

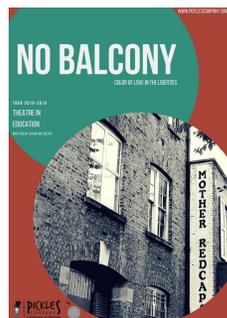


PICKLES
COMPANY
LANGUAGE IN MOTION

by



TEACHER'S NOTES



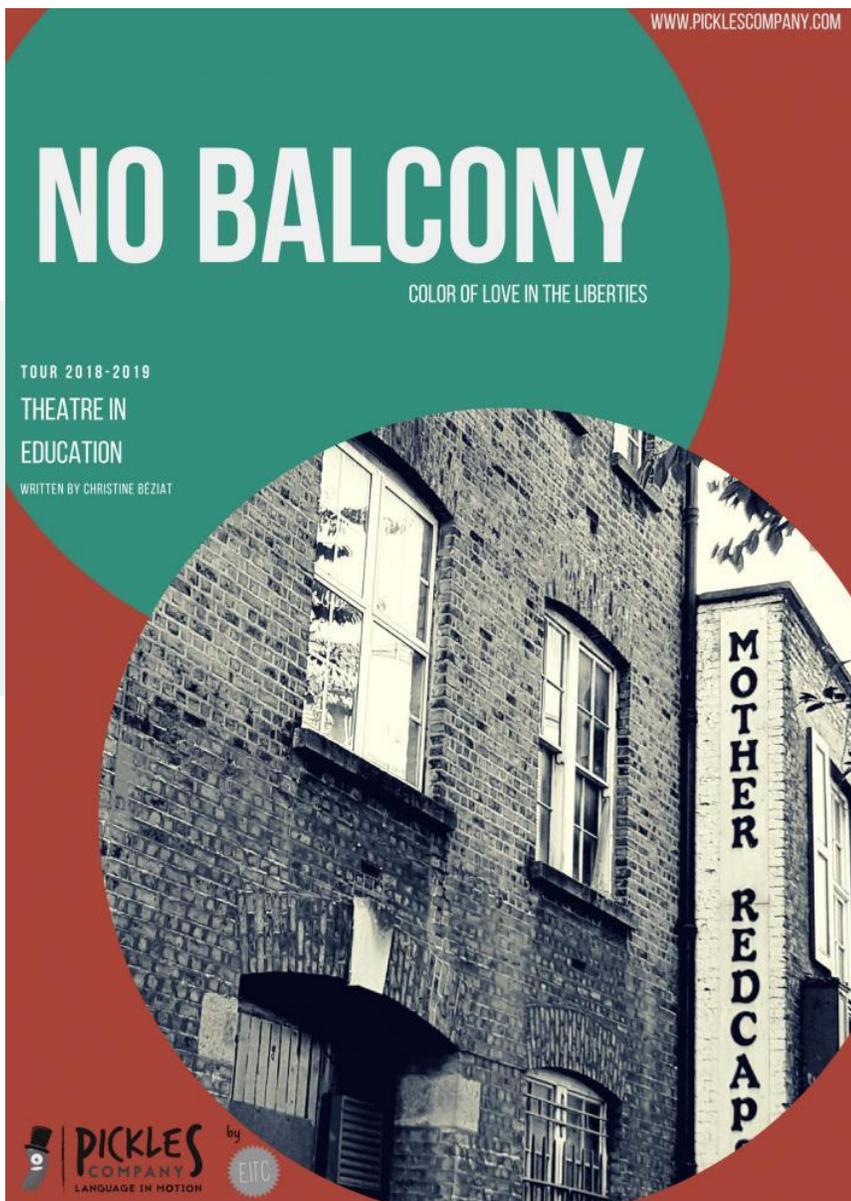


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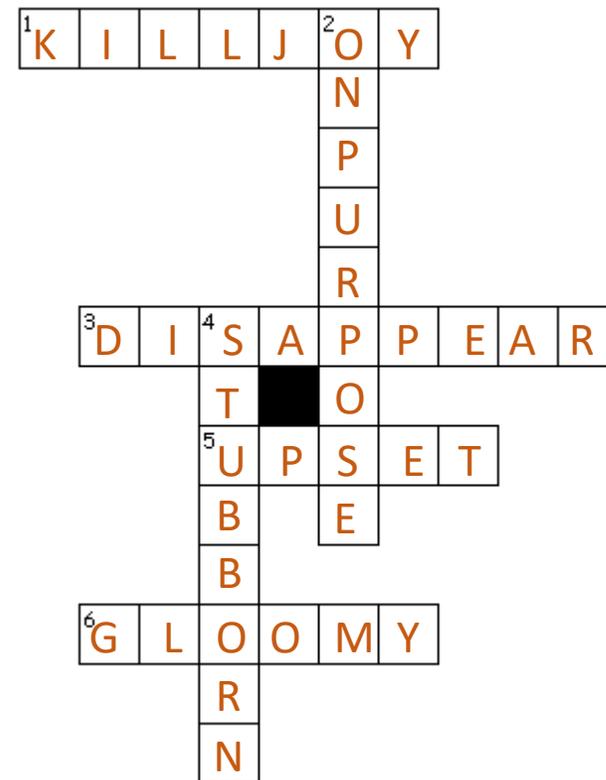
vocabulary exercises

A. Complete the sentences with the appropriate word(s)



1. Your neighbours are so noisy, you should go to the police and **FILE A COMPLAINT** for "Disturbance of the peace".
2. Louise won't come to the concert tonight. She is **ON CALL**. She is new at the A&E that's why she works almost every weekend.
3. Many students of this school **LOOK DOWN** on their classmates if they don't wear fashionable clothes.
4. I never walk alone in that neighbourhood at night, it's so **GLOOMY**.
5. I have to finish my homework but don't wait for me, I will **CATCH YOU UP**.

B. Complete the crossword thanks to the clues



Across

1. He or she deliberately spoils the enjoyment of others
3. Synonym of "fade away"
5. Synonym of angry
6. Adjective to describe a scary atmosphere

Down

2. Synonym of "deliberately"
4. Synonym of "Obstinate"

vocabulary exercises

C. Match the idioms with the corresponding images



1. To ring a bell **Picture C**
2. To catch one's eye **Picture B**
3. To take the Mickey out of **Picture D**
4. To be a busybody **Picture A**
5. To have a crush on somebody **Picture E**

Picture A



Picture B



Picture C



Picture D



Picture E



multiple choice

Description: You have now discovered the plot of the play "No Balcony" and its different protagonists. Let's see what you remember.

Task: Read the sentences and mark the correct answer.



- | | | |
|---|---|--|
| 1. The Greens and the Reds have been living in the same neighborhood | <input type="checkbox"/> for centuries | <input checked="" type="checkbox"/> for a few years |
| 2. Louise and Kate have many common points | <input type="checkbox"/> true | <input checked="" type="checkbox"/> false |
| 3. Phineas has been in love with Saorla since they met but her happiness is more important to him than his feelings | <input checked="" type="checkbox"/> true | <input type="checkbox"/> false |
| 4. Saorla and Sean's love story remained secret for a long time | <input type="checkbox"/> true | <input checked="" type="checkbox"/> false |
| 5. Who considers Saorla and Sean's relationship can be a good thing? | <input type="checkbox"/> Kate | <input checked="" type="checkbox"/> Louise <input type="checkbox"/> the musician |
| 6. Saorla is not very self-confident and often trusts the opinion of
..... to take decisions. | <input checked="" type="checkbox"/> Gerald and Phineas | <input type="checkbox"/> Kate |
| 7. The main common point between Saorla and Sean is | <input checked="" type="checkbox"/> their love for literature | <input type="checkbox"/> their will to keep the enmity between the Greens and the Reds alive |
| 8. Gerald is a gamer | <input checked="" type="checkbox"/> true | <input type="checkbox"/> false |

oral expression

Lies and confessions



Thanks to this exercise of **oral expression**, students will have the opportunity to **practise different lexical and grammatical structures**. Their exercise will be based on a short preparation but they will also have to develop their creativity and improvise when answering their classmates' questions.

Depending on the level of your students you can ask them to **write their fake stories** before presenting them to the class. They will be more at ease knowing precisely what they will talk about and having to improvise only slightly after a **few questions**.

On the contrary you can impose them to only give **basic information** to their classmates (for example "where" and "when" the event took place) and will after answer **many questions**.

1. Divide the class into **groups of three**
2. The first part of the exercise is organized in smaller groups so that confessing will be easier. Your students have of course to keep in mind that they can talk about what they want so remind them that the point is not to reveal embarrassing secrets but only **telling funny anecdotes**.
Give them ideas for a start if they lack inspiration: a first date where they appear to be so clumsy, a lie they told their teacher/parent for not having done a homework, the music band they are secretly fan of, ...
Encourage them to develop the **causes and consequences** of what happened.
3. Each group **chooses one of their three stories**. Then they **make up two stories** which supposedly happened to the author of the selected anecdote.
4. Each group presents their three stories **identifying the "hero"** of the anecdote.
Each of them could start their storytelling by saying
"This is B's confession..." **A** tells the first story, **B** the second and **C** the third, all about B's experience.
To try to select the true story their **classmates ask A, B and C questions** then vote for the likeliest story.
5. B finally **reveals which story was the real one**.



written expression

1. Exquisite Corpse



Thanks to this exercise of **written expression** your students will become the authors of an original story. A funny way to practise lexical and grammatical structures, linkers, ...

Following your instructions, students write in turn on a sheet of paper, fold it to conceal part of the writing, and then pass it to the next student to continue the story.

Here are some elements you could use with your students:

1. **Headline + Time:** period when the action took place
2. **Place:** Where did the action take place?
3. **Description of the hero:** who was he, what did he look like, what was he doing, with who?
4. **Description of the heroine:** who was she, what did she look like, what was she doing, with who?
5. **Trouble:** What happened? With who?
6. **Consequences:** what happened to the protagonists at the end of that adventure? What was the reaction of their friends/family/...?,

Depending on what you have studied with your students, you can adapt the exercise (writing only a sentence, using specific tenses or vocabulary, linkers, ...) or impose a particular theme for the plot.

Feel free to share some of your students' stories with us!

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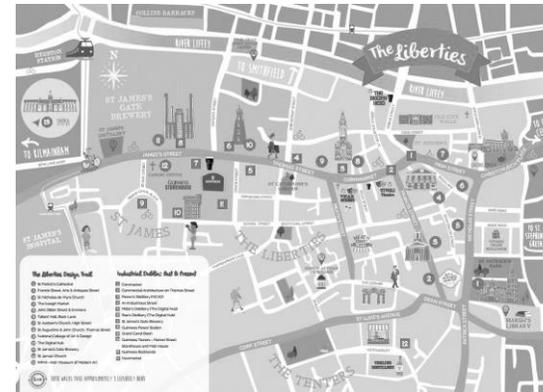
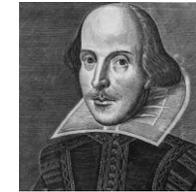
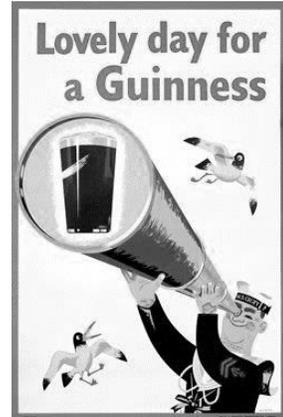


Quiz



Thanks to this quiz your students will have fun while learning **cultural and historical facts** about **Dublin** and **Shakespeare**.

1. Divide the class into **groups** and **choose a captain** for each team. To make it easier to run, don't have more than 5 groups.
2. Explain the **guidelines**:
 You will go through different activities (video watching and reading exercises). Students have to **remember as much information** as they can. They could imagine a **strategy**, for example: A will take down notes about the dates, B about the places, C the name of the people mentioned etc.
 After each document students will have to **answer questions**. You can choose to give them the questions in a written document or ask them orally.
 After conferring with their team members, the captain gives an answer to the teacher. He or she can blow a whistle, raise his/her hand, ... that's up to you!
 The first team to give the correct answer **wins a point**.



Questions

A. Reading comprehension: The Liberties

1. What is the origin of the name "The Liberties"?
2. What is the social class usually living in the Liberties?
3. What are the four ingredients of the Guinness beer?
4. How is the famous music venue of The Liberties called?
5. What can you buy at the Liberty Market?

B. Reading comprehension: William Shakespeare

Text

1. Why can we say Shakespeare had many different talents?
2. What are the particularities of Luhrmann's screen adaptation of Romeo and Juliet?
3. Who was the targeted audience of theatre in the 16th century?
4. What was Shakespeare's nickname?
5. Where did theatre companies perform before having permanent playhouses?

Answers

A. Reading comprehension: The Liberties

1. The name of "The Liberties" goes back to the 12th century when Ireland was under Norman-English control. At that time, two areas belonged to the city of Dublin but preserved their own jurisdiction.
2. The Liberties is one of Dublin's most historic working-class neighbourhoods
3. Water, barley, hops and yeast
4. Vicar Street
5. At the Liberty Market you will buy ... anything: from flowers, make-up or jewels to clothes and decoration.

B. Reading comprehension: William Shakespeare

Text

1. Shakespeare was a playwright, a poet and an actor.
2. Baz Luhrmann's Romeo + Juliet is a very unusual version of the star-crossed lovers' story: the music, the setting, the outfit and the weapons couldn't be more modern... Still, the Australian director chose to keep the original text of the sixteenth century. If you want to show the trailer of this movie, follow the link <https://www.youtube.com/watch?v=5ZqxOb2tJlo>
3. Members of all social classes attended the performances.
4. The Bard
5. The actors stopped performing in the courtyards of inns, schools, public gardens and arenas.

An interesting video on **Shakespeare** and **Rome and Juliet** can be found on YouTube if you want more information: https://www.youtube.com/watch?v=Slkaji_dFZQ

B. Video watching and comprehension: William Shakespeare

Video:

The Elizabethan Theatre explained by Willy

https://www.youtube.com/watch?v=1_5-eHE9yIQ

This video is about 5 minutes long. William Shakespeare, himself, presents the **characteristics of the Elizabethan theatre** and the **Globe theatre**. The English transcript appears directly on the video making it more understandable for your students.

Questions

1. What is the origin of the word "Box office"?
2. What were the themes of plays in Shakespeare's time?
3. How did the members of the audience behave during the performance?
4. Why was the Globe built outside the city property?
5. What was the particularity of the actors?

Answers

1. The box office was a box in which people attending the performance drop their coins to pay for the show.
2. Plays talked about everyday life, love and death -comedies, tragedies and histories- with human failures and triumphs.
3. The members of the audience kept commenting all that was taking place on stage.
4. The theatre, the plays, the actors, were all regarded by right-thinking Londoners, as well by the authorities, as not very respectable. Therefore playhouses had to be built outside the city property.
5. Women were not allowed to perform in plays. All the actors were then men.