

Encounters in the UK: Teacher's Notes

A film by Daniel Emmerson presented by EnglishClub.com



Preview Quiz

1. Tell your students to answer the questions, guessing if necessary.
2. Elicit answers: 1.T, 2.F (Birmingham is), 3.F (it was 1209 AD), 4.T
3. Then ask "Does anyone know what it's called when a foreign student stays with a local family to learn a language?"
4. Keep giving clues as needed until someone says "homestay". Then tell the class they're going to watch a film about four girls from different countries who travel to Cambridge in England to study English and live with local families.

Watch the Film

Watch the whole film with the class (approx. 17 mins.) and then ask them to discuss these questions:

1. What was the film about?
2. Was it interesting or boring? Why?

Allow discussion on each question to continue for no longer than 3 or 4 minutes.

Activity 1

1. Tell the class they're going to watch the 1st part of the film again so that they can choose the answers in Activity 1 as they watch. Give them a minute to read the questions.
2. Show the 1st part of the film again (00:00 to 04:52).
3. Elicit answers: 1. peaceful 2. Christina 3. Carolina 4. Silvia 5. Michaela 6. Carolina 7. Silvia

Activity 2

1. Tell the class they're going to watch the 2nd part of the film again so that they can choose the answers in Activity 2 as they watch. Give them a minute to read the questions.
2. Show the 2nd part again (04:52 to 09:34).
3. Elicit answers: 1. T, 2. F, 3. F, 4. F, 5. F, 6. T, 7. T, 8. F

Activity 3

1. Tell the class they're going to watch the 3rd part of the film again so that they can jot down notes for their answers in Activity 3 as they watch. Give them a minute to read the questions.
2. Show the 3rd part again (09:34 to 13:21).
3. Tell your students to finish writing their answers, and then elicit as usual.

Answers: 1. James says homestay helps learners by immersing them in English so they're "picking up that native language". 2. Silvia says the way you can practise what you learn in the classroom is with your homestay family. 3. Carol says that if you stay in a dormitory you are more likely to meet people of the same nationality and not practise your English. 4. Christina says that her host family helps her with her English accent. 5. Joy says a lot of learning takes place across the table in the dining room.

Activity 4

1. Tell the class they're going to watch the 4th (and final) part of the film again so that they can fill in the blanks for Activity 4 as they watch. Give them a minute to read the questions.
2. Show the 4th part again (13:21 to 16:36).
3. Elicit answers: 1. information 2. adapt 3. scared 4. shy/arrogant 5. dictionary 6. life

Note: If there are any disagreements about any of the answers in Activities 1 to 4, find and show the relevant few seconds in the film again.

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Activity 5 (Class discussion)

Tell your students to read the quote in Activity 5 on their worksheets.

“Complete immersion...is often the best way to develop your language skills.”

Then have them discuss the questions on their worksheet.

If your students have trouble coming up with ideas for Q.3, suggest any of the following:

- talk to English-speaking tourists in your area
- get a job in an international company in which English is spoken in the workplace
- make English-speaking friends on websites like *Facebook* and use *Skype* to talk with them
- join websites like *livemocha.com* to find online conversation partners
- play online games in which players communicate in English
- spend time in English-language virtual reality websites like *secondlife.com*

When a suggestion like those above is made, ask if anyone has tried it. If someone has, ask them to tell the class about it. Then invite students to ask questions about it.

Activity 6 (Roleplay)

1. Go through the instructions on the Student Worksheet with the class, and make sure everyone understands them.
2. Monitor. Make sure students swap roles when necessary.
3. Elicit feedback.

Follow-up Suggestion

Invite students to “perform” their interview for the class, and/or write up their interview for homework. Or, if you have access to filming equipment, students could make their own video and show it to the class and/or upload it to websites like *YouTube.com* or *EnglishClub.com*.

The information, statements and answers used in this worksheet are taken from the film in question and interviewees' responses. They are not necessarily true for the whole country, nor do they necessarily reflect the views of the filmmaker or of EnglishClub.com.