

WHAT'S NEW?

Communication Objectives:	Ss will be able to use phrases or grammar from: Unit 1: Contradicting expressions / Expression used before challenging Unit 2: Signposting phrases: Sequence / Inferring Unit 3: Expressions for downplaying / Justifying an argument Unit 4: Modifying words / Expressing beliefs Unit 5: Adjectives (grammar) / Expressing opinions tentatively Unit 6: The Passive (grammar) / Expressing reservations Unit 7: Intransitive and Transitive verbs (grammar) / Defending a point of view		
Educational Objectives:	Ss will explore the issue of equal opportunities for both genders.		
Connected Topics:	- Vampire mythology - Superheroes	- Unconventional occupations - Historical inequalities	
Grammar:	Phrasal verbs	Idioms	
Key Vocabulary:	alacrity be clued into come to one's senses cope countenance cremate crooked crumbling dart v denial syndrome depleted easy pickings eccentric exterminator feeding frenzy ferocity	flank v flaw fleeting frown glower headstone husk jargon lay to rest lumber lunge newbie no muss, no fuss prey prowess puffy	remains scowl skull and crossbones spot v stagger stake stand one's ground stranded stuffed taut undertaker vamp wadded yank v

EXTENDED READING: Background Information

This extract was taken from an original novel called *Prime Evil* based on the popular American TV series *Buffy the Vampire Slayer*, which ran for seven seasons. The programme is about an ordinary California high school student who was chosen by some higher powers to be the only killer (slayer) of vampires on Earth. She is endowed with incredible strength and speed, but she can be killed. Buffy is not entirely alone, however, she gets help from a Watcher (an advisor), who also happens to be the school librarian. Her friends also help her fight various vampires and demons.

EQ: – *Have you seen this television programme before? What do you think of the idea of the*

programme? Who do you think this programme appeals to more: men or women? Why? Why would either group want to watch this show?

– *How does having a female lead instead of male lead character make this programme different?*

– *Do you believe in the supernatural (vampires, ghosts, werewolves)? Why do people believe in these? Why do you think these myths have survived so long?*

1 READING

A is a common skimming activity. It will help students writing the Reading part of the CAE, the Trinity Controlled Writing ISE III section, IELTS Reading Part 2, and IGCSE Reading Parts 1 and 3.

1 READING A, B, C**Answers**

A 287 lb: the weight of Big Jack Perkins, the latest vampire victim (para 19, page 37)

Jelly: peanut butter and jelly (or jam in Br Eng) is a popular sandwich filling the USA (para 13, page 36)

Butterflies: tattoo pattern (para 3, page 36)

Car: a motorist's car has broken down near the graveyard (para 22, page 93)

B 1 Joyce is not able to help Buffy in her dangerous job. Joyce wants to make sure that the few things that she can help with are done to the fullest; that is, making Buffy eat so much.

2 Two reasons: people in Southern California drive their cars everywhere and people generally realised that the streets were dangerous at night (too many people never returned from walking the dog).

3 She heard that he Big Jack Perkins had been attacked and killed when closing up Tom's Tattoo Emporium.

C (Sample answers) **1** Vampire myths include: You need to 'kill' vampires by staking them through the heart. Vampires die, but come back from the grave. Vampires drink blood, so they bite people with fangs and kill people. Sunlight can kill vampires.

2 IDIOMS

This activity follows the specifications of the Trinity syllabus Grades 10 and 11 which call for students to have a good understanding of and ability to use various idioms. The correct use of idioms will help students in other exams as well.

2 IDIOMS**Answers**

A 1 to be laid to rest **2** to come to terms with
3 easy pickings **4** to meet someone's match
5 to take a break

B 1 Six hours of studying? You should *take a break* and come and play tennis with us.

2 They had trouble *coming to terms* with the death of their grandmother.

3 The zebra *was easy pickings* for the lions as it stood alone in the tall grass.

4 Oscar Wilde, Jim Morrison and Edith Piaf *were laid to rest* in the same cemetery in Paris.

5 The chess champion had *met his / her match* in the latest supercomputer.

3 UP IN ARMS

This section follows the specifications of the Trinity syllabus Grades 10 and 11, which call for students to have a good understanding of and ability to use various phrasal verbs. It may be worthwhile to practise these verbs further. The correct use of phrasal verbs will help students in other exams as well.

As these verbs all deal with physical movements, you could get students to play 'charades'. Write the different verbs on small pieces of paper. Put the pieces of paper in a cup or box. Ask a student to pick out one piece of paper and to act out the verb (without talking), while other students try to guess it.

3 UP IN ARMS**Answers**

set down	throw away
wiped off	pull
dipped in	shove
served	threw
reached for	grab
set aside	yank
stack <i>something</i>	claw
clear <i>(the table)</i>	grip
flip open something	threw someone's
dump	arms around
hesitate <i>(pause in action)</i>	drive <i>(a stake)</i>
place back	brush off
roll	fist

4 PORTFOLIO WRITING

A You should remind the students that this is a first-person point of view, for example, Joyce might say: 'I cooked Buffy dinner before she went out.'

A Sources:

Buffy the Vampire Slayer: Prime Evil, Diana G. Gallagher. London: Pocket Books, 2000.
The Elements of Style, William I. Strunk.
<http://owl.english.purdue.edu>

B Sources:

How to Write Short Stories, S. Peterson.
www.bbc.co.uk/cult/vampires
www.short-stories.co.uk
www.classicreader.com/toc.php/sid.6

5 INTERACTIVE TASK

This activity is directly based on the Interactive Task phase of the Trinity Language Spoken Exam Grades 10 and 11. It would also be useful practice for developing stronger communicative skills and confidence for Parts 3 and 4 of the spoken phase of the CAE English exam.

This activity requires students to lead the conversation, which can be a challenge for some students. It is important that you go round the room to monitor the students' communicative leadership in this activity. They should be commenting and asking their partner questions. Silence is not an option; it is up to them to keep the dialogue active and flowing if, and when, their partner begins to falter. They should already have

experience with leading the dialogue during **Teamwork**, presentation and **Further Discussion** activities in previous units.

To help in general, you can get students to think of the different brainstorming activities they have encountered so far in the Teamwork activities.

Comment 1: If students seem to have trouble beginning, you can help them by suggesting that they brainstorm some well-known action films. Have they seen these films?

Comment 2: If students are having trouble beginning, you can help them by suggesting they brainstorm more strong fictional women figures from films and television. Are they the same as or different from ordinary women?