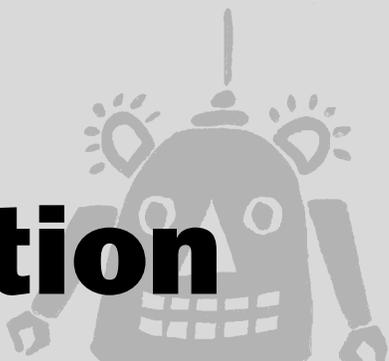


PROJECT GUIDE

4 The exhibition



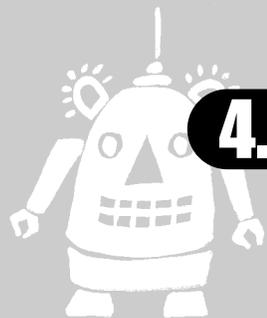
LEVEL: Elementary–upper-intermediate

USING THIS PROJECT: In this project students make four separate exhibitions which can be compiled into one large exhibition. In each case there is an activity in which the students are both creators and spectators. However, if you do the whole project, the finale should be opening the entire spectacle to an outside audience and getting them to look at the exhibits: the pictures (4.1), the machines (4.2) and the fashion displays (4.3/4.4).

Those involved show other students around the exhibition, tell the stories behind the pictures or explain the machine. Alternatively, students produce a guide book which visitors read as they go round the exhibition.

	4.1 Three little pictures	4.2 Make my machine	4.3 Opening the wardrobe	4.4 Catwalk
SKILLS	<ul style="list-style-type: none"> ● speaking ● writing 	<ul style="list-style-type: none"> ● writing ● speaking 	<ul style="list-style-type: none"> ● speaking 	<ul style="list-style-type: none"> ● speaking
TIME	45–75 minutes	90–120 minutes	30–45 minutes	c. 105 minutes
PREPARATION	<ul style="list-style-type: none"> ● getting pens and paper ● optional: photocopying ● enlarging ● cutting up 	<ul style="list-style-type: none"> ● finding art materials ● photocopying 	<ul style="list-style-type: none"> ● photocopying, ● enlarging ● cutting up ● optional: finding different styles of music 	<ul style="list-style-type: none"> ● finding old clothes ● finding fashion pictures in magazines
CLASS SIZE	2 plus	4–10 (more than 10 if you have a large space)	6 plus	6 plus (ideally 10 plus)
PAGE NUMBER	56	58	60	63

The exhibition



4.1 Three little pictures

Topic area

stories, people, art

Language focus

narrative tenses
 optional: contrast and reporting verbs (see Variation)

Key vocabulary

depends on the stories

Skills

speaking
 writing

Level

pre-intermediate +

Time

45 minutes (speaking only)
 75 minutes (with writing option)
 (although it may be more if you have a very large class)

Materials

paper
 pens to draw with
 optional: 1 x picture cards on page 57 enlarged and cut up

Before class

- 1 Think of a funny story that has happened to you at some point in your life (or invent one, it doesn't really matter).
- 2 Draw this story as three pictures (like a cartoon strip) on the board / OHP.
- 3 Alternatively use the pictures and story from photocopiable page 57. Simply enlarge the pictures, cut them up and memorise the story.

In class

- 1 Ask the students to look at your pictures and see if they can guess what happened in your story. They can ask you as many questions as they want and you should answer, but try not to give away too much information at any one time.
- 2 If they are finding it difficult, give them a few clues – point to the parts of the picture which are most important and make certain that they know what the item is called. Ask them to imagine what might happen in this place / with this thing.
- 3 Once the students have guessed most of the tale, tell it to them and use the pictures to show them how the pictures are related to the story, if they haven't guessed.
- 4 Now give each student three pieces of paper and ask them to think of something that happened to them (or to make something up), and to draw a sequence of pictures to illustrate the event. Tell them that the quality of drawing really doesn't matter. Make sure that they do not show their pictures to any other students (you may need to send some of them into a different room).
- 5 When they have finished, collect all the pictures and hang them around the room in a random order.
- 6 Students walk around and rearrange the exhibition until it makes sense. In other words, tell them to find the groups of three which they think belong together and to put them all together in one place on the wall. They cannot touch or talk about their own pictures.
- 7 Once all of the groups of pictures are together, assign one student to each group of pictures (not their own). They have to look at the pictures and work out what the story behind them is.
- 8 The students tell the rest of the class their imagined stories for the pictures. The student who originally drew each picture then corrects as necessary.

Variation

For higher-level work on contrast in writing and reporting verbs: the student who looked at the picture (in Step 7) must write a text telling the story as he/she originally thought of it, but including the corrections that the student who drew the story made. For example, 'I thought that Jenny went to a market, but she told me that she went to a beach.'

Follow up

The student who looked at the pictures (Step 7) then has to write a short text about the correct story to put under the pictures (like the notices under paintings in galleries).

The exhibition **4.1** Three little pictures

SAMPLE STORY



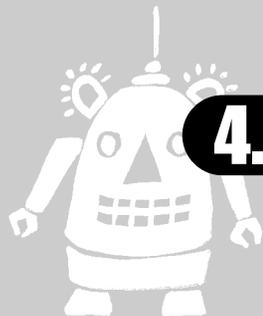
THE STORY

PICTURE 1: I used to live in Rome, a beautiful and very romantic city. One day in the middle of summer, I took my girlfriend to a huge tower because we wanted to watch the sunset. We climbed and climbed and climbed until we got to the top and then just stood there, looking at the sun going down. We stayed there for over an hour because it was so beautiful and peaceful.

PICTURE 2: After a while, my girlfriend started to feel cold and we decided to go back inside. Everywhere was dark and we became a little nervous. Carefully we went down the stairs ... and more stairs ... and more stairs. Until, finally, we got to the bottom ... and discovered that the door was locked! We were trapped!

PICTURE 3: We didn't know what to do. We tried banging on the door, but it didn't work! We tried shouting, but it didn't work! We even tried turning the lights on and off to attract attention from outside. Finally, a VERY angry man came and opened the door. We smiled and pretended that we didn't speak any Italian at all. Unfortunately, my girlfriend was Italian and had gone to school with the angry man's son. He recognised her and chased us away.

The exhibition



4.2

Make my machine

Topic area

inventions, science

Language focus

instructions

zero conditional

Key vocabulary

press, push, pull, lift, button, lever, belt, wheel

Skills

writing
speaking

Level

pre-intermediate–
intermediate

Time

90–120 mins

Materials

1 x machine worksheet
on page 59
photocopied per
student
old boxes, egg boxes,
etc.
bottles
paper
newspaper
toilet rolls
elastic bands
glue
scissors
optional: paint and any
other art materials that
are easy to get
(See page 13 for extra
activity.)

Before class

- 1 Gather together a selection of materials that students can use to make things in the class. This includes old boxes, toilet rolls, old pieces of card. It is a good idea to get the students to bring in some bits and pieces as well.
- 2 Check that you have enough tubes of glue, pairs of scissors, rolls of sellotape, etc. for your class.
- 3 Photocopy one machine worksheet on page 59 for each student. Cut the answers to the text off before handing out the worksheets.

In class

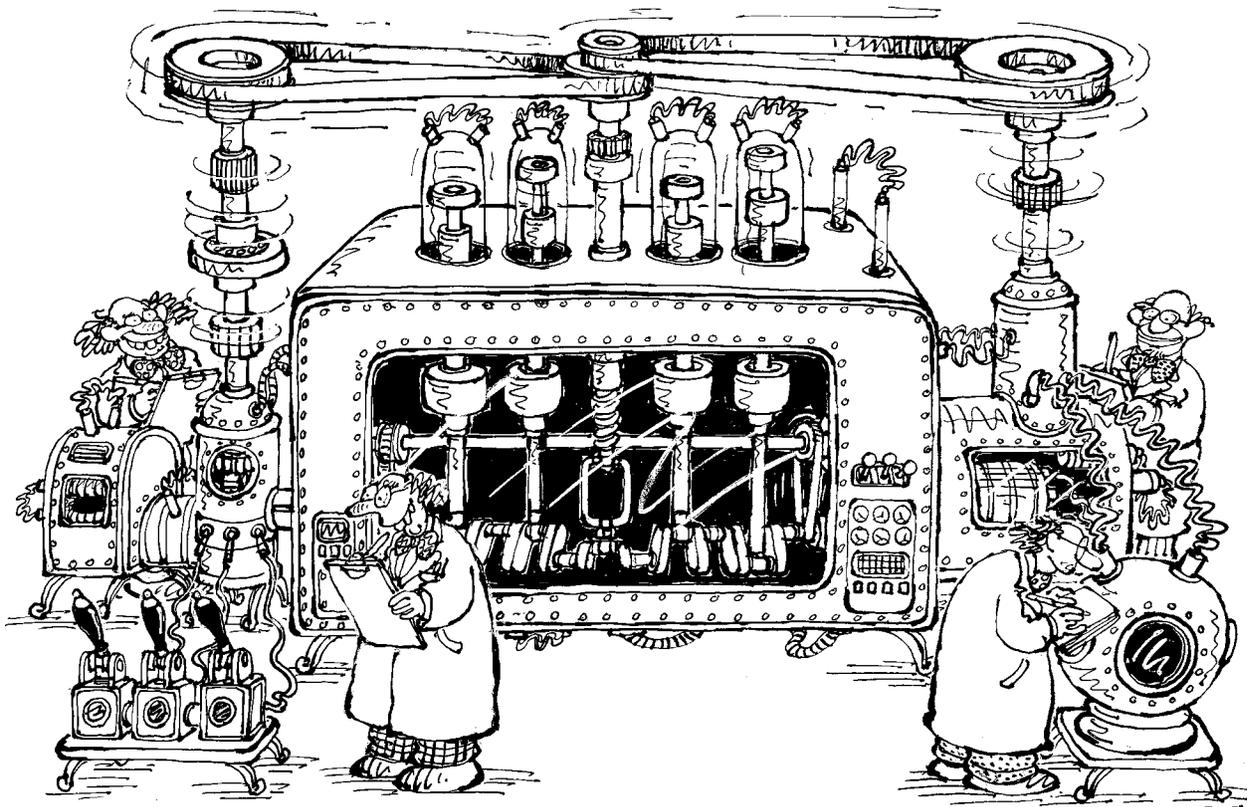
- 1 Make sure that students are familiar with classroom language connected with making and doing (see page 13). In addition, they need to know what *push*, *pull*, *press* and *lift* mean (these can easily be demonstrated or mimed by you or members of the class while others identify them).
- 2 Put the students into pairs and give each student a copy of page 59. They should work through it, filling in the missing words.
- 3 Once they have completed the text and labelled the diagram, each pair has to guess what the machine does.
- 4 After everybody has guessed, tell them the answer: it is designed to teach people in three minutes all the English they need to pass their exams!
- 5 Now tell the students that they are going to design their own machines. They can invent machines to do anything.
- 6 Elicit some ideas for things that they hate doing and for which they would like to have a machine (things such as tying your shoelaces, tidying your room, etc.). Warn them that somebody is going to have to make their machine out of toilet rolls and cardboard so that they shouldn't be too ambitious.
- 7 Using the text on photocopiable page 59 as a model, each pair should write a short text of their own describing what their machine does, and how it does it. ('First, push button number one. A green light comes on', etc.) They should not draw anything at this point.
- 8 When they have finished, collect in all the papers.
- 9 Hand the papers out again to other students along with the materials to make the machines – old packets, sticks, plastic bottles, magazines, etc. They will also need glue or sellotape and perhaps some paint.
- 10 Their task is to make the machine described on their piece of paper. It does not have to be perfect, but they should make certain that all the buttons, levers, etc., are in place more or less as described.
- 11 When each group has completed the task, you can set up an exhibition corner of strange inventions. The designers of each machine can then look at the finished product and see if they think it will perform the function that it is supposed to.

Variation

This activity works well with younger students. If you have older students, then get them to draw their ideas for machines. Instead of making the machines (Steps 9–10) they can create 'blueprints' of them in technical detail using rulers, protractors and compasses. This can also be a useful way of practising numbers and measurements.

The exhibition **4.2** Make my machine

MACHINE WORKSHEET



Fill in the information about my machine below, using these words:

button lever pull push lifts belt wheel turns

How my machine works

First, you press _____ one to start it. Then you _____ lever one and the big wheel turns. When the big wheel _____, the _____ also moves and this makes the little wheel turn. The little _____ sends energy to the helmet. To increase the power, press button two, and _____ lever three. When you pull lever three, the helmet _____ off. You put your head in the helmet and press button three. Finally, you pull _____ two and the machine begins to work.

Now label the diagram to show the buttons, levers, helmet, etc.

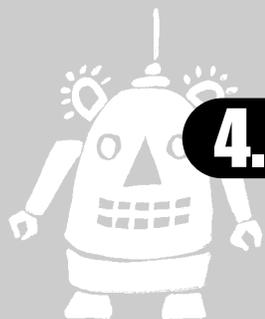
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PHOTOCOPIABLE

Answers to text

First, you press *button* one to start it. Then you *push* lever one and the big wheel turns. When the big wheel *turns*, the *belt* also moves and this makes the little wheel turn. The little *wheel* sends energy to the helmet. To increase the power, press button two, and *pull* lever three. When you pull lever three, the helmet *lifts* off. You put your head in the helmet and press button three. Finally, you pull *lever* two and the machine begins to work.

The exhibition



4.3

Opening the wardrobe

Topic area

fashion, clothes, people

Language focus

descriptions

Skills

speaking

Level

elementary–pre-intermediate (using page 61)
 intermediate–upper-intermediate (using page 62)

Time

30 mins
 45 mins for higher levels if doing follow-up activity

Materials

1 x page 61 enlarged and cut up (lower levels)
 1 x page 62 enlarged and cut up (higher levels)
 optional: different styles of music (higher levels)

Note This exercise is designed to be done with 4.4 and, although it can be done alone, it works better when followed up by 4.4.

Before class

- 1 If you have a lower-level group, you will need to photocopy, enlarge and cut up page 61. For a higher-level class, photocopy, enlarge and cut up page 62.
- 2 If you are going to do the follow-up activity, you will also need to bring in different types of music to illustrate the cults that are on the cards.

In class

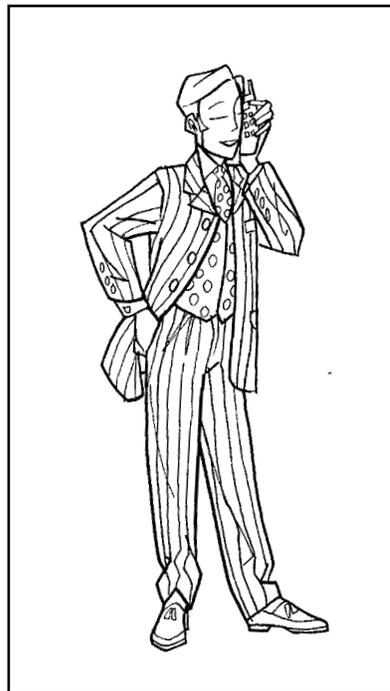
- 1 Stick the enlarged cards from page 61 or page 62 around the room.
- 2 Put the students into pairs and tell each pair that one picture ‘belongs’ to them. Ideally, their picture should be positioned a short distance away from them. Make sure that each student is quite clear which picture is theirs.
- 3 Explain that you are going to say a word. If a picture of that word (for example, *skirt*) is in their picture, they run to the picture and write the word on the paper with an arrow pointing to the correct place. Draw an example on the board.
- 4 When they are ready, you can start calling out the words from the appropriate list. Call them out in any order you choose. Once groups have written their word, they sit in silence. Read the next word when all the groups are silent and ready.
- 5 The first group to label all the clothes on their picture correctly wins. When they think they have finished, they call out ‘*Finished*’ and bring the picture to you. However, you should continue reading until all the groups have finished.
- 6 Now pass all the pictures around so that other groups can see them. If an item has been incorrectly labelled, help the group who labelled it to correct the error.
- 7 When everybody has seen all of the pictures, elicit what types of design it is possible to have on clothes (e.g. stripes, checks, spots, etc.). Write these on the board and illustrate them where possible by pointing to clothing round the class.
- 8 One person in the group starts this part of the exercise by describing two things from an imaginary outfit they are ‘wearing’. In a weaker class, it will need to be modelled by the teacher, e.g. *I am wearing a striped dress and blue spotted shoes* even if in fact you are wearing a blue skirt and black shoes. Each example sentence should include at least one colour and one pattern.
- 9 The next person repeats what the previous one said, e.g. *Leslie is wearing a striped dress and blue spotted shoes*, and continues ... *and I am wearing some checked trousers and a pink striped shirt*. Students must not write anything down during this game. The game continues until somebody forgets something, when you can begin again. If students think that someone has made an error, they may suggest corrections. In a large class, you will need two groups.

Follow up

The cards for the higher-level students are all based on various fashion ‘cults’. If you can, bring in some music and see if they can match the type of music with the picture (e.g. ‘The Beatles’ goes with ‘Hippie’, etc.). Also, write a list of the names of the various ‘cults’ on the board and see if they can match them with the pictures/music. (They are, in order of appearance on page 62: Hippie, Skinhead, Breakdancer, Punk, Goth and Raver.) You can adapt this list to suit the available music or particular cults in your country. This activity can be followed up by a comparison with their own teenage experiences – are there any similar movements based on music? What do they wear, etc.? What type of fashions are popular in your local area? This can lead to some interesting multi-cultural discussion work in mixed nationality classes.

The exhibition **4.3** Opening the wardrobe

LOWER-LEVEL FASHION CARDS



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PHOTOCOPIABLE

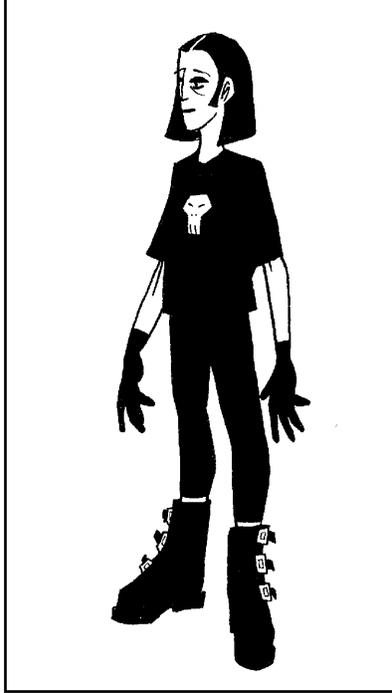
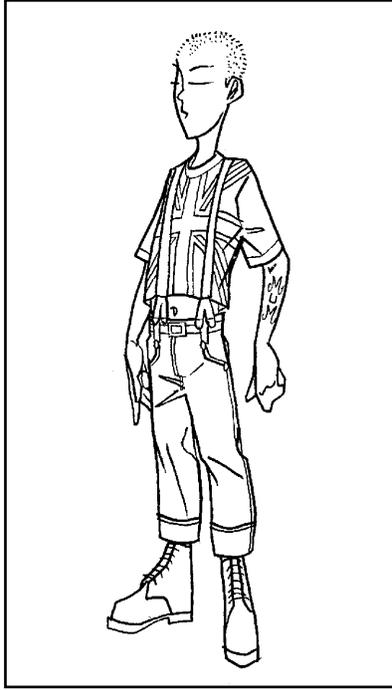
Lower-level groups

Read these words to your students in any order:

jeans jacket earrings hat belt
 high-heeled shoes waistcoat tie flat shoes trainers
 umbrella collar glasses trousers skirt
 shorts suit coat T-shirt necklace

The exhibition **4.3** Opening the wardrobe

HIGHER-LEVEL FASHION CARDS



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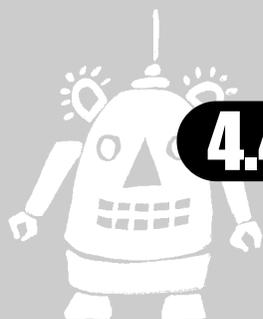
PHOTOCOPIABLE

Higher-level groups

Read these words to your students in any order:

leggings T-shirt trousers earrings gloves
 headband tracksuit bracelets boots jeans
 braces leather jacket belt tattoo mini skirt
 tights hood sandals trainers

The exhibition



4.4 Catwalk

Topic area

fashion, people, media

Language focus

descriptions
 present continuous
 colours

Key vocabulary

see 4.3; also specific words relating to the clothes students bring in

Skills

speaking

Level

elementary–
 upper-intermediate

Time

Lesson 1: 45 minutes
 (but see note below)
Lesson 2: 60 minutes

Materials

fashion pictures from magazines
 old clothes
 optional: video camera and cassette or photo camera
 optional: music for the fashion display

Note This exercise is designed for use with 4.3. Although it can be done separately, a lot of the language can be pre-taught by using 4.3.

Before class

- 1 Gather together pictures and magazines of recent fashions.
- 2 For lesson 2, it is a good idea to bring in some clothes yourself. Anybody who doesn't bring their own clothes will still be able to participate. As always, if you enter into the spirit of it, students are much more likely to follow.

In class

- 1 Do 4.3: Opening the wardrobe to pre-teach vocabulary.
- 2 *Lesson 1*
 Ask students to describe what is fashionable this year. Make a list, using pictures from magazines to help generate ideas. Try to elicit types of clothes, patterns, materials and colours.
 You could send the students out to local shops to look in the windows and see what is most popular. If they are in an English-speaking country, encourage them to speak to shop owners. (This could be done as homework.)
- 3 Put the students into groups of five or six. Tell them that they are going to create their own fashion show.
- 4 Get them to think about what is going to be fashionable in the future. Encourage them to be inventive. What colours will be popular? Will big hats be worn? What about ties for men? Skirt lengths?
- 5 Once they have thought about these things, one person is chosen as the commentator and the rest as the models. They draw up a list of the clothes that each student must bring in for the next lesson's fashion show.
- 6 The students must leave this lesson with a clear idea of the clothes that they need to bring in for the next lesson. They should bring either clothes that are kept for special occasions, or embarrassing things that they now hate to wear. The purpose is to have fun and exaggerate rather than to be too serious, otherwise more self-conscious members of the class may not want to join in.
- 7 *Lesson 2*
 Make a 'catwalk' by pushing tables back, or move your desk and use the front of the classroom.
- 8 The students each present their fashion show with the models walking around the catwalk.
- 9 At the same time, the commentator describes what each person is wearing (including the colour and maybe the material for a higher level).
- 10 If possible, the show should be recorded or videoed. Students look at the recording for errors of pronunciation or vocabulary. You can also suggest ways in which the description could be extended. *Luigia is wearing a yellow dress*, could become *Luigia is wearing a fantastic yellow dress, suitable for the summer*.

Variation

Some older groups, especially with a lot of boys, might feel this activity is too young for them. In this case, get the students to imagine that they are joining some sort of organisation that requires a uniform. The fact that they are all trying to work together to agree on one design rather than on any different 'fashionable' designs will generally bring people into the activity. The uniform can be a simple school one, a military one or a futuristic one. It depends very much on the interests of the students.