



11 Diamonds Are Forever

Teacher's Notes

1 Synopsis

Robert and April are trying to come up with a title for a documentary about diamonds. The documentary answers many questions about these gems. Where do they come from and when were they first discovered? Why do we place a diamond engagement ring on the fourth finger of the left hand? What does *carat* mean? What are the differences in the cut, clarity, and color of diamonds, and which are the most valuable? Back in the TV studio, it's Simone's birthday. Her friends have bought her a ring – but is that a real diamond?

Length of video: 3:54min

2 Target Language

Grammar: Passive – Simple Present and Simple Past

Vocabulary: precious stones; shopping

Language points: *you guys, I don't believe it, you knew all along, hinting at something, all chipped in*

3 Procedural Notes

A Before you watch

1 As a class. Introduce the topic of diamonds while you freeze frame the opening shot of the documentary [0:03]. Ask students when people traditionally buy diamonds as gifts (men often buy them when they get engaged to their fiancées). Elicit words that they associate with diamonds (e.g., *luxury, expensive, sparkle, ring, etc.*).

In pairs. Ask students to read the statements about diamonds and decide whether they are true or false. Then, discuss their answers as a class, but do not correct any of the answers at this stage.

2 As a class/In pairs. Have students look at the ten words associated with diamonds. To model the activity, ask them to find two words that are types of jewelry (*ring, necklace*). Have them cross out the words and continue the task in pairs. Point out that *adj.* indicates an adjective; and *n.* is a noun. Encourage students to do the ones they know first and guess any that they don't know. Check answers as a class. Explain any remaining vocabulary that students still don't know.

Answer key:

1 ring, necklace 2 gem, rock 3 flawed, badly cut
4 precious, valuable 5 bright, sparkling

B While you watch

1 As a class. Play the video and freeze it where Simone takes the gift out of the box. Ask the class to describe the ring (size, material, how expensive it is, etc.). Ask them if they would like to give/receive it. Then, resume the tape to watch Simone's full reaction. Ask students to check their answers for Exercise 1 *Before you watch*.

Answer key:

1 True 2 True 3 False 4 False 5 True

2 In pairs. Have students read the instructions and the example. Then, ask them to do the first part of the task in pairs: to complete the sentences with the passive voice form of the verbs in parentheses (point out that they can use only the simple present or simple past passive). If necessary, remind them of the two forms.

As a class. Check answers as a class. If necessary, highlight the fact that the first three sentences are about the history of diamonds, therefore they are in the simple past passive. Call on students to read the sentences in open class and check pronunciation of past participles.

Answer key:

1 were formed 2 were created 3 were found
4 are weighed 5 are considered 6 are cut

In pairs. Ask students to guess which fact in each sentence is incorrect. Do not give them the answers at this stage.

Individuals. Ask students to watch the segment again [01:00–03:03] and find and correct the mistakes in the sentences. Explain that *mile* is a unit for measuring distance. One mile is equal to 1,609 kilometers. Check answers as a class.

Answer key:

1 Diamonds were formed 100 miles below the earth's surface.
2 Diamonds were created by volcanoes 70 million years ago.
3 Diamonds were first found in India.
4 One carat is .007 ounces.
5 ... when they have no color.
6 ... when they are cut well.



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As a class. Ask students to tell you the most interesting fact in their opinion. Elicit the things you should find out about if you ever buy a diamond (carat, cut, clarity, color). Invite students to tell you anything else they remember about diamonds from the video.

3 Individuals. Have students read the beliefs. Encourage them to fill in the blanks using the expressions from the box. Then, play the video [01:00–02:00] and have them check their answers.

Answer key:

1 from the heavens 2 tears of the gods
3 vein of love; directly to the heart

C After you watch

1 As a class. Tell students to imagine they are going to make an ad or a documentary about diamonds. Have them look at the six possible titles for it. Elicit or explain the vocabulary: *rocks* is a slang word for diamonds; *on the rocks* can mean (a) in a bad situation or (b) a drink with ice. Write expressions on the board (e.g., *this one sounds ...*; *this one would be more popular with men/women*; *that's really original*; *this one is too* (+ negative adjective); *this has been done*).

In groups. Have students discuss the six titles in groups, and rank them from 1 (favorite) to 6 (least favorite). Do a quick survey to find out people's favorite titles and elicit reasons why. Take a class vote.

2 Individuals. Tell students that they are going to interview each other about shopping. Have them first work alone to rearrange the words into questions. Remind them to add two more questions about shopping. Briefly check answers as a class.

Answer key:

1 Which do you prefer, silver or gold? 2 Have you ever worn a precious stone? 3 What's your favorite clothing store? 4 Do you enjoy shopping for food? 5 What's the best gift you were ever given?

In pairs. Students take turns asking and answering their questions. Remind them to add follow-up questions and to show interest. Have early finishers interview new partners.

D Language points

As a class. Invite students to tell you what happens at the end of the video (they wish Simone a happy birthday and give her a gift). Ask students if they think the diamond is real (no).

In groups. Have students match the underlined words in the dialogue to the meanings. Check answers as a class. Then, check to be sure that students understand the meanings by asking questions, e.g., *How did Simone hint it was her birthday earlier?* (She brought her bags to the studio.) *Who paid for the ring?* (Everyone – they all *chipped in*.) *They knew all along that it was her birthday, so why didn't they wish her a happy birthday earlier?* (They wanted to surprise her, or maybe punish her for hinting too much!)

Answer key:

a everyone b all the time c talking about it indirectly
d shared the cost of e this is incredible

As a class. Play the video [03:22–03:54] and ask students to focus on the intonation. Alternatively, try Shadow Reading (see the teaching tips in the DVD booklet).

E Your viewpoint

In pairs. Have students read the quote and check comprehension. Ask them to discuss it in pairs and give their opinion. Encourage them to explain their decisions. Finally, ask them to choose from the following: *I completely agree / I partly agree / I don't agree at all*. Ask for a show of hands at the end.



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4 Video Script

Robert: We need a title. Think!

April: *Diamonds Are a Girl's Best Friend?*

Robert: It's been done.

April: *Diamonds Are Forever?* I know – it's a James Bond movie. Diamonds, hmm?

Robert: Yeah, diamonds.

Simone: Diamonds, my favorite subject. What's up, guys?

Robert: We're trying to come up with a title for the new diamond documentary.

April: You are always shopping. What's in the bags?

Simone: Presents.

April: Is it somebody's birthday?

Simone: Yeah, mine.

April: Why didn't you tell us?

Robert: Yeah, you should have told us.

Simone: Why? Were you going to buy me those diamond earrings I've always wanted? And that million-dollar necklace?

April: And you've got to have a diamond bracelet, of course.

Robert: What about a ring, too?

Simone: Yeah, with a big, ten-carat stone. Ah, dream on! OK, let's see the documentary. Maybe I can help you with a title.

Presenter: Diamonds are the perfect gift. But what do we know about diamonds? Diamonds are precious gems made from the hardest substance on earth. But where do they come from? They were formed by intense heat, one hundred miles below the earth's surface. Volcanoes exploded more than seventy million years ago and forced the diamonds up. Diamonds were first discovered in India, over 2,000 years ago. The Ancient Romans thought diamonds fell down from the heavens. The Greeks believed diamonds were the tears of the

gods. Today, when couples decide to marry, they often go shopping for an engagement ring. Why do we place an engagement ring on the fourth finger of the left hand? The Ancient Egyptians believed the vein of love ran from that finger directly to the heart. Diamonds frequently look alike, but each stone has its own characteristics, called "the four Cs": carat, cut, clarity, and color. A diamond is weighed in carats. A carat is just over seven thousandths of an ounce. A small paperclip weighs about one carat. Cut always affects the amount of light reflected from the diamond. A well-cut stone is bright and sparkles in breathtaking ways. The third "C" is clarity, which measures a diamond's flaws. Diamonds without flaws are rare and more precious. The final "C" is color. Diamonds normally range from light yellow to white. Diamonds without color are the most valuable. When looking for a gift, a diamond is exquisite; when shopping for an engagement ring, a diamond is a necessity.

Simone: A title, huh? Well, they call diamonds "rocks," don't they?

April: Yeah.

Simone: So why don't you call it ... *On the Rocks?*

Robert: I like that. And to thank you for your cleverness – ta da!

All: Happy birthday!

Simone: Oh, you guys. You knew it was my birthday all along.

April: You've been hinting at it for the last month.

Charlie: And we're taking you out to dinner to celebrate.

Robert: And we all chipped in for this gift.

Simone: I don't believe this. Oh, how exquisite. I'll never take it off.