

Objective Proficiency	
MMClass Procedures	
<p>CPE2_VP_U11 _revised</p>	<p>Page 2: Menu Page Choose the activity and click on the corresponding icon.</p> <p>PART 1 - Pages 3 to 6 - Unit 11 - Idioms</p> <p>Page 3: To be used after SB p.93 idiom spot, to revise and provide practice in idioms. Give Sts a minute to work in pairs trying to work out what the idioms should be. Two students can then come to the board to put the words in the correct places to write the idioms with the help of the other students.</p> <p>Page 4: Ask Sts to match the idioms and definitions. Click on each box to check answers.</p> <p>Page 5 and 6: As a class, elicit the appropriate idioms to complete each sentence. Click on the blanks to check answers.</p> <p>PART 2 - Page 7 - Unit 11 - Adverb-adjective collocations / Gradability</p> <p>Page 7: To be used after SB p. 94 ex. 4 (adverb-adjective collocations), to provide extra practice and personalisation.</p> <p>PART 3 / Pages 8 to 10 - Video Programme: <i>Shakespeare in Love: A Screenplay</i> (1998), by Marc Norman and Tom Stoppard.</p> <p>Page 8: <u>Before viewing</u> - Before watching the video, Sts work in pairs to discuss the question. Elicit ideas from them.</p> <p>Page 9: <u>While viewing</u> - Explain to Sts they will watch a short snippet from the beginning of the film and ask them to answer the questions. Play the snippet: <i>Shakespeare in Love: 04.05: Will tosses a paper ball towards the shelf - 12:20 (See? Comedy)</i>. Ask Sts to discuss questions in pairs. Elicit ideas from the whole class. If time allows, click on the icon to go to the BBC website to for more information about Shakespeare. (Possible answers: He goes to see an apothecary/chemist/astrologist to try and find a cure for his writer's block. He married at the age of 18. He lives in London, but his wife and his children live in Stratford. He probably has affairs (e.g. Rosaline). He writes plays for a living, but he says he has "lost his gift" of writing. He's penniless and heavily in debt. He's probably impulsive, creative, energetic, etc.)</p> <p>Page 10: <u>After viewing</u> - Ask sts to talk about the snippet using adverb-adjective collocations. (KEY: Utterly/ absolutely + amazing, appalling, desperate, fascinating, hilarious, miserable. Extremely/deeply/slightly + disappointed, interested, upset, dissatisfied, embarrassed, frustrated)</p> <p>Page 11: <u>After viewing</u> - Refer Sts to the question and have them discuss it in groups. Monitor. Get feedback from the WG.</p>
<p>CPE2_VP_U13 _revised</p>	<p>Page 2: Menu Page Choose the activity and click on the corresponding icon.</p> <p>PART 1 / Page 3 and 4 - Speaking</p> <p>This activity provides practice in part 2 of the Speaking Paper.</p> <p>Page 3: Read instructions with Sts and remind them that it is important to listen carefully to the examiner's instructions and to focus on the task. Ask Sts which words are important in the rubrics and highlight them (click on highlighter). Suggestion: highlight the phrases <i>different environmental problems</i> and <i>other aspects</i>.</p> <p>Page 4: Sts talk together in pairs. Draw attention to the title on the visuals page</p>

	<p>so that Sts don't lose the focus of the discussion. Allow 3 minutes for the discussion. Then elicit ideas from the whole class.</p> <p>PART 2 / Page 4 to 8 - Video Programme</p> <p>Page 5: <u>Pre-viewing</u> - Elicit what Sts remember about the first snippet of <i>Shakespeare in Love</i>. Ask Sts what they know / imagine about a woman's life in Shakespeare's time. They use the prompts for ideas.</p> <p><u>While viewing</u> - Click on 'while viewing' to reveal the viewing task. Play snippet. Shakespeare in Love: 11.07: Rosaline: When will you write me a sonnet, Will? - 15.56: Nurse: Now spit. (Viola gazes longingly towards the Theatre). As students watch they make notes about life for Elizabethan women. Afterwards elicit ideas from students. Eg. <i>Upper class women wore very elaborate clothes, they were not allowed to act in theatre, marriages were about money rather than love.</i> Finally, click on the icon and browse through the site to find further information about Elizabethan women.</p> <p>Page 6: <u>After viewing</u> - Ask Sts to work in pairs to discuss what they learn about Viola from this snippet and her views about the theatre and the role of women. Elicit sts' ideas as a class.</p> <p>Tell students that they are going to report some of the things Viola says. Tell them to pay attention to her words and tone. Play snippet showing Viola and the nurse again: 13.56: Viola: Did you like Proteus or Valentine best? To 15.56: Nurse: Now spit.</p> <p>Pages 7 and 8: Refer Sts to the verbs and adverbs they can use while reporting Viola. Sts work in pairs. Elicit answers as a class. Click on the bubbles for suggested answers. Repeat procedures for page 8.</p>
<p>CPE1_VP_U15 _revised</p>	<p>Page 2: Menu Page Choose the activity and click on the corresponding icon.</p> <p>PART 1 / Pages 3 to 5 - Lead-in This activity replaces SB p. 130 ex. 1.</p> <p>Page 3: <u>Pre-viewing</u> - Click on the icon to see a picture of Viola and use the camera tool to take a picture and paste it on the page. Ask Sts what they remember about the character of Viola de Lesseps. (Remind them of the previous snippet: she is the daughter of a wealthy merchant and her dream is to be an actress).</p> <p><u>While viewing</u> -Tell Sts they will watch another part of the video when some actors audition for a part in Shakespeare's play. . Ask: <i>How many actors do you see? How good is their acting?</i> Play snippet. <i>Shakespeare in Love: 18.46: Henslowe: Will, have you finished? - 25.05: Boatman: Sir Robert de Lesseps.</i></p> <p>Page 4: <u>After viewing</u> - Refer Sts to the different adjectives, check they know what they all mean and then ask them to discuss which best describe Viola. Elicit ideas from the whole group. (Suggestion: creative, determined). Then, ask Sts to work in pairs to make nouns from the different adjectives. Click on each adjective to show answers.</p> <p>Page 5: Sts discuss the question in small groups. Get feedback from the WG. Invite volunteers to put the words in order. Ask Sts to add anything else they think is important.</p> <p>Part 2 / Pages 6 to 12 - Writing - set text</p> <p>Page 6: Remind Sts about the set text option. They should only attempt it if they have really read the text/screenplay. Ideally, Sts should read the book twice.</p> <p>Page 7: Ask volunteers to come to the board and drag the pieces of advice to the appropriate column. Click on the icon to go to the next page and check</p>

	<p>ideas.</p> <p>Page 8: Click on the icon for more tips about the set book task.</p> <p>Pages 9 to11: Remind Sts that they should always bear in mind the text type they are asked to write. Sts read the four example tasks and try to identify the different text types. Check by clicking on the blanks.</p> <p>N.B.: <i>Shakespeare in Love: A Screenplay</i> was one of the set texts/films for Paper 2 in 2010 and 2011. Before going to page 12, give sts a topic about the set book currently being used. (You may want to adapt one of the rubrics on pages 10 & 11, e.g. <i>During a class discussion of <u>set book</u>, your tutor quotes a line of the book: “.....” You’re asked to write an essay in which you explain the significance of this line and discuss how the theme of is woven throughout the book.</i>)</p> <p>Page 12: Click on each tick to reveal the aspects Sts should bear in mind when planning their text.</p> <p>Set a time limit (10 min) for sts to prepare the outline and set the writing task for homework. (NB: If some of the Sts in your group are not preparing for the set book task, give them an extra task from the SB or WB, while the others are working on the outlines.)</p>
<p>CPE1_VP_U17 _revised</p>	<p>Page 2: Menu Page Choose the activity and click on the corresponding icon.</p> <p>PART 1 / Pages 3 to 5 - Video Page 3: <u>Before viewing</u> Sts work in pairs and discuss what they remember about each character. Get feedback and recap together so everybody remembers who the different characters are.</p> <p>Thomas Kent: <i>Viola, disguised as a boy in order to fulfil her dream of acting.</i> Robert de Lesseps: <i>a wealthy merchant, Viola’s father.</i> Lord Wessex: <i>Earl of Wessex, to whom Viola has been promised in an arranged marriage.</i> Christopher Marlowe: <i>a playwright, Shakespeare’s rival.</i></p> <p><u>While viewing</u> - Click on ‘while viewing’ to show questions. Elicit/ give examples of adjectives that express feelings (ecstatic, fearful, etc.). Play snippet of <i>Shakespeare in Love: 26.55: Will: Master Plum! What business here? – 30.40: [Ext. De Lesseps’ house. Lighted window on the balcony.]</i> Check answers to the questions. Write Sts’ ideas on B.</p> <p>Suggested answers: - A <i>ball</i> to celebrate the deal between Wessex and Viola's father. - Will is spirited/determined (when he crashes the party), smitten/ecstatic (when he sees Viola), fearful/ uneasy (when Wessex threatens him).</p> <p>Before turning to page 4, refer Sts to the frozen image of the lighted balcony in the video. Ask Sts which Shakespeare’s play is famous for a balcony scene (‘Romeo and Juliet’). Ask <i>Have you read ‘Romeo and Juliet’ or seen a film based on the play? What mood does the scene evoke?</i></p> <p>Page 4: While Viewing Turn to page 4. Explain to Sts that they are going to watch a balcony scene between Will and Viola. Ask Sts to discuss the question in pairs. Elicit ideas and circle the words Sts mention.</p> <p>Note: Questions which require speculating about people’s feelings and discussing the mood captured by an image are common in Part 2 of the Speaking Paper. It is important that Sts have sufficient practice in answering these kinds of questions. Play the snippet of <i>Shakespeare in Love: up to 32.00</i></p>

[Int. Will's room. Will is writing]. Discuss if their predictions were correct.

Note: Depending on the level of interest of the group, you may want to extend this discussion, asking how the mood was created through the dialogue, use of the camera, editing, etc.

PART 2 / Pages 5 to 13 - Metaphorical Language (to be done after SB p. 145 ex. 5)

Refer Sts to the example, explaining the metaphorical use of verbs.

Page 6: Tell Sts that the verb 'capture' can be used in many ways. Elicit the meaning of each of the collocations shown. Click on each circle to reveal explanations.

Note: It is expected that some of these collocations are already familiar to Sts at this level. Note, however, that the idea here is not to present and practice different uses of 'capture' but to raise Sts' awareness of the metaphorical use of certain verbs.

Page 7: **Literal meanings:** Explain to students that these verbs are being used in their literal sense. Sts work in pairs and complete the sentences with the correct verbs in their correct form. Click on each blank to show answers.

Page 8:
This activity exposes Sts to the **metaphorical use** of the verbs.

CPE1_VP_U19_revised

Page 2: Menu Page Choose the activity and click on the corresponding icon.

PART 1 / Pages 3-6 - Onomatopoeic words

This activity is to be used after the gap-filling exercise on p. 161 Style Extra (SB). Do not ask Sts to write a paragraph, as suggested in the Style Extra box. This activity will be replaced by the activity on page 6 of this flipchart.

Page 3 and 4: Tell Sts they will listen to the sounds and try to identify the verbs. Click on each number to play the sound. It is possible to make the sound controller invisible, so that the sound names do not give away the answers. Click on the menu 'File'> 'Settings'> 'Settings'>'Multimedia' and deselect the 'Show sound controller'. Elicit verbs from the whole class and drag the verbs to the correct number. **Key:** 1.rumble 2. howl 3. tinkle 4. slam 5. creak 6. drip 7. slash 8. screech 9. click.

Pages 5 and 6: Ask Sts to work in pairs and try to match the pictures and words. Tell them that they may use more than one verb for some of the pictures.

car – screech , rumble / storm (thunder) – rumble / bell – tinkle / door – creak, slam, click / tap – drip / wolf – howl / knife – slash

Drag appropriate verbs to pictures. Or Sts come to the board to do this. Drag the blue arrow towards the centre of the page to show instructions for the next task. Tell them that using onomatopoeic words will not only make their compositions more interesting, but also show range of vocabulary. Get Sts into groups of 4 or 5 and allow them 5-7 minutes to create a story incorporating as many verbs as they can. Ask Sts to share their stories with the class. Give feedback on the use of verbs and any other points of accuracy.

PART 2 / Pages 7 to 10 – Video/Speaking

Page 8: Before viewing: Get Sts into pairs to discuss the questions. This activity aims at getting Sts to work collaboratively, organizing their extended turn in response to a question and the bullet-pointed prompts. Elicit ideas as a class.

While-viewing: Tell Sts they are going to watch a snippet of "Shakespeare in Love" in which a play is being staged. Click on 'while viewing' for question. Ask Sts to notice any differences between Shakespeare's theatre and the modern

theatre. Play snippet of *Shakespeare in Love*: 1:36:15: *Viola and the nurse arrive at the theatre. ... – 1:47.08: [The actors take their bows. The audience roars.]*. Ask Sts to share ideas in pairs. Elicit ideas as a class.

Suggested answers:

People stood close to the stage. / There were no woman actors. / Performances were attended by members of all social classes, not only middle/upper classes.

Page 9: After viewing

Tell Sts they will learn more about the theatre in Elizabethan times. Ask Sts to predict which sentence contains false information. Briefly elicit ideas. Click on the icon to watch a video about the Globe. Play the whole video. Go back to the flipchart page, elicit reactions from the class and click on each number to reveal the false sentence.

Page 10: Speaking

Ask Sts to discuss the questions in groups. Monitor and provide general feedback.

PART 3 / Pages 11 to17 - Position of adverbs/ adverb phrases

Pages 5 to 10: Sts work in pairs to order the words and form sentences containing the adverbs/adverbial phrases. The first word/phrase in each sentence is already provided. Volunteers go to the board and drag the words putting the sentences in order. Draw Sts' attention to the general rules for the position of adverbs/adverbial phrases (see SB p. 187).

Suggested answers:

1. The audience could often be found snacking on nuts during the performance. For an additional sum, you could actually sit on the stage.
2. Plays were always performed during the day because there was no way to light the theatre at night.
3. The Globe Theatre was one of the major theatres in London at the time.
4. The original Globe Theatre burned down on June 29, 1613.
5. Excitement quickly grew to build a reconstruction of the original Globe.