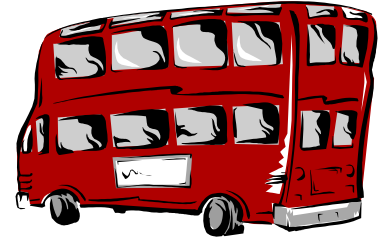




Typically British



1. an attic
.....
2. streaky bacon
.....
3. a short back & sides
.....
4. a serviette
.....
5. a greasy spoon
.....
6. Scotch eggs
.....
7. Poppy Day
.....
8. a backbencher
.....
9. an OAP
.....
10. crumpets
.....
11. a test match
.....
12. Arsenal
.....
13. Yorkshire pudding
.....
14. Boxing Day
.....
15. Speech Day
.....
16. LBW
.....
17. Hallowe'en
.....
18. 5th November
.....
19. GMT
.....
20. bank holidays
.....

space under roof – usually made into habitable room

bacon with layers of fat – not all prime meat

a very common style of haircut

cloth or paper used at meals to protect clothes and for wiping clothes

a cafe serving traditional fried English breakfasts

boiled egg enclosed in sausage meat

11th November – poppies are sold to commemorate those who died in the two World Wars

Member of Parliament who is not a Minister and who sits at the back in Parliament (on a bench!)

someone retired – ‘old age pensioner’

small, flat, round savoury cake usually eaten toasted with butter and jam

international cricket or rugby match

London Premier League football team

savoury baked batter pudding usually eaten with beef

a National holiday – the first day after Christmas Day which is not a Sunday (usually the 26th)

annual school celebration when prizes are given out

one way of getting out at cricket – ‘leg before wicket’

31st October when dead spirits are supposed to rise from their graves

Guy Fawkes Day – commemorates attempt to blow up Houses of Parliament in 1605

‘Greenwich Mean Time’ – time at the line of zero longitude in Greenwich used to calculate world time

national public holidays

TEACHERS NOTES

Level: advanced

Time: 60 to 90 minutes

- Procedure:**
- Ask students to think of something typical from their country e.g. Hungarian goulash, French snails.
 - Write on board something typically British: e.g. bowler hat, ‘The Times’, left hand drive cars etc, then brainstorm more things and discuss them.
 - Explain the concept of a ‘swap shop’ and the idea of trading information, and then give out the worksheet. Tell the students to fill in the answers they can, and to complete the sheet by trading answers they know for others they don’t know. Set a strict time limit of about 10 to 15 minutes.
 - Give out the cut-up definitions to the students (with smaller classes give two items per student). Tell them they must learn the definitions and then return them.
 - Ask students to mingle and plug any gaps they have by using the information from the cut-ups.
 - Plenary round-up and final pronunciation check.

Kent School of English