

# Spotlight


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INTERVIEW Liz Jolliffe  
 REVIEWS Fifty-fifty (Book One), Target Score (2nd edition)  
 SERVICE <https://iATED.org/iceri>  
 COPY FILE \* Photocopiable material for the exercise "Different people"

**E ▶ EASY**

A2

**M ▶ MEDIUM**

B1-B2

**A ▶ ADVANCED**

C1-C2


**SHORT WARM-UP ACTIVITY**

## Go swimmingly

Dear Colleagues

Make a splash with this month's classroom ideas: a tennis ball warmer (p. 2), a vocabulary game (see copy file) and an idiom game that will keep your students' heads above water (p. 3). In our "Talking teaching" section, we are pleased to introduce Liz Jolliffe, who has been chair of ELTAF for ten years now. Liz is well-known for her "kitchen coaching", and she is a firm believer of "what you learn and get is what you give and offer". To find out more, turn to page 5.

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**MEDIUM**


## Hard of hearing

**Language work:** Translating words in context

**Preparation:** Photocopying, omitting glossed vocabulary

**Materials:** "Hearing you loud and clear" (page 12)

**Time:** 15 minutes

- Make copies of the text "Hearing you loud and clear", omitting the glossed vocabulary.
- Begin by asking your class if they know anyone who has a hearing problem. What impact does it have on him/her and the people around them? Teach the expressions **hard of hearing** and **hearing-impaired**.
- Hand out the copies. Working individually, students read the text quietly. Then, with a partner, they should create a glossary of the

underlined words, providing the most suitable German equivalents. No smartphones, tablets or dictionaries are allowed.

- Do a quick feedback slot.
- Students turn to page 12 in their magazines. How different are the translations of the underlined words to theirs?
- Discuss the saying: "The most important thing in communication is hearing what isn't said."



## Game point



**Language work:** Fluency practice  
**Preparation:** None  
**Materials:** Various articles  
**Time:** 15 minutes

- You'll need a tennis ball for this warm-up activity.
- Choose ten topics from the magazine. For example: Australia's indigenous peoples, Jane Austen (p. 8), blogs (p. 9), hearing aids (p. 12), glacial lakes (p. 13), Theresa May (p. 15), cheesecake (p. 35), hiking (p. 44), stargazing (p. 46), music festivals (p. 69). Write them on the board.
- In two rows, arrange students in pairs facing each other, as in doubles tennis. They should be about one metre apart. Each row represents a team.
- Give a student the tennis ball. He/she should start talking about any topic on the board for 45 seconds (and gets a point), after which they throw the ball to someone on the other team. This person continues talking on the same topic for 45 seconds and then throws the ball to a player on the opposing team, and so on. They should keep the conversation moving swiftly until it "dries up".
- You can act as "umpire" and penalize "foul" throws, dropped balls ("out"), a "fault" (when a speaker cannot talk a full 45 seconds) or a "double fault" (when players on the same team speak for 45 seconds twice in a row). If this happens, the team loses the point and the opposing team wins it.
- Vote on the most appealing topic. The entire article or text can be read at home.

MEDIUM PLUS

## Take a hike



**Language work:**  
 Hiking vocabulary  
**Preparation:** Photocopying  
**Materials:** "Hiking"  
 (pages 44–45)  
**Time:** 45 minutes

- Set up six workstations around the classroom. Make copies of page 45 in the magazine and of pages 12–13 in *Spotlight plus* and cut apart the exercises. You'll need six exercises (one per workstation); the selection of exercises can be made on the basis of your students' needs and language level.
- Put copies of one exercise at each station; one copy per student.
- Lead in to the activity by inviting your class to recall any memorable hiking anecdotes. Share one of your own.
- Ask them to spend one minute writing down the English words for as many items as they can think of that relate to "hiking". If they don't know the word in English, they can write it in German.
- Students should then open their magazines to page 44 and match the list with their own. Allow them to look up any new words and record them in their notebooks.
- Have students rotate through the workstations, spending about three minutes at each one.
- If desired, conduct a whole-class feedback session (see *plus* answers on page 23 in *plus*).

MEDIUM AUDIO

## Bad news



**Language work:** Listening, sentence stress  
**Preparation:** None  
**Materials:** Spotlight Audio (track 7), "Sick and fired" (page 14)  
**Time:** 45 minutes

- Pre-teach the following words from Peggy's Place on page 14: **exhausted, feisty, dressed up to the nines, puke** and **queasy**.
- In pairs, get students to talk about personal experiences by using the above words.
- In the meantime, put these sentences on the board: **1.** Where the hell is Jane? **2.** Give me a shandy, will you? I'm parched. **3.** Your daughter! Honestly! **4.** It was that silly cow's cheap scent that made me puke. **5.** You're saying she's pregnant?
- As a class, read through the statements and discuss the speaker's mood or emotions.
- Students practise saying the sentences in an appropriate tone of voice. They should pay particular attention to the stressed words in the sentence.
- Play the recording and ask students to check their speculations.
- Do a feedback slot.
- In groups, have students practise the dialogue. They should use the right sentence stress and voice pitch, breaking sentences down into phrases and clauses to make the dialogue sound fluent.
- For fun, have them take on a British accent.

Explore the classroom potential of Spotlight Audio.  

## Different people



**Language work:** Collaborative writing, vocabulary game

**Preparation:** Photocopying (see worksheet on page 4), making worksheets

**Materials:** “In the News” (page 8), “Out of the Ordinary” (page 9)

**Time:** 60 minutes

- Make enlarged copies of the worksheet on page 4 (one copy for every group of three).
- Prepare and copy three separate worksheets with the following headings and information: **Worksheet A** – Shailene Woodley, Native American, last October, oil pipeline, reservation, jail, arrested; **Worksheet B** – Gill Sims, murdering, husband, children, online, Facebook page, Scotland; **Worksheet C** – Katie Cooke, doctor, frontal lobe epilepsy, marathon runner, seizures, consultant neurologist, Dr Doherty.
- Start off the lesson by asking students about someone extraordinary who was featured in the news in the past few months.
- Put the class into groups of three. Each group gets a copy of worksheet A, B or C. They work together and put the information on their worksheet in any order to create an interesting life story of a person. Allow ten minutes.
- Listen to some writings.
- Ask students to turn to pages 8–9. Read “In the News” and “Out of the Ordinary” as a class.
- What similarities and differences were there between their versions and the originals?
- Read through the rules of the game. Play the game. Allow 15 minutes.

## ADVANCED

## Grammar Vigilante



**Language work:** Apostrophes, expanding a text

**Preparation:** None

**Materials:** “Grammar hero” (page 12)

**Time:** 45 minutes

- Write the following on the board: **1.** Its cold outside. (It’s); **2.** the children toys (children’s); **3.** Mary bike (Mary’s); **4.** the boss car (boss’s); **5.** James blog (James’s); **6.** the wives cars (wives’). (The answers are in brackets).
- With a partner, have students look at the words on the board. They discuss if an apostrophe, an “s” or both are needed, and where.
- Carry out a feedback session.
- As a class, deduce some rules for using an apostrophe: use an apostrophe to show possession (**2–6**) and omission (**1**); plural nouns already ending in “s” don’t require another “s” (**6**); nouns and proper nouns that end in “s” need an apostrophe and an “s” (**4 & 5**); plural nouns that don’t end in “s”, require an apostrophe and an “s” (**2**).
- Get the class to turn to page 12 in their magazines. Ask them, working in small groups, to expand the text “Grammar hero”. They should add an adjective in front of every noun. For example: “The **neon** sign of one **popular** salon says ‘Amys Nail’s.’” If a noun is already preceded by an adjective, then it is not necessary to add anything. Allow ten minutes.
- Listen to some texts.
- Look at the use of the apostrophe in the original text. What does your class think about the Grammar Vigilante’s cause?

## MEDIUM PLUS



## Take the plunge



**Language work:** Expressions with “water”

**Preparation:** None

**Materials:** “Water under the bridge” (page 54)

**Time:** Hw, 15 minutes

- For homework, ask your class to read page 54 in the magazine and do the exercises.
- In the next lesson, clarify any questions.
- Draw a grid of 3 x 2 squares on the board and put dots in the middle of each square to represent the six faces of a dice.
- Write the following expressions from Spoken English in the grid (two in each square): **doesn’t hold water / water under the bridge, make a splash / keep your head above water, take the plunge / splash out, dive in / be out of your depth, pour cold water on something / go out of your depth, go swimmingly / stay in your depth.**
- Divide the class into small groups and give each group a dice.
- In turns, students roll the dice and form a sentence with the expressions that correspond to the number on their dice.
- Erase the grid. Get the class to recall the expressions from memory.
- The Spotlight plus exercises on page 19 can be used later for review.

A selection of this month’s audio content includes material and exercises based on the following sections of the magazine: **World View** (p. 11), **Britain Today** (p. 15), **A Day in My Life** (pp. 16–17), **Travel** (pp. 24–31), **Press Gallery** (p. 32), **Short Story** (pp. 66–67), **Around Oz** (p. 71). For more listening, go to [www.spotlight-online.de/audio](http://www.spotlight-online.de/audio) and [www.spotlight-online.de/products/green-light](http://www.spotlight-online.de/products/green-light)

## → Different people

**How to play:** Play this game in groups of three. Look at the words (taken from People) and check the meanings. Take it in turn to form a correct and logical sentence using any two words. If the rest of the group accepts your sentence, the two words are crossed out and you score what both words are worth. So, if you use the words “jail” and “murdering” correctly, you score three points altogether. To keep score, write your initials in the boxes. If your sentence is not accepted, you score no points; the words are not crossed out and may be used again. If you cannot make a sentence, say “Pass” and the next person carries on. If there is a disagreement, the teacher may be called on to arbitrate. The student with the highest total at the end wins.

6 arrested	8 postnatal depression	4 construction	2 go online	9 competitive
5 complained	1 jail	3 going on holiday	7 wit	2 actress
4 consultant neurologist	5 epileptic seizure	1 followers	6 recover	2 oil pipeline
3 historic	9 abandon	5 offered	7 environment	3 for a while
2 murdering	1 marathon runner	8 threat	5 motivate	1 fight
6 diagnosed	2 humour	5 anecdotes	3 reality	9 swearing

# Talking teaching

Meet Liz Jolliffe, a British teacher who chairs ELTAF, the English Language Teachers' Association Frankfurt/Rhine-Main-Neckar e.V.

## How did you get involved in language teaching?

I studied languages for business in Birmingham and had a career in banking when I came to Germany in 1979. After my two boys were born, I decided it was much easier to work from home, so I started my own translation service in the mid 1990s. One morning in 2000, I was sitting at home doing an extremely boring technical translation when a language school called to ask if they could place an ad for business English trainers in the *British Club of The Taunus Magazine*, of which I was advertising editor. I spontaneously asked what one needs to be a good trainer and they replied "good business and communication skills". Two weeks later, I sat very nervously in my first lesson with the assistant to the president of the Bundesbank and I haven't looked back since.

## What courses are you currently teaching and where?

I have become quite well-known for my "kitchen coaching", as its warm atmosphere combined with a nice hot cup of

English tea really helps my students to overcome their fear of speaking English. I have also specialized in English for media and regularly travel to a media agency in Düsseldorf and a publisher in Stuttgart. My courses are now mainly one-to-one and a mixture of language training and coaching, as I feel a coaching approach is much more conducive to improving my students' confidence in speaking English. I took a specialist systemic coaching course with this aim and give coaching workshops at various locations of the English Language Teaching Association (ELTA) around Germany.

## What responsibilities do you have as the chair of ELTAF?

I basically make sure everything is running smoothly, put out fires where necessary and motivate the committee. At the moment, we are busily involved in organizing the ELTAF Conference (24 June), where we hope to see teachers from all over Germany.

## What does ELTAF offer teachers?

I discovered ELTAF soon after getting into teaching and am convinced that without ELTAF, I wouldn't be where I am today. ELTAF is dedicated to the ongoing development of English teachers and provides workshops aimed to improve

teaching skills, share ideas for classroom activities and encourage communication between our members. Some workshops are also focused on helping freelance trainers with the business side of teaching — from information about tax laws to advertising and contract writing. We have a very lively members-only forum and printed magazine containing invaluable information about teaching tools, book reviews, classroom ideas, recent workshops, upcoming events, etc. We are always happy to welcome new members.

## How do you like to relax?

I relax best in the swimming pool or walking. In fact, I offer "Walk and talk" lessons, as I find students often open up whilst walking. A perfect weekend is walking and wellness with my partner and a good book. I also take Skype French lessons with a teacher in Lyons and piano lessons so I don't forget what it is like to be the student.



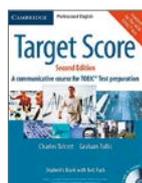
Ms Jolliffe believes that the fear of speaking English often goes back to an unpleasant incident in the past, often at school. More at [www.jolliffe.de](http://www.jolliffe.de) and <https://eltaf.de>

# Reviews



This tried-and-tested three-level speaking and listening course now comes with updated features (e.g. self-study exercises, Test Master CD-ROM Pack). Realistic listening tasks and meaningful exchanges in pairs and groups are the cornerstone of this series. The book consists of a warm-up unit, 12 main units (with two speaking tasks, a language game, homework and a language focus), and three review units. The warm-up exercises are short, effective and to the point, with a simple sample conversation. Recordings are professionally made, and most of the group exercises involve students mingling and using the English they have learned to complete a task. Go to the accompanying website to download class audio, flashcards and worksheets.

**Fifty-fifty: A Basic Course in Communicative English (Book One)**, Warren Wilson & Roger Barnard, Pearson Longman, €41.05.



Fully revised, this business English course prepares professional learners for the new TOEIC Test (Test of English for International Communication). The core components remain the same but now include new exercises, new recordings with a variety of accents and new test material. There are 12 topic-based units and four review tests with authentic TOEIC-style questions. Each unit contains sections, such as Snapshots (illuminating photos), Grammar Check, Vocabulary Builder, Viewpoint (contemporary issues), Communication (e.g. organizing a team event) and TOEIC Tips. A detachable answer key, a practical wordlist and explanations can be found in the back of the Student's Book. A multi-skill textbook for active and communicative English.

**Target Score: A Communicative Course for TOEIC Test Preparation (2nd edition)**, Charles Talcott & Graham Tullis, Cambridge University Press, €39.40.

# Service

ICERI 2017: 10th annual International Conference of Education, Research and Innovation, 16–18 November 2017, Seville, Spain

At this event, you can learn about how education is changing the world and how technology is influencing learning/teaching methods. Topics include: experiences in primary and secondary education, game-based learning, e-learning and more. For more information, go to <https://iated.org/iceri>

