with the prefixes, e.g. *uncertain*, *unpopular*, *untidy*, *impossible*, *impatient*, etc.
- Ask students if they can add a suffix to any of the words to make a new part of speech, e.g. *uncertainty*, *impossibility*
- Have a class feedback session.

Procedure (25 minutes)

- Explain that students are going to play a card game, making words with prefixes and suffixes.
- Divide students into groups of three and give each group a set of cards, placed face down in a pile.
- Ask students to each take ten cards, but not to show them to anybody else in their group. Students leave the remaining cards in the pile on the table.
- Students take turns to play. If they have a root word with a matching prefix and/or suffix, they can lay the two- or three-card word face up on the table in front of them. For example, they can lay down *in-* and *sincere* to make a two-card word (*insincere*) or they could lay down *in-*, *sincere*, and *-ity* to make a three-card word (*insincerity*). For each card they lay down, they must pick up another from the pile.
- Remind students that the spelling of root words may change when a suffix is added.
- In the second round and thereafter, students lay down any new two- or three-card words they can make. They can also add to any two-card word which were previously laid on the table. Go around checking and helping as necessary. Students get 20 points for each three-card word they made, 10 points for every two-card word they made, and 5 points for each suffix or prefix they added to cards already laid down.
- The game continues until all the cards have been used. Then students calculate their score. The student with the most points is the winner.

Extension (10 minutes)

- Ask students, in pairs, to write five gapped sentences with the words in the worksheet, e.g. *He is very _____ and behaves like a child all the time. (immature)* Go around helping as necessary.
- Ask pairs to swap their sentences with another pair to complete.



| | | | |
|--|---|---|---|
| <p>1 You're just leaving work when you bump into a colleague.</p> | <p>2 Your colleague seems overwhelmed by work and is looking stressed. You are not very busy.</p> | | |
| <p>3 You see a tourist having difficulty buying a ticket from a machine in the underground.</p> | <p>4 A classmate hasn't finished their assignment and the deadline is in two hours. You have finished yours.</p> | | |
| <p>5 The classroom is very hot and you are not feeling too well. Maybe an open window would help.</p> | <p>6 You are really busy studying in the library when a classmate walks by on their way to the cafeteria. You'd love a coffee.</p> | | |
| <p>7 Your flatmate rarely cooks and this evening you are very busy with other things. Could they cook dinner?</p> | <p>8 You are working late. You need to know the time of the last train to your home town. Another colleague is in the office.</p> | | |
| <p><i>Would you mind giving me a lift?</i></p> | <p><i>I could give you a hand with that report if you like.</i></p> | <p><i>Can I help you? These machines are quite tricky.</i></p> | <p><i>Could you possibly make dinner tonight? I've done the last three nights and I'm a bit busy.</i></p> |
| <p><i>Do you mind if I open the window?</i></p> | <p><i>I wonder if you could get me a coffee? Black, no sugar?</i></p> | <p><i>Would you like me to help? You've only got two hours.</i></p> | <p><i>Do you happen to know the time of the last train to London?</i></p> |
| <p><i>I would if I could, but I'm not in my car today.</i></p> | <p><i>That's very kind of you, but I think I've worked it out now.</i></p> | <p><i>I'd rather you didn't. I'm quite cold.</i></p> | <p><i>I'm really sorry, but I was planning to go out tonight.</i></p> |
| <p><i>It's OK, thanks. I can manage. I've nearly finished it.</i></p> | <p><i>Thanks, but there's no need. I'll submit it in time.</i></p> | <p><i>I'm afraid I'm meeting someone there so I'm not coming back this way.</i></p> | <p><i>No, I don't, but I could look it up if you like.</i></p> |

Aim

To match polite requests and offers to their responses in different situations

Language

Polite requests and offers
Refusing politely

Skills

Speaking and Listening

Materials

One copy of the worksheet cut up for each pair of students or small group

Answers

1

A Would you mind giving me a lift?

B I would if I could, but I'm not in my car today.

2

A I could give you a hand with that report if you like.

B It's OK, thanks. I can manage. I've nearly finished it.

3

A Can I help you? These machines are quite tricky.

B That's very kind of you, but I think I've worked it out now.

4

A Would you like me to help? You've only got two hours.

B Thanks, but there's no need. I'll submit it in time.

5

A Do you mind if I open the window?

B I'd rather you didn't. I'm quite cold.

6

A I wonder if you could get me a coffee? Black, no sugar?

B I'm afraid I'm meeting someone there so I'm not coming back this way.

7

A Could you possibly make dinner tonight? I've done the last three nights and I'm a bit busy.

B I'm really sorry, but I was planning to go out tonight.

8

A Do you happen to know the time of the last train to London?

B No, I don't, but I could look it up if you like.

Pre-activity (5 minutes)

- Walk into class with a large pile of books and pretend you are struggling. Elicit offers of help and write up examples on the board, e.g. *Would you like me to help? I could help if you like? Do you want a hand?* Ask students to rank the expressions in order of politeness and ask for reasons. Tell them that another way of getting help is to ask. Elicit similar expressions for this function.

Procedure (25 minutes)

- Explain that students are going to practise using expressions for offering or asking for help.
- Put students into pairs or small groups and distribute the eight situation cards equally amongst them. Each student should look at their situation cards, but not show them to the other students in their group. The other 16 cards should be placed face down in four rows of four to play a game of Pelmanism (matching pairs).
- Explain to the students that the first student in each group should take two of the cards and turn them over. If they make a conversation which can be matched to a situation card in their possession, they can keep them. If not, they should put them back face down on the table when everyone has seen them. The game continues until all the cards have been claimed and matched to a situation. The winner is the first student to match the pairs with their situation cards.
- Have a class feedback session and ask pairs of students to read out the conversations, and listen out for correct intonation.

Extension (15 minutes)

- In pairs, students choose two of the conversations and change the responses, negative for positive and vice versa. Students can then make the exchanges less or more polite.
- Ask students to extend the conversations by adding two more lines to each one.
- Ask students to act out one or both of their dialogues in front of the class.