Liverpool
Characterisation
The First Woman in my Life: Levi Tafari

Teachers' notes

Exercise 1

After reading the poem, encourage students to get into the mind of Levi Tafari. Go through the quotes either as a whole-class activity, or in pairs. Help students with any unfamiliar vocabulary.

Exercise 2

Check that students can understand the adjectives given. Encourage students to think about not only the character in the poem, but also their own mothers. This activity encourages students to refer to the poem, and to compare it with their own experiences or opinions. Ask students to write doen extra adjectives in exercise (b) alone. Help with any language they require. For part (c), encourage students to communicate their ideas in pairs before a whole class feedback. As a follow up activity, you could collect the extra adjectives all the students came up with, and ask students once more to record them in one of the boxes.

Exercise 3

This activity begins the process of focusing on key parts of the poem. Ask students to work alone, before comparing their answers in pairs, or small groups.

Exercises 4-7

Depending on your class, you may like to simply ask students to work in pairs, communicating their ideas, before a whole class feedback. However, if students are not confident to begin speaking straight away, you may like to give them ample preparation time before they begin speaking, perhaps even writing notes.

Here is an extra idea, if you would like to inject some movement, and variety into exercises 4-7. Separate students into 4 groups, each in charge of one of the exercises. Give them time to discuss and share their ideas. Next, ask half of one group to remain where they are, and half to go to another group. They then show their exercises to one another, and ask for each other's opinions. Keep revolving the students from group to group until everyone has had a chance to discuss all the exercises. This can be followed by whole-class feedback.

Liverpool
Characterisation
Mother Under Threat: Levi Tafari
Ozone Friendly Poem: Levi Tafari

Teachers' notes

The two "characters" running through these pieces of poetry are the poet himself, and the Earth.

1. Students can work on their message from the Earth alone, or in pairs. Before being asked to write their message, the teacher can ask the students how they think the Earth feels: angry? disappointed? hurt? proud? peaceful? Students can refer to the poetry for ideas.

Messages can be written out large, and placed around the room after having been checked by the teacher.

2. Encourage the students to think about the Earth, and what it will be like in 20 years' time. Do they have an optimistic or pessimistic view? Will it be the same as now? Try to focus on positive things as well as the negative. Show some pictures on the topic of the environment to the students, and help with any unknown vocabulary, for example **deforestation; drought; nuclear explosion; waste; pollution.** Ask students which pictures match their vision of the future.   Following this, students could be asked which images the poet Levi Tafari would include in his vision. This focuses students' attention on the poetry itself.

In this activity, there are no wrong answers as long as students can justify their choices. This can be done in small groups leading to full-class discussion, or as a whole-class activity.

3. This can take place as a written exercise, or as a spoken one in pairs or whole class. Students could be encouraged to discuss whether the poet wants to change anyone's mind, or merely to inform or entertain.

4. This takes the form of a discussion between "the Earth" and "the poet" (representing humankind). Either the teacher could take the role of "the Earth", or one group of students could.

Tell the students that the Earth has decided that people are too harmful, and destructive. Perhaps the world would be better if there were no people. The Earth has decided that people are ruining the planet. Sometimes, she thinks they don't love her at all. Frankly, she's better off without them. As the poems say, the sea is polluted, trees are violated, the Earth's skin is being burned. However, the Earth is going to give one last chance. If they can convince her that they care enough, and they might mend their ways, then she'll give them another chance.

 If a group of students are playing the part of "the Earth", they could spend time preparing arguments that humans are destroying things.

It might be good if the "humans" are explicitly given the poet's own role as a model. They can refer to the poetry for ideas, and forms of expression.

The aim of the discussion is to convince the Earth that things are going to get better, and that humans do care. It could take place as a whole-class discussion, or in groups depending on the size of the class, and the teacher's role.

Liverpool
Context

Teachers' notes

Don't forget to look at the **Webquest** to find out more about Liverpool!

There are four self-standing exercises here on the city and culture of Liverpool.

The first is a grammar exercise: students should do this with a partner: the discussion is, perhaps, almost as important as the outcome, and may take place in the mother tongue unless you prefer your class to speak English throughout the lesson. You could get the students to suggest ways of grammaticising, and to justify their choices. This approach can often lead to some very useful peer teaching and is good revision of present simple and continuous, and of the passive. The form of some words may need to change, for example from nouns to adjectives, and prepositions are being tested, too. You may also highlight language points that could be followed up at a later date.

Answer key:

Liverpool is located on the banks of the River Mersey in North(ern) England.

It has a negative side – old buildings, closed shops, but it also has a very glamorous character.

It used to be the centre of the British Empire, one of the largest ports in the world.

It is famous for its music – „The Beatles" came from Liverpool – its airport is named „John Lennon Airport."

Liverpool is also famous for its two football clubs, „Liverpool" and „Everton".

The people are very proud, and have a strong sense of humour.

Liverpool is now changing itself into a exciting, modern European city.

(There may be other acceptable answers)

**The two reading texts that follow could be exploited in a number of ways.
For example:**

- Pairs could work on the same text and prepare questions for each other, and then go on to the second text, perhaps changing partners.

- For a jigsaw activity, divide students into A and B; the As read the text on Liverpool and prepare questions; the Bs do likewise with the text on the Mersey poets; their questions could then be displayed around the classroom for other students to go and answer.

- Students could create their own True/False quizzes for each other based on the texts

Quiz Answer Key

1. How many people live in Liverpool?

A) 55,000   B) **440,000**   C) 940,000   D) 2,000,000

2. Which river goes through Liverpool?

a)   The Thames   b) the Danube   c) **the Mersey**   d) the Severn

3. Which of these pop groups does not come from Liverpool?

a) **U2**   b) The Beatles   c) The Lightning Seeds   d) The Las

4. What does the Scouse word „Pobs" mean?

a) a type of football   b) **baby food made from milk and bread**

c) a rabbit   d) places where you can drink beer

5. What does the Scouse word „La" mean?

a) a cartoon animal   b) thank you   c) I have no money   d) **a friend**

6. Which of these famous footballers is from Liverpool?

a) **Wayne Rooney**   b) Michael Owen   c) David Beckham   d) Zinedine Zidane

7. What does „Liverpool" mean?

a) a place where you can buy meat   b) a swimming area   c) **a muddy river**
d) big castle

The answers are in **bold** above.

BritLit Cities
Context
Webquest:Liverpool, Belfast, Cardiff, Edinburgh

Teachers' notes

This is a web quest, where students work in four groups to find out about the four BritLit cities from websites and complete a worksheet. They then come together to share what they have discovered.

Please note that although these websites are highly recommended, the British Council cannot be held responsible for the content, and they may become temporarily or permanently unavailable at short or no notice for technical or other reasons. Make sure you have a back up lesson, just in case!

The way you organise things depends very much on your teaching situation, access to computers, number of students in the class, ratio of students to computers and so on.

They could work individually at home for homework
or in pairs,
or in small groups,
or from computer print-outs
..

Students are reading authentic texts, and may need preparatory help with reading strategies if they are not used to this kind of exercise. Be available as a resource, and focus on what the students can understand rather than on obscure vocabulary that they will never need to know. Encourage them to skim quickly for general understanding, identify topic sentences, decipher meaning from context, knowledge of prefixes and suffixes and so on.

Divide students into As, Bs, Cs and Ds. Assign a city to each group.

Give each student a copy of the weblinks worksheet (see index) and of the webquest worksheet.

Students do a websearch using the recommended weblinks to answer the 10 questions., and then compare their findings with their own home town. Monitor and help as required, but give them plenty of space to get on with it too. Make sure that they stay on task. Give a time limit.

They then get together in groups of 4, ABCD, and tell each other what they have found out about the different cities.

BritLit Cities
Context
Weblinks: Liverpool, Belfast, Cardiff, Edinburgh

These are some suggested websites to be used in conjunction with the webquest worksheet, to get to know the four cities of Liverpool, Belfast, Cardiff and Edinburgh. BritLit cannot be held responsible for the content of these sites, but they should be a useful starting point. Websites come and go, and they change. You may have your own favourite to add to the list.

General Facts and Figures

Liverpool	http://www.lonelyplanet.com/destinations/europe/liverpool/
Belfast	http://www.lonelyplanet.com/destinations/europe/belfast/
Cardiff	http://www.worldroom.com/pages/cg_cardiff/fastfacts/cardiff_fastfacts.phtml
Edinburgh	http://www.lonelyplanet.com/destinations/europe/edinburgh/

History and Politics

Liverpool   http://en.wikipedia.org/wiki/Liverpool#History

Belfast   http://en.wikipedia.org/wiki/Belfast#History

Cardiff   http://en.wikipedia.org/wiki/Cardiff#History

Edinburgh   http://www.edinburgh.org/capital/

Tourist Attractions

Liverpool   http://www.visitliverpool.com/

Belfast   http://www.gotobelfast.com/

Cardiff   http://www.visitcardiff.info/
http://www.visitwales.com/

Edinburgh   http://www.edinburgh.org/

Culture

Liverpool	www.**liverpool**fc.tv/ www.lfconline.com
Belfast	http://www.glentoran.net/
Cardiff	www.millenniumstadium.com/ www.cardiffrfc.com
Edinburgh	http://www.edinburghguide.com/sport/

Sport

Liverpool	http://www.liverpool08.com/LiverpoolArts/index.asp http://www.bbc.co.uk/liverpool/culture/index.shtml http://www.seeliverpool.com/culture/ www.tate.org.uk/**liverpool**/
Belfast	http://www.belfastcity.gov.uk/arts/artsdatabase/index.asp http://www.belfastfestival.com/
Cardiff	http://www.cardiff2008.co.uk/ http://www.wno.org.uk/ http://www.bbc.co.uk/wales/southeast/sites/cardiff/pages/whatson.shtml http://www.cardiff.gov.uk/
Edinburgh	www.eif.co.uk http://www.firstcity.f9.co.uk/culture.htm

Fun Facts and Famous People

Liverpool	http://www.beatles.com/ http://en.wikipedia.org/wiki/List_of_famous_people_from_Liverpool http://www.merseysidetoday.co.uk/facts/factsindex.htm
Belfast	http://en.wikipedia.org/wiki/Belfast#Notable_people http://en.wikipedia.org/wiki/Belfast#Points_of_interest
Cardiff	http://www.bbc.co.uk/capitalofculture/cardiff/facts.shtml http://en.wikipedia.org/wiki/Cardiff#Natives_of_Cardiff
Edinburgh	http://en.wikipedia.org/wiki/Edinburgh#Famous_residents http://www.jkrowling.com/

Liverpool
Language Work
Compound Adjectives

Teachers' notes

This work on compound adjectives is to make students more aware of the generative nature of language – they will be inventing their own words following rules of English grammar, becoming poets in their own right. They then go on to consider what it might be like to work as a poet, and then they discuss their attitudes to work and think about what they want from a job.

Which compound adjective does Levi Tafari use here?

Ozone friendly

This poem is ozone friendly

What do you think he means?

An *ozone friendly poem* is a poem that is friendly to ozone and doesn't harm it.

Answer key:

1. Is *poem* a **noun** or an adjective?
2. Is *ozone friendly* a noun or an **adjective**?
3. Is *ozone* a **noun** or an adjective?
4. Is *friendly* a noun or an **adjective**?

User-friendly is another compound adjective, replacing the word *ozone* with the word *user*. Don't worry about whether compounds are hyphenated or not – there are no hard and fast rules in English, and dictionaries often disagree. People are sometimes surprised to learn that there is no committee that sits in Britain or anywhere else to determine the rules of the English language, as is the case in France, for example. This means that words are assimilated into the language through usage and anyone can invent a new word that could eventually appear in a dictionary if enough people need to use it.

Get the students to think about the language and check that they understand the concept by eliciting things that we can describe as user-friendly (for example a mobile phone, a guide book) and what makes it user-friendly (eg the keys are well positioned and a good size, the screen isn't too small, it isn't too heavy..)

This can be extended to think about what might be child-friendly (eg a restaurant with small seats?) animal-friendly – (a bar that puts out saucers of water?)….
Feed in these ideas if necessary.

Task 1/2

Then the students draw a cat-friendly bedroom or a bicycle-friendly city (or something else if you or they would rather) to reinforce the concept further.

Generating vocabulary

Suggested answers in bold below: there are, of course, other alternatives.

Noun-adjective	Noun
ozone-friendly	poem
user-friendly	dictionary
user-friendly	**Mobile phone**
cat-friendly	bedroom

Go through the example on Danube-blue with them. Note that this is quite difficult to say! Poets usually come up with something more lyrical and easier to pronounce, but the language point is made clearly!

Refer students to the doglazy example, and try and elicit something that could be described as doglazy (NOT a dog) – for example, a Sunday, a river. Do they think it means very lazy? It depends. On a sunny day if a dog lies sleeping all day, then yes. No right or wrong answers here.

Then get them to work by themselves to come up with a list of collocating adjectives and nouns that are then transformed into compound adjectives in the third column. These can be hyphenated, two words or one word.

Adjective	Noun	Compound adjective
lazy	dog	dog-lazy (dog lazy, doglazy)

Go round monitoring and encouraging – basically anything goes so long as it is grammatically correct. Class feedback. Get the students to write some of their new words on the board. Then discuss how you might use them. Add a noun to the end of each compound adjective (in a different colour chalk or pen if possible)

My Dream Job

This pairwork activity is a speaking exercise   Students prepare individually by reading the list of reasons for working (check understanding of vocabulary as necessary with the class) and thinking of another one (suggestions are given in the student worksheet for those who can't come up with anything, or you can feed in your own ideas). They write their new idea in the final row and then rank them from 1 to 10. Then they get together with their partner and talk about their ideas.

Feedback as a class, and pick up on language monitored (good and bad) .

Then, working with a different partner, students think of the good and bad points of doing different jobs. As an example, do the first one about the poet as a class. You may need to adapt the jobs to your teaching situation.

Here are some suggested answers (which will vary according to the particular situation of an individual):

Job	Advantages	Disadvantages
Poet	Can get up in the afternoon Can play with language Can be very creative	Spend a lot of time by yourself
Lawyer	Lots of money	Work long hours
Teacher	Meet nice students	Lots of preparation and marking time
Accountant	Good work/life balance	Don't travel very much
IT executive	Lots of money	Don't get much chance to speak English

Role Play

This is a fun speaking activity where the students use their imaginations to think about what a poet's daily routine might be like (if there is one), and they take it in turns to play the role of poet and journalist. This allows them more practice in talking about jobs, and may help them to sort out their feelings about what kind of job they might be best suited to. The actual work involved may only be a small part of the equation: other factors such as working conditions and motivation also come into play to a lesser or greater extent.

Get one or more of the pairs to perform to the rest of the class and share feedback on the supposed life of a poet. You could also give constructive feedback on the English spoken.

This could be written up as a magazine article for homework and published in the school magazine, if you have one.

The discussion at the end gives further opportunity to talk about jobs.

Liverpool
After Reading

Levi Tafari Street of Hope

Project work

The poem by Levi Tafari called Street of Hope is rich in cultural references.

Use the glossary to help the students with the cultural background, and then get them to do some project work to explore some of the cultural references in greater depth. Organise them into groups, with each group tackling a different aspect of the poem.

For example, some students might like to look into songs associated with Liverpool (You'll Never Walk Alone is a spine-tingling football chant of solidarity that the fans sing to lift the spirits of their team: it is more like a hymn than a football song!).

Or they might want to find out more about the Hillsborough tragedy where a lot of Liverpool football fans died and media coverage was prejudiced and irresponsible, or about another football tragedy in Heysel in Belgium where Liverpool fans lost their lives at a European cup match against Juventus when a wall in the stadium collapsed.

Some students might be interested in tracing the River Mersey's journey from source to sea; others could look at the architecture of Liverpool: the cathedrals, the Albert

Dock, the Liver Building … Another avenue to explore could be the Albert Dock and the Tate Liverpool Museum of Modern Art.

So students, according to their interests, could look at art, geography, sport, the media, music… all in English, of course!

This could be a homework task or a major project . Depending on resources available they might prepare a PowerPoint presentation, role plays, posters, talks and so on.   Everybody in the group should be prepared to say something. You could monitor for mistakes in the English used and pick up on examples of good language, and provide feedback afterwards.

The discussion that follows is to wrap up the activity and to let the students see what they have got out of their hard work. Setting a task like this ensures that everyone will be listening when the others are presenting too. The discussion could take place as a class or in small groups, depending on the size of your class,

Parallel writing

This activity is to enable students to develop their intercultural competence and consider stereotypes and prejudice. Focus on the positive as well as the negative, and think about what local equivalents might exist – the river Danube, for example, local architecture, art galleries, sporting events that have shaped the history of the city ..

Get the students to think laterallly and put up everything they contribute on the board. Don't reject anything at this stage and get the ideas to keep on coming – the best ideas are often those that come at the end of a brainstorming session. Then start grouping the ideas. Students can then choose a particular area to work on, using the poem as a starting point for their own writing about where they live. It doesn't matter if they stray quite a long way from the original – it is only a catalyst for their own parallel writing.

You could end up with a combined poem where each group contributes a verse, or you could have a series of verses or poems. Anything goes.

More things to read and see and listen to:

Liverpool is rich in cultural heritage, with a great tradition of entertainers, comedians, poets and musicians. Encourage students to use the internet to explore these references.

Liverpool_key.doc

Liverpool
Context
Pictures

Liverpool Anglican Cathedral
With thanks to Aniko Wagner

Liverpool
Context
Pictures

Liverpool from the River Mersey
With thanks to Anikó Wagner

Liverpool
Context
Pictures

Liverpool
With thanks to Anikó Wagner

Liverpool
Context
Pictures

Liverpool FC Club Store
With thanks to Anikó Wagner