

Of pirates and privateers

Language

Vocabulary connected with piracy and sea-faring adventurers

Level

Upper intermediate (equivalent to CEF level C1)

Comment

This eLesson is about pirates and privateers in the West Country (England).

How to use the lesson

- 1 Ask students what they understand by 'piracy' and what the traditional image of a pirate is. You might want to ask if they can think of any pirate films. These questions could be discussed in pairs or small groups.
- 2 Before reading the text, you might want to ask students what they think a 'privateer' is and elicit some ideas. Students then quickly read the text to see how many of their own ideas were mentioned in the text. Give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. When the time limit is up, students can discuss their answers in pairs if appropriate. Take feedback and elicit the answer (a privateer is someone who is either in charge or part of the crew of a privately-owned ship; in the past they were commissioned by a government to fight enemy vessels).
- 3 Exercise 1 gives students practice in reading for more detailed comprehension. If you feel your students might have any problems with any of the words, you can refer them to the Glossary or a dictionary. Students could compare their answers in pairs. Take class feedback.
- 4 Exercise 2 focuses on vocabulary from the text. Students try to complete the sentences using the definitions in brackets. They can then look back at the text to check their answers. Take feedback.
- 5 Exercise 3 focuses on word building. You could do the first example with students and they then complete the missing forms. Alternatively, students could work in pairs or groups to pool their knowledge and complete the table or use dictionaries if useful. Take feedback. Discuss which nouns are countable (*association, reference*), which are uncountable (*enforcement, authorisation, encouragement, backing, survival and exploration*) and which are both (*examination*). Point out the alternative spelling of *authorise/authorisation*, namely *authorize/authorization*. If appropriate, highlight the vowel sound change in *refer /rɪ'fɜː/* versus *reference /'refrəns/*. You might wish to explain that words ending in *-ion* have the stress on the syllable before and compare this to the stress on the related nouns: *associate / assɔː'ʃiəʃən*, *authorise / ɔː'θɔːrɪsaɪzən*, *examine / ɪkə'maɪnəʃən*, *explore / ɪksplɔː'reɪʃən* and *expand / ɪk'spænd* / *ɪk'spænʃən*. You could also compare the stress pattern for *refer / 'refərəns*.
- 6 Exercise 4 focuses on the meaning of verbs. Students can look back at the text if necessary to see the verbs (or their related nouns) in context or use a dictionary. If appropriate, students could pair check answers. Take feedback.
- 7 Exercise 5 provides practice of the verbs and nouns from exercise 3. Students could do this in pairs if appropriate. Take feedback. You could extend this by asking them to write example sentences for the verbs and nouns from exercise 3 not used in exercise 5.
- 8 Exercise 6 gives students personalised speaking practice about the text. Set the discussion task for pairs or small groups as appropriate. Take class feedback.

Answer key

1

- 1 secrets coves and remote inlets
- 2 to pick out and then seize foreign ships heading to or from the Americas
- 3 Any two of the following: they were discriminate and only raided enemy vessels; they were considered to be patriotic; their actions benefitted the monarchy and the country; they plundering funded the nation's defences and plans for exploration and expansion of the realm; they were considered heroes.
- 4 The need to survive.

2

- 1 discriminate
- 2 plundering (*looting* would also be correct)
- 3 overlooked
- 4 downfall

3

Verb	Noun		Verb	Noun
associate	association		examine	examination
refer	reference		back	backing
authorise	authorisation		survive	survival
encourage	encouragement		explore	exploration
enforce	enforcement		expand	expansion

4

- | | |
|-------------|-------------|
| 1 survive | 6 refer |
| 2 expand | 7 authorise |
| 3 associate | 8 encourage |
| 4 back | 9 explore |
| 5 enforce | 10 examine |

5

- | | |
|--------------|---------------|
| 1 expand | 6 exploration |
| 2 enforce | 7 authorised |
| 3 encouraged | 8 backing |
| 4 survival | 9 examining |
| 5 associated | 10 reference |

6

Students' own ideas.

Related websites

The following websites might be useful for either you or your students.

<http://www.pirates-privateers.com> (information on different pirates and privateers)

<http://www.geni.com/projects/Pirates-and-Privateers/978> (article on pirates and privateers with regional information)

<http://dialectblog.com/2011/05/24/pirate-accent/> (article on the origins on the pirate accent)

<http://www.stuff.tv/news/past-and-future/movie-classics/25-best-pirate-movies-ever> (information on the 25 best pirate movies made)