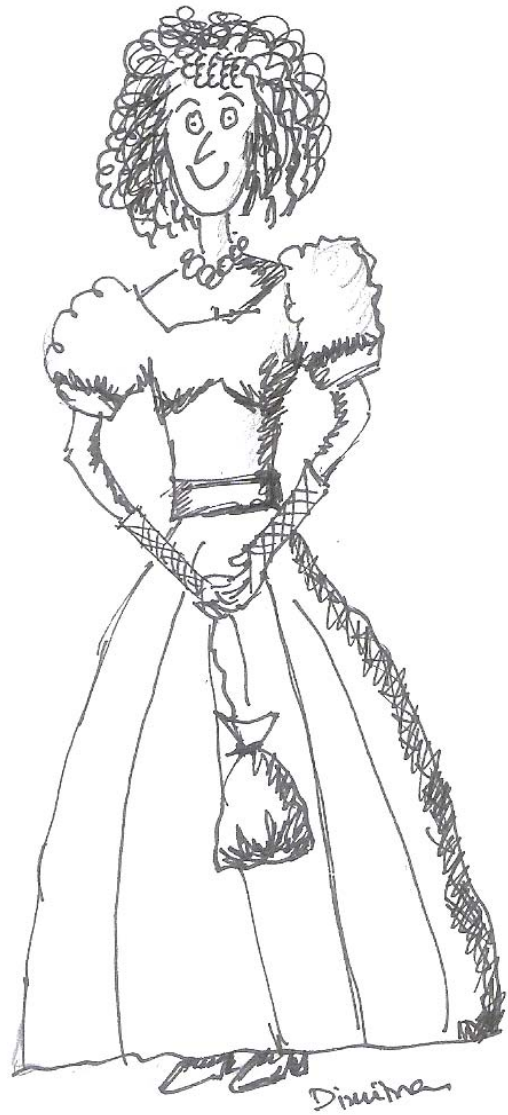




COMMUNICATION: A Vampire On A Diet



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Activity 1: What are the differences between 'good' and 'bad' vampires? Write them in the table below.

Good vampires 	Bad vampires 

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Activity 2: Information gap

Student A: This is the information that is missing from your diet plan:

Drink tomato juice Exercise at Vamp Gym Eat bat soup with vegetables
Go jogging Eat fried frog legs

DIET PLAN						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Blood-detox therapy	Go to <i>Anonymous Vamps</i> session. Part 1 "Why we must love humans"	Have blood-detox therapy	Eat tomato soup Drink a fruit smoothie	Eat synthetic blood soup with boiled rats	Go to <i>Anonymous Vamps</i> sessions. Part 2 "Why we must love humans"	Blood detox therapy

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Student B: This is the information that is missing from your diet plan:

Eat tomato soup Go to Vamps Anonymous sessions Blood detox therapy
Drink a fruit smoothie Eat synthetic blood soup with boiled rats

DIET PLAN						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Eat bat soup with vegetables	Eat fried frog legs	Go jogging Go to Vamp Gym	Drink tomato juice Go to Vamp Gym	Go jogging	Eat bat soup with vegetables	Jogging Drink tomato juice

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Activity 3: role play in groups of three

Role Card 1: Count Alfred

A reporter from "*Vamps Today!*" magazine is going to interview you.

He/she is going to ask you questions about your daily life and your diet! Don't forget to talk about your beautiful Demelza!

Think about the following before you speak:

- Your hobbies (Go for walks at night? Play night golf? Go rat hunting?)
- Habits (Smoke pipe? Drink alcohol?)
- Your diet (Difficult/easy to follow ... Why/ why not?)
Demelza helps you psychologically?) What you usually/always/never eat or drink
- You and Demelza (Where you usually go/what you usually do)
- You and her parents (They like/dislike you? Believe you can change?)



Role Card 2: Demelza

A reporter from "*Vamps Today!*" magazine is going to interview you and Count Alfred.

He/she is going to ask you questions about your relationship with Count Alfred and his diet.

Think about the following before you speak:

- Your hobbies (How do you spend your free time?)
- Your habits (Smoke? Read books? Play cards?)
- Alfred's diet (Help him psychologically?)
- You and Count Alfred (How you spend your time together)
- Count Alfred and your parents (Like him? Yes? No? Believe he can be a good vampire?)



Role Card 3: A reporter from "*Vamps Today!*" magazine

You are a reporter from "*Vamps Today!*" magazine.

You are going to interview Count Alfred and Demelza about their daily life, Alfred's diet and their relationship.

Find out about the following things:

- Their hobbies (How they spend their time. Plays tennis/ football?)
- Their habits (Smoke? Drink alcohol?)
- Alfred's diet. (Difficult/easy to follow? Demelza helps? What he usually/never/sometimes/always eat)
- Count Alfred and Demelza (how they spend their time together)
- Alfred and Demelza's parents (Like him? Yes? No? Believe he can be a good vampire?)
- Anything else you would like to ask?

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Learning Objectives: To practise talking about daily routines, hobbies and habits.

Preparation Time: 5 minutes

Skills/Grammar: Speaking, writing, reading.
Present Simple (*How often do you...?*)/adverbs of frequency.

Completion Time: 45 minutes

Age/Level: Teenagers–Adults/Pre-Intermediate upwards

Resources: The board, Activities 1 and 2 and role cards, photocopy activities and cut apart the A and B diet plans in Activity 2 and the role cards in Activity 3.

Warm-Up (10 minutes)

- Write on the board: “*Vampires*” in a circle. Ask students to brainstorm about vampires. Write answers on the board/pre-teach/elicite vocab. Possible answers:
drink blood/bloodthirsty, can turn into a bat, fantasy creatures, the sun can kill them, sleep in a coffin, they get very old, they die if you drive a stake through their heart, Van Helsing, Christopher Lee, Count Dracula, etc.
- Ask students: *Do you know any “good” vampires (from movies, series) etc.?* (You might need to have some examples of ‘good’ vampires, e.g. Edward in “Twilight”, Angel in “Buffy the Vampire Slayer”, Bill in “True Blood”, Stephan in “The Vampire Diaries”)
- Ask students: *What are the differences between ‘good’ and ‘bad’ vampires?*
Hand out Worksheet 1: In groups of three or four, ask students to write their answers in the table in Activity 1.
- Feedback.

Presentation (10 minutes)

- Introduce the characters of the story to set the scene. Show Count Alfred and Demelza:
This is Count Alfred. He used to be a bloodthirsty vampire, until he met Demelza. Demelza is a sweet young woman, who loves Count Alfred ... but they cannot be together unless he controls his blood thirst!
So now Count Alfred is on diet.
- Elicit what usually people on diet do in general and then ask them to guess Count Alfred's diet plan. Listen to answers but do not confirm or correct.

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Practice (15 minutes)

- Divide the students into As and Bs. Give diet plan A and diet plan B to the appropriate team. Set the scene: students in pairs should ask each other questions in order to fill in Count Alfred's diet plan. Elicit the questions and write them on the board if necessary:

E.g. **Q:** *How often does he ...?*

A: *Once a week/Every Friday/ Twice/Three times a week/On Mondays/On Tuesdays, etc.*

 Set time limit of about 10 to 15 minutes and invite students to begin the activity in A/B pairs.
 When finished, ask students to compare their diet plans to check their answers.

Practice Answer Key:

DIET PLAN						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Blood detox therapy	Go to Vamps Anonymous session.	Have blood detox therapy	Eat tomato soup	Go jogging	Go to Vamps Anonymous session	Blood detox therapy
Eat bat soup with vegetables	Part 1 "Why we must love humans"	Go jogging	Drink a fruit smoothie	Drink synthetic blood with boiled rats	Part 2 "Why we must love humans"	Jogging
	Eat fried frog legs	Go to Vamp Gym			Eat bat soup with vegetables	Drink tomato juice

Closure (15 minutes)

Freer Practice:

Role play: Students in groups of three. Student A is Count Alfred, student B is Demelza and student C a reporter. Give students their roles, allow them some time to prepare for the interview. When they are ready, students do their interviews.

Encourage the use of adverbs such as *always, often, never, usually, sometimes, etc.*

Walk around and monitor. Help if necessary.

Allow some time for feedback.

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