

Conversation

Accommodation

E P I U

My house

► In pairs, tell each other about the place you live. Is it a flat or a house? Do you rent it? Describe your favourite room.

Tell your partner about an interesting place you have lived, e.g. *I used to live on a boat / in a tent ...*

► Brainstorm some different kinds of accommodation and think of an adjective to describe each one, e.g. *palace – luxurious*.

► In small groups, discuss the advantages and disadvantages of living in these places.

basement flat, high-rise flat, hotel, caravan, cave, tree house

E P I U

Flatmates

In pairs, imagine you are looking for someone to share your flat. Write a newspaper advertisement including information about the room, the flat and a contact number. Make sure you both have a copy of the ad.

Swap partners with another pair and role-play this telephone conversation.

Student A, you have put an advertisement for a flatmate in the local paper. However, in order to save money you kept it short: 'Room to rent. Call 020 876 1421.'

Student B, you are looking for a room. Ask student A about the room, the flat, the other tenants, the rent and any rules.

Swap roles, and role-play the conversation again.

What problems can happen between flatmates? (Brainstorm ideas with the class about these issues.)

housework, money, TV, music, bathroom, telephone, friends, food

Imagine you went ahead with the tenancy. It is now six months later and you are fed up with living together. In your pairs, role-play an argument. Try to sort out your differences.

E P I U

Ideal home

In small groups, design your dream home and garden. Include information about rooms, decor, furniture, equipment, facilities, location and staff. Prepare a short presentation to the class. If there is an artist in the group, get him/her to do some illustrations.

Have a class vote for the best house.

E P I U

Projects

► Visit a stately home website and make notes about it to bring to the next lesson. Describe the home to the class.

► Find a house for sale on the Internet, print out the description and bring it to the class. In pairs, role-play a conversation between the estate agent and a prospective buyer.

Animals

E|P|I|U.

Animal talk

In groups of three or four, discuss these questions.

What's your favourite animal? Why? Have you ever had a pet? Tell us about it.
Do you prefer cats or dogs? Why? How do people treat animals in your country?
What animals do you eat? What do you think of blood sports?

E|P|I|U.

Animal extremes

In pairs, agree on an animal to fit each of these descriptions.

the biggest, the most beautiful, the most dangerous, the fastest, the slowest,
the most unusual, the cuddliest, the ugliest, the smelliest, the friendliest

Compare your ideas with another pair.

E|P|I|U.

Animal expressions

► In small groups, explain these idiomatic expressions.

He's a wolf in sheep's clothing. I've got a frog in my throat.
I feel like a fish out of water. She's got ants in her pants.
That's let the cat out of the bag. He's the black sheep of the family.

► In small groups, make up endings for these proverbs.

The early bird (catches the worm). Don't look a gift horse (in the mouth).
Monkey see, (monkey do). Don't count your chickens (before they're hatched).
Let sleeping dogs (lie). When the cat's away, (the mice will play).

I'm going to read the real endings, out of sequence. Write them down and decide which expressions they fit. Discuss what the proverbs mean.

Do you have animal proverbs in your language? Explain some to the class.

E|P|I|U.

Animal stories

In small groups, brainstorm a few of the pros and cons of the following: keeping animals in zoos; modern livestock farming and pest control. In your groups, choose one of these writing tasks. Appoint one person to do the writing.

the thoughts of an elephant in a zoo, including an account of how he ended up there
the script of a conversation between a sheep and a pig on a farm
an account of the day-to-day life of a mouse living in your kitchen

Crime and punishment

E|P|I|U.

Victims of crime

Have you, or anybody you know, ever been the victim of a crime? In pairs, tell your partner what happened.

Punishment

In pairs, decide on appropriate penalties for these crimes.

mugging, joyriding, vandalism, rape, shoplifting, murder, drink driving, manslaughter

Compare your answers with another pair. Then write a list of factors that make a crime more serious and those that make a crime less serious, e.g. homeless person stealing food.

Neighbourhood watch

There has been an increase in crime in your neighbourhood, especially violent crime and car crime. You are going to attend a meeting to decide what to do.

Prepare for the meeting in pairs. Discuss your ideas and make notes.

Pair A, you are:

The local MP – You represent the government's new 'get tough on crime' policy.

The local chief of police – You believe in zero tolerance towards criminals.

Pair B, you are:

A local youth worker – You want more money for community projects and you believe that prevention is better than punishment.

An ex-criminal – You are now working to help reformed criminals.

Pair C, you are:

The leader of the local tenants' association – You want a safer environment for the tenants.

A reporter from the local newspaper – You want find out the views of all concerned.

Pairs A, B and C, join to form groups of six. Role-play the meeting.

(If the class does not divide into groups of six, extra students can join pair C as reporters or local residents or act as chairperson to manage the meeting.)

Big bad wolf?

Who knows the story of Little Red Riding Hood? Form groups with those who do not and tell them the story. (If no one knows it, tell the class yourself and then ask for a summary.)

Write a few adjectives to describe Little Red Riding Hood and a few to describe the wolf.

Here is some evidence that suggests the wolf was not the criminal but the victim.

The wolf has been found murdered. He was shot three times, skinned and dumped in the river with his stomach full of stones. When Little Red Riding Hood was arrested she had the wolf's coat on and was carrying a gun. The grandmother has disappeared.

Work in groups of three. Role-play the police interview with Little Red Riding Hood.

Students A and B, you are police officers and you want a confession.

Student C, you are Little Red Riding Hood. Deny everything and give an alibi. Explain how you came to have the coat and gun.

Police officers, report back to the class. What was Little Red Riding Hood's explanation? Are you going to charge her? If so, has she got anything to say before she's charged?

Capital punishment

Do you agree with the saying 'An eye for an eye, a tooth for a tooth'?

Work in two groups: those in favour of capital punishment, and those against it. Prepare your arguments for a class debate. Appoint one person to speak first for your group, and another to speak second. The others should help with the arguments and listen for problems with the other group's arguments. (Put anyone who is undecided in the smaller of the two groups. You could also ask a student to chair the debate.)