

THINGS THAT GO BUMP IN THE NIGHT

TEACHERS NOTES

LEARNING OBJECTIVES

- To discuss phobias and fears associated with toys and childhood possessions.
- To develop UOE exam skills through reading activities.
- To discuss topics raised in an authentic video.

LENGTH: 60+ Minutes

LEVEL: C1

MATERIALS:

- Student Worksheet
- Video

PROCEDURE

1. LEAD IN

Tell students to look at the title and ask what it might refer to. Explain/elicit that it refers to noises that we hear late at night which we associate with frightening phenomenon. Invite students to share their own personal experiences of times when they have been frightened by something they heard or saw.

2. SPEAKING

A. Tell students that they are going to complete questions in the style of a UOE word formation exam task. Ask students to focus on the first question and the word in bold at the end of the sentence. Elicit what part of speech it is (noun). Tell students that they need to transform the word in bold into another word from its family which fits the space better. Do the first question together as a class and elicit the correct answer (CHILDHOOD). Point out that spelling is important and that it is also important to think about positive or negative sense and to pay attention to prefixes and suffixes. Give the class some time to complete the other questions and feedback briefly as a class.

Answer key:

- | | |
|---------------|----------------|
| 1. CHILDHOOD | 3. POSSESSIONS |
| 2. IRRATIONAL | 4. UNSETTLING |

- B. Divide the class into pairs or small groups and ask students to discuss the questions. Allow time for feedback on the board.
- C. Ask students to look at the pictures in exercise C and ask what they all have in common. (They are all children's toys).

In pairs ask students to describe two sets of pictures. Ask them to compare and contrast the pictures and say what might be disturbing about them.

Then, ask students to individually rank the pictures from 1-4 from the most disturbing to the least disturbing. Divide the class into pairs or small groups and ask students to compare their lists, justifying their reasons.

- D. Tell students that they are going to watch a film about a business who deals with unusual children's toys. Ask them to look at the questions in exercise D (*What is the business, and what do they like about the dolls they collect?*) and to think about the questions while they watch the video. Play the video more than once if necessary.

Answer key: The business removes toys from homes which people consider to be disturbing and rehome them to people who want them. They appreciate the dolls' imperfections.

READING

- E. Ask students to look at the reading text in exercise E. Tell students that they have 7 minutes to read the text and that there are some words missing but not to focus on those yet. Tell the students that each paragraph has had its title removed. Students should match the titles from the box to the paragraphs. Explain that there is one extra title which acts as a distractor. Feedback as a class.

Answer Key:

- A: Child's play: A business model
- B: A home for everyone
- C: A quest to unite
- D: A step too far

- F. Ask students to focus on the gaps in the text (1-10). Look at number 1 together. Explain that students need to complete each gap with one word. Elicit the first answer (go) and explain 'go about' is a phrasal verb which means to conduct an activity. Set students a time limit to complete the other gaps individually. Feedback briefly as a class and explain any new/unknown vocabulary.

Answer Key:

- | | |
|---------|-----------------|
| 1. go | 6. who |
| 2. upon | 7. there |
| 3. them | 8. Would/ might |
| 4. even | 9. on |
| 5. on | 10. Manage |

VOCABULARY FOCUS



- G. This exercise is designed to look at some of the vocabulary from the text. Ask students to look at the vocabulary in the table in exercise G. Ask students to match the key words or phrases from the text on the left with their definitions on the right. Give students time to do the activity individually and then check in pairs. Feedback answers.

Answer key:

- A. Rifle through – To search
 - B. Cast-off – Unwanted
 - C. Shudder – To shake with fear
 - D. Get your kicks from – To enjoy something
 - E. Stoic – Without emotion
 - F. Snowball – to grow at a fast rate
 - G. Scoop up – To collect something that has been left behind
 - H. Unflinching – Brave and not frightened
 - I. Relegate – To put something in a less important position or place
- H. Students discuss their reaction to the video and the concept of unsettling toys. Encourage students to use the language studied where possible. Monitor and feedback.
- I. This speaking activity is intended to personalise the topic to allow students to talk about their own toys from their childhood while practising persuasive language. Ask students to think about one of their own childhood toys, or something in their house, that was perhaps a little unsettling. Tell students that they have 5 minutes to prepare a speech where they will have to convince their partner that they should 'adopt' their toy. Model the exercise with your own example such as:

"Billy the teddy bear has always been the one toy that I never wanted in my bedroom. Though to an outsider he looks just like an innocent bear, he has lost one eye and the one remaining eye is shattered giving him a terrifying glare. Perhaps the most concerning part however is his hidden musical side. If you push his paw, a haunting melody plays out. Unfortunately, rather than being a sweet tune, the notes are out of tune and just add to Billy's unnerving presence. This music has been known to play out in the middle of the night unprompted. Surely, you would agree that this bear shouldn't be pride of place on any child's bedroom shelf. I beg you to rehome him and allow my childhood memories to be happy ones!"

Elicit the language which builds the argument and persuades the listener (Though, perhaps the most concerning, rather than, Surely you would agree..., I beg you etc) Give students 5 minutes to prepare their own speeches and then divide class into pairs or small groups and give them time to present. Change partners so students are able to repeat the task and gain more confidence with their 'pitch'. Conclude the lesson by asking which toys students would 'adopt' and why. Conduct general feedback and correct any errors/ address emergent language.