

Lower
Intermediate



Conversation

1



The Zoo with Room Service

Ghosts in the Machine

Nightmare Holiday

A Royal Family

Example from:



Ideal Homes?

Heroes and Heroines

The Hard Sell

Fun with Food

Crime never pays

The Future



**By Robin Price
& Michele Cefai**

Brain friendly Publications

ISBN 1 898295 38 7



Conversation 1



Teaching Notes

a

Unit	Title	Topic	Vocabulary
1.	The Zoo with Room Service	zoos and animal rights	animal words
2.	Ghosts in the Machine	the supernatural	noises
3.	Nightmare Holiday	vacations	complaining words
4.	A Royal Family	relationships	marriage and divorce
5.	Ideal Homes	renting accommodation	housing and advertising
6.	Heroes and Heroines	your heroes	character adjectives
7.	The Hard Sell	door to door salespeople	buying and selling
8.	Fun with Food	food worldwide	cooking verbs
9.	Crime Never Pays	crimes that went wrong	crime and criminals
10.	The Future	inventions and lifestyles	materials and shapes

Background

The lessons in many English textbooks are based around grammar structures, the activities in such textbooks are written with grammar practice in mind.

Unfortunately, grammar practice can mean boring conversation!

Books in the **Voice Box** series, however, have been written from a different perspective. All the stories have been written with communication activities in mind. Use these lessons to introduce new vocabulary your class and get your students talking!

Lesson steps: using the material in class

- 1. Introduction.** Voice Box units start with a few introductory questions to get your students thinking about the topic. All items of difficult vocabulary have been highlighted in the text so you can see which words you might need to pre-teach before reading the text. Use the illustrations to help introduce the topic and pre-teach vocabulary.
- 2. Reading.** Next to every reading, you can see the instruction, 'Listen to the story.' You do not need access to a cassette player to use Voice Box (although cassettes are available). Just tell your students to cover the text and then read it aloud at a natural pace (twice if necessary).
- 3. Quick Questions.** After you have read the text to your class, ask them these questions (let them look at the text if necessary). Explain vocabulary points and ask extra questions if you like. The target vocabulary is highlighted in the text.
- 4. Exercises.** Exercises have been included to check that your students understand the target vocabulary. These exercises also define the new vocabulary where possible.

Example from:



5. Role plays and simulations.

The role-plays in Voice Box are based on characters and situations that have already appeared in the text. Divide the class into groups, (Students A, B and C). Quickly go over the situation again. Give the students some time to read their role-play information. If your class is not used to doing role-plays, (or is a lower level group) it helps to give each student their first line from the role-play before they start. (e.g. Student A, your first line is 'Mr Smith, I think that my office is haunted!').

Simulations are similar to role plays but longer and more open-ended.

6. Communication activities and discussion.

The Voice box books can be used with small classes or larger groups. Even if you have a large class, the activities in the units work better when the students work together in small groups. The teacher can then get feedback from the different groups. When you're ready to end the discussion, have a 'class vote' and move on to the next activity.

Tips to keep them talking!

- a. You want the students to get involved in the conversation, role plays etc. Props (things to act with or wear) are motivating and help overcome shyness.
- b. Making notes of language mistakes and teaching from them afterwards is much better than interrupting students during the activity.
- c. Give your students a 'count down' to start the role-play ('three, two one, go!'). If your class are not used to role-play, you could choose one of your better students and do a quick demonstration role-play to give them an example.
- d. Dialogue building is one alternative to role-play. Use the role-play information and tell your students to create together (in small groups) the conversation that the characters might have and then write it down. After they have finished, check it for mistakes and encourage them to dramatise their dialogues.

Example from:



The Zoo with Room Service

1a

Introduction

1. What is an endangered animal?
2. Why do people kill endangered animals?
3. Can you name any endangered animals?



Reading part 1 *Now listen to the story*

Lord Hutchinson is one of the richest men in Britain. He is also crazy about wild animals, and he has his own zoo. When I entered the zoo I saw that it was very unusual. I walked past a large area like a park, with beautiful green grass and lots of trees. Behind a tree, I saw yellow **fur** on an enormous lion's **paw**. In the trees above the lion I saw parrots with colourful **feathers** and bright yellow **beaks**. I talked to Lord Hutchinson about his new style zoo.

'It's absolutely amazing. As you walk around the zoo, you can see that there is a lot of space for the animals. Most zoos are small places. The animals live in tiny **cages**. It's very sad. In my zoo, the animals are treated with respect, like guests in a hotel. They live in large **enclosures**. They always get what they want. Unless you have a friendly relationship with animals, you can't really understand them.

'We have a serious job here at the zoo. We have to protect these endangered animals from humans. In the wild, many animals are disappearing fast. For example elephants are hunted for their ivory **tusks**. In some countries people think that rhino **horn** has magical qualities. Some people still hunt animals even though it's illegal.

'The **skins** of tigers and crocodiles are really expensive. These animals are wild, but they do have rights as well.'

Exercise 1

Match the words with the pictures:

Example from:

- a. Fur
- b. Paw
- c. Feather
- d. Beak
- e. Tusk
- f. Horn
- g. Skin
- h. Cage
- i. Enclosure





1b

The Zoo with Room Service

Exercise 2

Do

you agree or disagree with these statements?

1. Animals should be treated with more respect.
2. Animals have the same rights as humans.
3. Zoos are important because they protect endangered species.
4. Zoos are cruel, they are prisons for animals.
5. An expensive fur coat looks very fashionable.
6. The government should improve conditions in zoos.
7. It's natural for humans to hunt animals and use animal products.
8. It's better to keep zoo animals in large enclosures instead of cages.



Discussion 1

Do the other people in your group agree with your opinion?

Reading part 2

Now listen to the story .

Tiger Eats Man in 'Hotel Zoo'!

3rd. September

Zoo keeper Mike Fetlock was killed yesterday in Hutchinson Zoo. The modern zoo which 'treats its animals like hotel guests', has a bad safety record. Four zoo workers have been killed in accidents in the last 8 years.

Another keeper at the zoo saw the accident.

'I couldn't believe it! Mike loved that tiger like a baby. It was just after feeding time. Zara (the Siberian tiger) looked at Mike in a strange way as he was leaving the enclosure. Then Zara ran towards him and attacked. She bit him on the neck. There was nothing I could do.'

A visitor at the zoo also saw what happened, but she

was too shocked to speak. 'The teeth and claws. It was terrible!'

What will happen to Zara the killer tiger now? Some people think that after killing a person the tiger should be destroyed. This morning the dead zoo keeper's wife will meet Lord Hutchinson, the owner of the zoo. She wants him to kill the tiger. She will also ask for a lot of money as compensation for her and her two young children. But Lord Hutchinson thinks that the tiger should live. All workers at the zoo sign agreements saying that if there is an accident, animals should not be destroyed.

Government inspectors are going to visit the zoo to decide on its future.

Discussion 2

What should happen to Zara the tiger?

- a) Zara should be destroyed.
- b) Zara should live and stay at the zoo.
- c) Zara should be put in a high security cage.
- d) Zara should return to the wild.



Example from:



The Zoo with Room Service

1c

Role play 1

Lord Hutchinson meets Mike’s widow and another zoo keeper.
They talk about the accident.

Student A

You are Lord Hutchinson. You are a rich man who loves animals. Some people say that you like animals more than people. You are very sad about the accident but you don’t want to kill Zara the tiger. You think that Zara is a beautiful animal that made a tragic mistake.

Student B

You are Mrs Fetlock, the widow of the dead keeper. You have two children. The tiger killed your husband and you think that it must be killed. You also think that Lord Hutchinson should pay you a lot of money in compensation. You are very angry and you think that the zoo is unsafe.



Student C

You are another zoo keeper. You were Mike Fetlock’s best friend. You saw Mike sign the statement saying that if he died, he did not want the animal to be killed. You are worried about the safety conditions in the zoo. Four people at the zoo have died in similar accidents. You think that your job is dangerous, but you do it because you love animals.

Example from:



1d

The Zoo with Room Service

Simulation

The public meeting

The people who live near the zoo have complained about it. They think that it isn't safe. The local government decides to investigate. Some inspectors go to the zoo and write a report. There is a public meeting in the town hall. One of the inspectors is the Chairman of the meeting. The following people go to the public meeting. At the meeting, talk to the other people and decide:

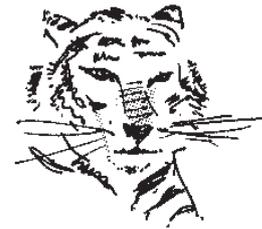
Should the zoo be closed? Is it safe?

What things should be changed?

The Chairman can ask for a vote to decide the future of the zoo.

Imagine that you represent one of these groups:

- a) Local people.
- b) The government inspectors.
- c) Lord Hutchinson.
- d) Zoo keepers.



Read the information about your group.

A. Local people

You live near the zoo. You are very worried about your safety. You saw the story about the dead zoo keeper who was eaten by the tiger. Last week, some animals escaped from the zoo. You want the zoo to be closed because it is unsafe.

B. Lord Hutchinson

You can't understand why people are complaining. Your animals are very healthy and happy. The zoo does an important job protecting endangered animals. You think that people should calm down and stop complaining. The zoo is very popular with children and it attracts a lot of tourists into the area. It should not be closed.

C. Government inspectors

You visited the zoo yesterday and you wrote this report:

Example from:

Deaths.

4 people have been killed over the last 8 years:

- 1986 a zoo keeper was killed by a lion.
- 1988 a cleaner at the zoo was bitten by a snake. She died in hospital.
- 1990 two keepers were attacked by a gorilla. One died.
- 1994 Mr Fetlock was attacked by Zara the tiger. He died.

Safety.

The animals are kept in very large areas. The fences that surround the areas are not strong enough. It could be possible for animals to break out of the zoo. There are no cages. There are no security cameras at the zoo.

D. Zoo keepers

You are worried about the safety in the zoo. You think that the animals should be controlled more. These animals are dangerous and wild, they are not 'children'. You don't want the zoo to be closed because you love animals and you don't want to lose your jobs.