

Be Like Bill ACT-1

Focus	Grammar (Present Simple for habits)
Materials	Attachments, Projector.
Aims of the lesson	1. By the end of the lesson students will be better able to use all forms of the present simple to describe habits.

LESSON PLAN

Phase	Time	Activity	Total time
1	10'	Introduction. Tell Ss about your personal pet hate of what people do on social networks. Give Ss an example of a real situation where somebody posted something you disliked. Show Ss a "Be like Bill" picture that fits your situation. Ask Ss if they are familiar with the "Bill like Bill" format and elicit a few examples they might have seen on social networks. When reciting the "Be like Bill" monologues, really focus on the rhythm of the words. Make sure Ss pay attention to the structure of the format: "This is Bill, Bill Bill is smart. Be like Bill".	10'
2	10'	Habits on social networks. Ask Ss about their habits on social networks. Write a few examples on the board using the present simple tense and adverbs of frequency (e.g. always, never, rarely). Ask Ss to work in pairs and describe their habits producing similar sentences. Monitor and note down any mistakes you hear. Try and note down any good language you hear too.	20'
3	5'	Feedback. Write any mistakes you heard on the board. Ask Ss to help you correct them. Focus on the present simple tense and adverbs of frequency. Praise any good language you included on the board.	25'

4	20'	<p>Discussion. Ask Ss to work in trios or small groups if needed. Give each trio a "This is Bill" scenario (Attachment 1). Ask them to discuss each situation and decide if they agree with the message or not. Also, ask them to talk about any people they know who are or are not like Bill in that specific scenario.</p> <p>Allow about 3 minutes for each scenario, then ask Ss to pass their scenario on to their right so that everybody gets a new scenario. Repeat until all scenarios have been discussed by everybody.</p> <p>Monitor and feed in any language Ss might need. Make sure you engage with Ss and comment on what they are saying. Only correct mistakes related to the present simple tense and adverbs of frequency.</p>	45'
5	5'	<p>This is Bill vs This is Tom. Pick the most popular scenario among those Ss have just discussed and ask a confident S to join you in front of the class. Read the monologue out loud and ask the S to give a physical representation of it. Next, improvise a monologue based on the one you have just read where you substitute "Bill" with "Tom" and Tom behaves in the exact opposite way. Change "Bill is smart" with "Tom is not smart" and "Be like Bill" with "Don't be like Tom". Try to be funny, as this will help them engage in the next phase where they will create their own scenarios.</p> <p>An example could be:</p> <p>This is Tom. Tom wakes up and sees it's snowing outside. Tom takes a million pictures of the sky and posts them all on Facebook with a hundred #tags. Tom does not remember that everybody has windows to look at the snow.</p> <p>Tom is not very smart. Don't be like Tom.</p>	50'
6	15'	<p>Ss create scenarios. Ask Ss to work together in trios and create their own scenarios. Tell Ss that scenarios don't necessarily have to be about social networks, they can be about life in general. Tell them to create two monologues, one for Bill and one for Tom. Tell Ss they are going to perform their scenarios in front of the class</p>	65'

		<p>just like you did. Tell Ss one of them is going to be the narrator, one is going to be Bill and one is going to be Tom.</p> <p>Monitor, feed in any new language and correct any mistakes with the present simple and the adverbs of frequency.</p>	
7	15'	<p>Performance. Ss perform their scenarios in front of the class. When one trio is performing, ask the rest of the class to watch and decide if they are more like Bill or more like Tom. Always ask for feedback at the end of each scenario.</p> <p>Note down any mistakes or good language you hear.</p>	80'
8	10'	<p>Feedback. Show Ss a list of mistakes plus examples of good language that you have heard as you were monitoring. Ask them to help you correct them or identify the good language.</p> <p>Extra. As a finisher, you can show Ss a special "This is Bill" monologue (Attachment 2), to end the lesson on a lighter note where you tell them to forget about Bill and just be themselves.</p>	90'

This is Bill.

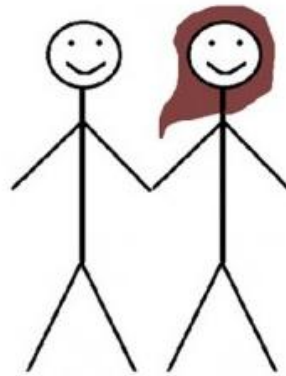
Bill has a girlfriend.

Bill doesn't post 56 photos a day with his girlfriend.

Bill likes to keep these things private, because that's how they should be.

Bill is smart.

Be like Bill.



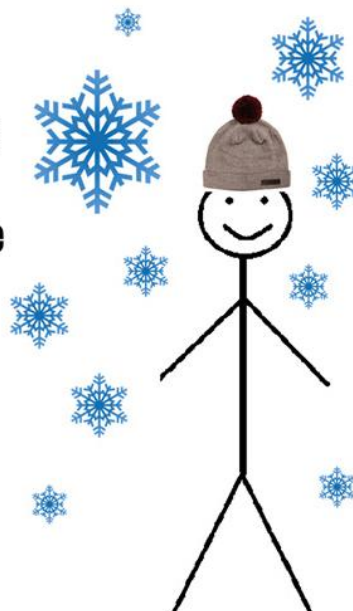
This is Bill.

Bill wakes up and sees it's snowing outside.

Bill doesn't feel the urge to post a status about it on Facebook because he knows his friends also have windows.

Bill is smart.

Be like Bill.



Bill is on Facebook.

Bill is a vegan.

Bill doesn't tell everybody about it.

Bill is smart.

Be like Bill.



This is Bill.

It's lunch time for Bill.

Bill does not take 100 pictures of his food and does not post them everywhere on Facebook.

Bill just eats.

Bill is smart.

Be like Bill.



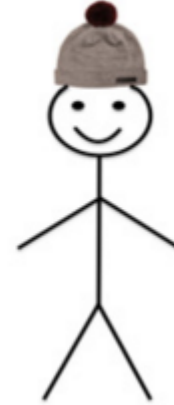
This is Bill.

Bill doesn't live in a virtual life.

Bill doesn't ask people to like his photos.

Bill is smart.

Be like Bill.



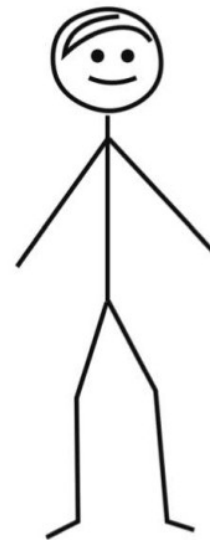
(Attachment 2)

This is Bill.

You are not Bill.

You are You.

Be more like You.



Taken and adapted from:
<http://nextshark.com/be-like-bill-facebook/>
<http://aplus.com/a/latest-annoying-facebook-trend>
<http://www.fiz-x.com/best-of-be-like-bill/>
<http://tirapost.com/>
<http://www.bbc.co.uk/news/blogs-trending-35344300>
<http://smartlikebill.com/food-eat/>
<https://www.powerofpositivity.com/5-reasons-you-dont-want-to-be-like-bill-or-anyone-else/>

Mr Bean Heart Attack ACT-2

Focus	Grammar (Present Progressive), Lexis (physical actions).
Materials	Internet connection, projector.
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will be better able to use the present progressive form to describe actions happening as they speak 2. By the end of the lesson students will be better able to describe physical actions and movements

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	<p>Introduction. Ask Ss how they are. Ask them how they like the British weather and if it has caused anyone to get sick so far. Keep asking everybody how they are and when you are about to tell them how YOU are, say something along the lines of</p> <p style="text-align: center;">«Me? I'm feeling great!»</p> <p>and as soon as you say this pretend you suddenly feel lightheaded and gently drop on the floor as if you had fainted.</p>	5'
2	10'	<p>Brainstorming. Say something like</p> <p style="text-align: center;">«Well, I'm not feeling so great after all!»</p> <p>As you are lying on the floor ask Ss to tell you what people should do in a situation like this. How can you help someone who has just fainted? Collect a few then stand up and start writing them all on the board. Make sure you include at least a few actions that appear in the video.</p> <p>I would suggest: "touch", "feel", "move", "push", "shake".</p> <p>Make sure Ss understand this is NOT a first aid session! These are just their opinions.</p>	15'

3	10'	<p>Video & Dictation. Once you have all the tips on the board tell Ss that they are going to watch a video featuring Mr Bean in a similar situation. Ask them if they think that Mr Bean is going to do any of the things written on the board and ask them if they think he is going to be successful or not.</p> <p>For this activity, ask Ss to work in pairs. One is going to be student A and the other is going to be student B. Ask A's and B's to sit in front of each other, A facing the OHP, B giving his/her back to the OHP. Tell Ss A's are going to watch the first half of the video and are going to dictate what is happening to B. For the second part roles are swapped and B's will be watching and dictating while A's will be writing.</p> <p>Here is the link to the video:</p> <p>https://www.youtube.com/watch?v=P9ju80SMWZY</p> <p>Play from 01:25 until 03:05 (first half) And from 03:05 until 05:08 (second half)</p>	25'
4	5'	<p>Initial feedback. Ask Ss if there were any words they did not know and needed during the dictation. Provide these and write them on the board for everybody to see. Ask Ss to read the first few sentences and focus on the tense they are using. Make sure Ss understand they should use the present progressive as the action in the video is happening as they speak.</p>	30'
5	10'	<p>Cooperative rewriting. Ss now work in the same pairs and rewrite a final version of the dictation. Monitor and feed in any vocabulary. Make sure Ss are using the present progressive in their writing.</p>	40'
6	10'	<p>Final feedback. Play the video again and pause it from time to time to ask Ss to read their description of what is happening. Try to create a collaborative atmosphere where the whole class is trying to come up with the best sentence. Allow for some time to rewrite sentences if needed.</p>	50'
7	5'	<p>Brainstorming. Ask Ss to come up with similarly difficult and sudden situations where they need to react fast. Write a few on the board and ask Ss to work in trios and choose one of these situations for each trio.</p>	55'

8	15'	<p>Writing a scene. Ss work in trios and write a short educational scene of how people should behave in their situations. Tell them that one of them will be the narrator and two will be the actors/actresses. Tell them that the narrator will describe the situation using the present progressive while the actors/actresses will be performing at the same time.</p> <p>These scenes work best if narrated in a "documentary" tone, especially if the situation is odd. These could include "getting pickpocketed", "coming up with excuses on the spot", "parking in X country".</p>	70'
9	20'	<p>Performing. Tell Ss they are now going to perform their scenes in front of the class. Tell Ss to watch other trios perform their scenes and ask them to comment on whether they think they provided good tips or not.</p>	90'

Street Interviews (Stereotypes)

ACT-3

Focus	Stereotypes, physical appearance, personality and habits (Present Simple), Interviewing passers-by.
Materials	None.
Aims of the lesson	1. By the end of the lesson students will be better able to describe physical appearance, personality and habits of people.
	2. By the end of the lesson students will be better able to ask questions regarding physical appearance, personality and habits of people.

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	<p>Introduction. Introduce the topic by asking Ss if they think you could pass yourself off as someone from their country. Spend some time on this, elicit a few different ideas. Include a variety of areas: your personality, the way you dress, the things you like. Allow Ss to ask you any questions if needed.</p> <p>Finally, try to reach a general consensus: could you or could you not pass yourself off as an Italian/German/Russian etc.?</p>	5'
2	15'	<p>Writing. Ask Ss to work in small groups. Ask each group to brainstorm stereotypes for one nationality. It is probably best if at least the majority of the group is of that nationality. Ask</p> <p>Ss to write a script for a short performance to explain these stereotypes. The format you can use is a once popular one on YouTube (here is a link to an example: https://www.youtube.com/watch?v=4cRpIYpdjRY ; however, this is for your consideration, do not show the video to the Ss as this is too difficult to understand at this level). This is a format I really recommend, as it will help engage the Ss a lot. Make sure Ss follow the same steps, i.e.:</p> <p>1: introduction: "there have been a few stereotypes going around, and I want to make sure you understand every single one perfectly so that you don't confuse anything"</p> <p>2: Stereotype</p> <p>3: "Cause I'm ...!"</p> <p>4: Stereotype</p>	20'

		<p>5: "Cause I'm ...!" ... 6: Drink intermission 7: Stereotype 8: "Cause I'm ...!"</p> <p>As Ss are creating their scripts, make sure they include facts about physical appearance, personality and habits. Focus on these areas when monitoring and feed in new language as much as possible.</p>	
3	15'	<p>Performing. Groups perform their sketches. Ask the rest of the class to watch, listen and think about which stereotypes they agree and disagree with.</p> <p>Listen and note down any mistakes relevant the focus language. i.e. appearance, personality and habits, both for grammar and lexis.</p>	35'
4	15'	<p>Feedback. Tell Ss you have just watched various stereotypical depictions of nationalities. But what are people from these countries really like? Ask Ss to work in small groups and write a 10-question quiz to find out what people in England think about each nationality and how well they know it. Do most people have a stereotypical idea of it or a more realistic one? Ask Ss to decide on a scoring system for the quiz as later they will be posing these questions to passers-by!</p>	50'
5	25'	<p>Interviews in the street! Take Ss off campus and supervise them as in small groups they ask their questions to passers-by. Arrange this with your Course Director before the lesson.</p>	75'
6	10'	<p>Quiz feedback. Groups present their results to the rest of the class. How well did people know their nationality? Did they give stereotypical answers? The rest of the class can quickly take the quiz and see how well they do.</p>	85'
7	5'	<p>Feedback. Write any mistakes or examples of good language up on the board. Ask Ss to help you correct the mistakes and praise examples of good language.</p>	90'

Story telling: TIME WARP!

ACT-4

Focus	Improv story telling, Grammar (Past Simple), Speaking (Improvisation).				
Materials	None.				
Aims of the lesson	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td>By the end of the lesson students will be better able to tell a story in the past.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>By the end of the lesson students will be better able to improvise when speaking under pressure.</td> </tr> </table>	1.	By the end of the lesson students will be better able to tell a story in the past.	2.	By the end of the lesson students will be better able to improvise when speaking under pressure.
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2.	By the end of the lesson students will be better able to improvise when speaking under pressure.				

LESSON PLAN

Phase	Time	Activity	Total time
1	20'	<p>Warm-up. Ask Ss to stand in a circle in the middle of the classroom. Tell them that for today's lesson they are going to have to think fast and be ready at all times. Tell Ss that you are going to do a few short activities to help them warm up.</p> <p><u>Warm up 1: group counting (2-3 minutes).</u> Ss count to 15 as a group. You will start with number 1, then anybody else can say 2, then 3, then 4 etc. Rules are: 1) if two people speak at the same time, the whole group will have to start over; 2) the same person can never say two numbers in a row.</p> <p><u>Warm up 2: word association (4-5 minutes).</u> Move to the centre of the circle and say a random word. Ask Ss to think of a word that is connected to it and say it. The first person who does changes positions with you and goes in the middle of the circle. Now it's somebody else's chance to say a word connected to the previous word and move to the middle of the circle. A person may not go in the middle of the circle immediately after leaving it. Try to keep this exercise snappy and flowing. Do not enquire on obscure associations unless it's fun for everybody. Encourage Ss to be loose and accept mistakes.</p> <p><u>Warm up 3: present to past (5-6 minutes).</u> Use the same format we have just used in warm up 2. But this time, start with a verb in the present tense and ask Ss to say what the simple past form is. Whoever does so, jumps in and takes your place. Now the new person says a different verb in the present tense and some-</p>	20'

		body else in the circle says the simple past form and jumps in. Make sure everybody contributes and go on until you feel everybody is comfortable with the exercise and participating. Finally, ask Ss to remember all the verbs they have said and write them all up on the board next to their past form. Keep it all on the board as reference for the Ss.	
2	20'	<p>Group story telling. Using the same format as warm-ups 2 and 3, start a story in the present tense by saying a simple sentence (e.g. Bob wakes up one day) and ask Ss to jump in and continue the story. Encourage the Ss to be as creative as possible and be loose. Accept almost anything they say and keep the activity flowing. If needed you may jump in to ginger up a bland story but never interfere with the Ss' creativity. Allow for 8-10 sentences then elicit a fitting ending from the whole class. Now ask Ss to retell the same story, starting from the beginning (but not from the same person), but this time in the past tense.</p> <p>Start a different story, but this time immediately in the past tense. This time, allow for a longer story (ideally, as many sentences as there are Ss). Again, when you reach the desired length, wrap up the story with the help of the Ss. If appropriate, allow for any changes the Ss may want to make to the story to make it more fun and memorable.</p>	40'
3	20'	<p>Time warp! Ask Ss to form to sit on the desks and form a semi-circle or a line. Ask Ss to retell the story, this time following the order they are in, each student saying only one sentence.</p> <p>Ask Ss to tell the story again, but this time tell Ss that there may be some interferences with the space-continuum and the story may change due to time-travel! Tell Ss that at any point during the story they may enter a time warp (you will be signaling that by shouting "TIME WARP!!") where the students who is telling the story at the moment will be swapped with another student before him/her and will have to keep telling the story from that moment on. However, because of the time warp, the student will have to change some things in the story. E.g. the original sentence may be "Bob found a giant cockroach in his bathroom sink" which may turn into "Bob found a giant cockroach in his nose". The following student now will have to continue the story in a way that is fitting with the new changes,</p>	60'

		<p>and so will have the students after him/her. Tell them to be careful though, there may be a new time warp coming up!</p> <p>Do two or three time warps then allow the story to end. Repeat the activity twice or three times making sure everybody is involved and has had a chance to be in a time warp if they want to.</p>	
4	15'	<p>Personal time warp. Ask Ss to work in pairs. Ask Ss to tell their partner a story about something that happened to them that they would like to change. Now, shout "TIME WARP!" and ask Ss to retell the same story the way they would've liked it to happen.</p> <p>Monitor and make a note of relevant mistakes.</p>	75'
5	15'	<p>Feedback. Give feedback on mistakes, give examples of good language you heard and sum up all the new lexis you have covered.</p>	90'

Neighbouring Problems ACT-5

Focus	Lexis (ways to express a complaint), Grammar (Present Progressive to complain), Speaking (Discussing).						
Materials	Attachments, short monologue of your own creation.						
Aims of the lesson	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">1.</td> <td>By the end of the lesson students will be better able to express complaints by using appropriate lexical chunks</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>By the end of the lesson students will be able to use the present progressive to complain about something habitual</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>By the end of the lesson students will be better able to discuss problems and offer solutions</td> </tr> </table>	1.	By the end of the lesson students will be better able to express complaints by using appropriate lexical chunks	2.	By the end of the lesson students will be able to use the present progressive to complain about something habitual	3.	By the end of the lesson students will be better able to discuss problems and offer solutions
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LESSON PLAN

Phase	Time	Activity	Total time
1	10'	<p>Introduction. Introduce the topic by telling Ss about a neighbour of yours that annoys you. Act as if this was not part of the lesson and you just needed to get it off your chest. You can make up the story but make it about something that truly annoys you!</p> <p>When preparing the story, include a variety of ways to express how you feel about your neighbour and the situation. You can use some of them two or three times, in order to help Ss remember. E.g.</p> <p style="padding-left: 40px;">"I can't stand it when..."</p> <p style="padding-left: 40px;">"It really bugs me when..."</p> <p style="padding-left: 40px;">"... really drives me crazy"</p> <p style="padding-left: 40px;">"... is so annoying"</p> <p>Rehearse a few times before class if you need to, so that when you perform you actually use them all (or at least most of them)!</p> <p>Also, include sentences with the present progressive used to talk about a habit that annoys you. E.g.</p> <p style="padding-left: 40px;">"He's always playing that loud music"</p> <p style="padding-left: 40px;">"She's always telling me off because of..."</p> <p style="padding-left: 40px;">"He's always talking behind everyone's back"</p>	10'

2	10'	<p>Language focus. Ask Ss to remember all the expressions you used to express your complaint. They should be able to remember at least a couple. Perform the monologue again and tell Ss to pay attention and note down all the expressions you use to express your complaint. Also, tell Ss to listen for a peculiar use of grammar employed when complaining about something.</p>	20'
3	10'	<p>Feedback. Ask Ss what expressions you used and list them all on the board. If Ss have not got them all, help them by repeating a sentence or two from the monologue. Next, ask Ss about the peculiar use of grammar you mentioned. Write a few examples on the board and tell Ss the present progressive can be used in this way when complaining about something annoying that happens all the time. Tell Ss it is often used with "always" or "never".</p>	30'
4	10'	<p>Speaking. Ask Ss if they have similar situations at home. Do they have annoying neighbours? Ask Ss to work in trios and discuss what annoys them the most back home. Leave the expressions on the board and ask Ss to try and use as many as possible.</p> <p>Monitor, comment on Ss' stories and note down any mistakes or examples of good language.</p>	40'
5	10'	<p>Feedback. Give feedback on mistakes and examples of good language. Share with the whole class any lexis that was required by some Ss that everybody could benefit from.</p>	50'
6	20'	<p>Speaking. Tell Ss they are going to play a role-playing game. In this game, Ss are going to be neighbours in a block. Give each S a card (attachment 1) with a character on it. Each card will have the name of the character, a short description of his/her life and the description of another character that they dislike.</p>	70'

		<p>Be careful! There are a total of 14 cards, but if you have fewer Ss make it <u>so that the last card you use is connected to the first one</u>. For instance you may have 10 Ss, so take card number 10 (Miss Brown) and change the second part of the card so that it reads:</p> <p>The only problem is Mr White. He's always in his flat practising his piano! He is driving you crazy. Somebody should tell him that there is more in life than just playing a boring instrument all day long!</p> <p>Give Ss a few seconds to read and understand their cards, then tell Ss they is going to be a meeting with all the neighbours where they will be able to talk about any complaints they have. Ask Ss to discuss their problems and convince everybody that they are right.</p> <p>It is impossible to convince everybody because every character is linked to another character in an endless chain of complaints. Give Ss a few minutes to discuss and realise that any discussion is to no avail.</p>	
7	10'	<p>Speaking: finding a solution. Tell Ss that fighting will not fix the problems. Ask Ss to discuss the problems in order to find a solution. Encourage them to be as creative as possible and to read their cards carefully! They might be able to help each other in surprising ways.</p>	80'
8	10'	<p>Feedback. Give feedback on the solutions the Ss found and possible mistakes Ss made. Finally, include some examples of good language you heard and praise it.</p>	90'

(Attachment 1)

Mr White

You are **Mr White** and you love playing the piano. It really relaxes you, especially in the evening after a hard day's work.

The only Problem is **Miss Purple**. She's always practising singing and you can't concentrate on your own music!

Miss Purple

You are **Miss Purple**. Your job and passion is singing! Your art is the most important thing to you.

The only problem is **Mr Orange**. He keeps his dogs indoors and they are always barking and stopping you from concentrating on your art!

Mr Orange

You are **Mr Orange**. You have a pair of beautiful tiny dogs. They are your whole family! You love them so much and would do anything for them. It's a pity you have to work so much and can't stay at home with them all the time.

The only problem is **Miss Black**. You would like to let your dogs on the balcony, but Miss Black is always smoking on her own balcony and your dogs hate it!

Miss Black

You are **Miss Black**. You are a very important manager and work from home a lot. Success is the most important thing for you! But the job comes with a lot of stress, that's why you have a cigarette on your balcony every now and then.

The only problem is **Mr Blue**. Every time you see him he starts talking and never stops! He's always talking about such nonsense too! He probably stresses you more than your own job.

Mr Blue

You are **Mr Blue**. You are an old man with no family. You have a pretty simple life and are happy overall. However, sometimes you feel a bit lonely, you would like to have a little more company.

The only problem is **Mrs Pink**. She is always watching the TV and keeps it very loud! That's not the company you are looking for!

Mrs Pink

You are **Mrs Pink**. You are retired and can't hear very well. You spend most of your time at home watching TV. It may sound boring, but at least it keeps you company.

The only problem is **Mr Red**. He is always cooking on his balcony and the smelling food all day is giving you nausea!

Mr Red

You are **Mr Red**. You are a young chef trying to become the best chef in the world! You practise every day and your dishes smell amazing! You are getting better every day.

The only problem is **Mr Yellow**. He is always cleaning his flat and balcony and the products he uses are terrible! They stink so much you can't even cook properly.

Mr Yellow

You are **Mr Yellow**. You love your house and you love it clean! There is nothing better than coming home and smelling how perfectly clean it is!

The only problem is **Mr Grey**. He lets his cats on the stairs of the block and they go out get dirty and then come back and get the stairs dirty!

Mr Grey

You are **Mr Grey**. You have 3 beautiful cats and you love them very much! They keep you company and you let them go out if they want to. That's how much you love them.

The only problem is **Miss Brown**. She lives on the ground floor and keeps all sorts of poisonous plants on her balcony. This is very dangerous for your cats! She only cares about her plants!

Miss Brown

You are **Mr Brown**. You are a botanist with a passion for poisonous plants. They are so beautiful and fascinating! So dangerous and so mysterious at the same time. It's a pity you live on the ground floor because your plants need a lot of light!

The only problem is **Mrs Green**. She hangs her wet clothes on the balcony above yours and so the air gets too humid for your lovely plants! They need the perfect conditions to grow correctly and Mrs Green is killing them!

Mrs Green

You are **Mrs Green**. You love it when all your clothes smell beautifully, that's why you do at least 2 or 3 washes every day. So that you can smell beautifully, just like your clothes.

The only problem is **Mr Beige**. He's a very strange man. You can smell terrible odours coming from his flat. The smell is so disgusting you have to keep your windows closed all the time! The worst part is, now your clothes smell horrible too!

Mr Beige

You are **Mr Beige**. You have a passion for cooking. You know every recipe and are a food expert! However, when you try and cook something... Well, the results are not so great.

The only problem is **Miss Blanco**. She lives on the top floor and is a Spanish flamenco dancer. She is dancing all the time! Night and day. And she is SOO loud. It's no surprise that your food is not so great. You can't concentrate!

Miss Blanco

You are **Miss Blanco**. You are the most famous flamenco dancer in the whole city. You need to practise a lot every day. Flamenco is your art and your life!

The only problem is **Miss Magenta**. She is a young lady that lives next door to you. She is nice, but she is always asking you to go out and do things together. She doesn't understand that you only have time for flamenco. You can't babysit her.

Miss Magenta

You are **Miss Magenta**. You are a young outgoing lady that likes good company and having fun. You like everyone, especially your neighbour, Miss Blanco.

The only problem is **Mr White**. He's always in his flat practising his piano! He is driving you crazy. Somebody should tell him that there is more in life than just playing a boring instrument all day long!

Interactive Writing ACT-6

Focus	Lexis (abbreviations used in online communication), Writing.
Materials	Attachments, internet connection, projector.
Aims of the lesson	1. By the end of the lesson students will be able to use a variety of abbreviations to effectively communicate online.

LESSON PLAN

Phase	Time	Activity	Total time
1	7'	Introduction. Introduce the topic by asking Ss if they use any interactive platforms online, such as social media, YouTube or online forums. Present Ss with 3 online nicknames and ask them to guess which one is yours. Ideally, your pseudonym should be connected to you a way that Ss will be able to understand and appreciate. Reveal which one is your and spend a few words on why you chose it and what it means or comes from.	7'
2	8'	Speaking. Ask Ss to work in trios and tell each other about their own online nickname (if they don't have one, which one would they pick off the top of their head?) including why they chose it/what it means. Monitor, feed in new language, note down mistakes and examples of good language that are relevant to the topic.	15'
3	13'	Internet English. Ask Ss to work in trios again, but this time as teams. Tell Ss you're going to show them sentences that you can find online with special language or special abbreviations in them. Based on their knowledge and the context of the sentence, ask teams to guess what these special internet words and abbreviations mean. Open a word document and show the whole class what you're typing on the OHP. Invent a sentence for each item (see attachment 1) and highlight the item for the Ss. Give them 10-15 seconds for each item and then	28'

		<p>move on to the next. Ask Ss to write down their answers.</p> <p>You should think about what to write for each item as you are planning the lesson, but also be loose and improvise. Occasionally making typos and editing your sentence as you go will help you convey the casual tone of what you're typing.</p>	
4	12'	<p>Feedback. Give Ss list of items and meanings (attachment 1). Ask Ss to work in their trios and go through the list matching items with meanings. If Ss still have doubts, show them the sentences again and help them through it.</p> <p>Just for reference, Ss should write abbreviated forms next to the full forms once the feedback phase is complete.</p>	40'
5	15'	<p>Writing and guessing. Give each student a post-it and ask them to write their nickname on it and explain again what it means and where it comes from. This time though they should write it using abbreviations from phase 3, e.g. My nickname is Tommy16 coz it's an ez way to say my real name, Thomas, n 16 is my number in my football team irl. Cya!</p> <p>Once they're finished, ask Ss to stick their post-its around the classroom. Next, ask Ss to walk around, read other Ss' post-its and try and guess whose they might be (Ss will know the ones from their trios, but not all the other ones).</p> <p>Collect all the post-its, read them aloud, ask the whole class who they think wrote each one and finally ask the author to step forward and reveal themselves.</p>	55'
6	5'	<p>Brainstorming. Ask Ss to think about topics you usually chat about on the Internet or any instant message medium, such as WhatsApp. Write these up on the board. Brainstorm at least 2 or 3 more than there are trios.</p>	60'

<p>7</p>	<p>30'</p>	<p>Chat room. Now tell Ss they are going to chat about these topics and when you say "chat" you actually mean chat online! Ss are going to talk about one of these topics in their trios by logging in into a private chat room you will have set up for them. Here is a web-site where you can do that:</p> <p style="text-align: center;">http://tinychat.com/</p> <p>and here's a video to show how to do it step by step:</p> <p style="text-align: center;">https://www.youtube.com/watch?v=rAcrO9s-yVY</p> <p>Ignore the bit about the microphone and make sure that when Ss enter the chat room they do so as guests, not via Facebook or Twitter.</p> <p>In turns, ask each trio to enter the chat room. Tell Ss they are going to chat about a specific topic for 2 minutes. They will not be allowed to speak to each other as they chat online. They will be awarded 10 points just for chatting for the whole 2 minutes without any major interruptions. They will also be awarded 2 points for any Internet English item they have learnt during the lesson. But tell them to avoid long messages, as they will lose 1 point for any one of them (messages should be 2-3 sentences long max). Give a few examples if you need to. E.g. What did u think of the party? / Meh, kinda bad imo. / Dunno, I liked it. Btw did u c who Martha came w/?</p> <p>Tell Ss you are not going to look at spelling or accuracy mistakes. But messages should be intelligible!</p> <p>Ask the rest of the class to watch and notice any missed opportunities. You will award single extra points for these.</p>	<p>90'</p>
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(Attachment 1)

DO U SPEAK INTERNET ENGLISH?

btw	I see
cya	I will be right back
irl	You
j/k	Kind of
lol	Please
np	In real life
omg	By the way
coz	With
brb	You only live once
dunno	Oh my God
imo	Just kidding (joking)
n	Thank you
plz	Easy
ty	Them
u	Whatever/who cares!
'em	For example
r	See ya (see you)
w/	Laughing out loud
yw	Because
yolo	No problem
meh	(I) don't know
ez	In my opinion
ic	You're welcome
like	And
kinda	Are

DO U SPEAK INTERNET ENGLISH? (Solutions)

btw	By the way
cya	See ya (see you)
irl	In real life
j/k	Just kidding (joking)
lol	Laughing out loud
np	No problem
omg	Oh my God
coz	Because
brb	I will be right back
dunno	(I) don't know
imo	In my opinion
n	And
plz	Please
ty	Thank you
u	You
'em	Them
r	Are
w/	With
yw	You're welcome
yolo	You only live once
meh	Whatever/Who cares!
ez	Easy
ic	I see
like	For example
kinda	Kind of

Soap Opera Improv ACT-7

Focus	Lexis (language related to relationships).
Materials	Internet connection, projector.
Aims of the lesson	1. By the end of the lesson students will be better able to engage in a conversation about relationships between people by using a variety of relevant lexical items.

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	<p>Introduction. Tell Ss today you're going to talk about Soap Operas. Elicit some examples and ask Ss to tell you what usually happens in soap operas. You are looking for broad categories here, e.g. dating, fighting, cheating, betraying, bonding. Select about 6 categories and create a spidergram on the board around the two words "Soap Opera".</p>	5'
2	20'	<p>Predicting a dialogue. Tell Ss they are going to watch a clip of a famous teenage drama show. Tell Ss they are going to watch the first 50 seconds of the clip. Ask Ss to identify the main characters and guess what the different relationships are amongst them. Some people may know already, just tell them to keep quiet and then give feedback once everybody else has made their guesses.</p> <p style="text-align: center;">https://www.youtube.com/watch?v=XDOqg0_5PDY</p> <p>Tell Ss they are now going to watch the rest of the clip, but this time you will lower the volume so that Ss won't be able to hear (this works better than muting as Ss will still be able to tell if a character is angry, sad etc). Ask Ss to work in trios and predict what people might be saying in each scene. Stop every time one of the two characters is done talking and give Ss around 20 seconds to invent and write down what they might be saying. Make sure Ss realise this is just for fun and they shouldn't be able to guess what the characters are really saying.</p>	25'

		Once you've gone through the whole video give trios a three-four minutes to read through their dialogues and correct any mistakes or make any changes they wish before they perform it. During this time, monitor and feed in as much language as possible.	
3	20'	<p>Performances. Trios are asked to perform their dialogues with the muted video playing in the background. Only two Ss out of 3 will be acting so this will allow shyer students to step aside and help the actors in any way. When performing, actors are allowed to glimpse at their written dialogue but encourage them to get the general gist and focus on the synchronisation with the video.</p> <p>Ask the rest of the class to listen and enjoy. Tell them that at the end of the activity they will be asked to vote for the craziest dialogue.</p> <p>Trios perform.</p> <p>As Ss perform, note down any language Ss might be using that would be useful for everybody to know.</p>	45'
4	10'	<p>Focus on lexis. Ask Ss to recall any language that they included in their dialogues or heard in other Ss' dialogues that is typical of soap operas. You're looking for things like "It wasn't me!" "I'm in love with..." "I have a confession to make" etc. Write these up on the board next to the relevant category. Ask Ss' help for this. Add any new language that you think might be useful although it wasn't included in any of the dialogues.</p>	55'
5	15'	<p>Soap Opera Improv: Preparation. Tell Ss they are all going to be part of a huge soap opera where each of them will be a character.</p> <p>Ask a student to present their character, including name, age and occupation. Now ask that student to pick a different student and tell the rest of the class what their relationship is to them, e.g. the new student might be their brother, father, sister, lover, best friend,</p>	70'

		<p>boss etc. Keep doing this until everybody has a character that is connected in some way to some other character.</p> <p>Now ask Ss to think of a secret for their character and tell them they are going to be asked to reveal it later on. The secret could be about anything but it should be connected to one other character.</p>	
6	20'	<p>Performance. Choose a student to reveal his/her secret in front of the class and ask the character involved to stand up and improvise a reaction and a short dialogue. Now it's their turn to reveal their secret. Make sure every reveal sounds funny, cheesy and overdramatic. Go on until everybody has revealed their secrets. Ss who have already revealed their secrets may chime in any time they think their characters are concerned with what is happening right now.</p> <p>Save the last few minutes to focus on mistakes and any good/new language that has come up.</p>	90'

Presents ACT-8

Focus	Grammar (passives).
Materials	None.
Aims of the lesson	1. By the end of the lesson students will be able to understand and use the passive form to tell a story.

LESSON PLAN

Phase	Time	Activity	Total time
1	10'	<p>Introduction. Introduce the topic by asking Ss to work in pairs and talk about the best present they have ever given and the best present they have ever received.</p> <p>Monitor and feed in new language.</p> <p>Ask Ss for feedback and ask each student to listen to the other Ss and choose a present mentioned by them that they'd like to receive.</p>	10'
2	10'	<p>Listening: the best present you have ever given. Tell Ss you are now going to tell them a story about the best present you have ever given to somebody. Tell them that there's something funny about this story though, that is you don't know who you gave it TO!</p> <p>Tell Ss the following story, paraphrasing where you need to:</p> <p style="text-align: center;">Blink the Bicycle</p> <p>I used to live and teach abroad in a small town in Germany. The town was quite small so in order to move around I bought an old bicycle. I fell in love with it from the first moment I saw it. It was old and quite rusty, but cool and charming at the same time. Also, it was rather small. So small in fact that it couldn't go very fast, poor thing. So I nicknamed it Blink.</p>	20'

		<p>I lived in that town for a year or so and over that time Blink got me through anything: cold, wind, rain, snow... She was a real beast! But by the end of the year the poor thing was all wonky and covered in rust.</p> <p>Eventually, when I decided to leave I didn't have any room for Blink, but I didn't want to just throw it away. So I had an idea. I fixed it, I painted it and made it all new. Before going away I left Blink on the side of the road with a note on it. The note read "Like me? Take me!". I said my goodbyes and just went my way.</p> <p>Now, after so many years I really hope somebody took it, I hope maybe a child rode it and gave it a different name, to do it justice now that she looked brand new! To me though she will always be Blink!</p> <p>Ask Ss whether they would accept the present if they found it on the sidewalk just like I told them.</p>	
3	15'	<p>Focus on passives. Write the following sentences on the board to sum up the story:</p> <p style="text-align: center;">I fixed it I painted it I left it on the sidewalk I hope somebody took it I hope a child rode it I hope they gave it a different name</p> <p>Now ask Ss to put themselves in Blink's shoes. How would Blink tell the same story? Also, ask Ss to imagine somebody did take it and a child did ride it gave it a different name. How would Blink tell the rest of the story? Elicit the passive equivalent for each sentence, i.e.</p> <p style="text-align: center;">I was fixed I was painted I was left on the sidewalk I was taken by somebody I was ridden by a child I was given a different name</p> <p>Focus on how to form the passive.</p>	35'

4	15'	<p>Writing. Now ask Ss to imagine what happened to Blink after you left it there. Ask Ss to work in trios, imagine and write a story about Blink but from Blink's perspective (i.e. using passive forms). Before starting the activity elicit a few examples of what could have happened to it. This will help Ss have more ideas, will provide more examples of the passive and some reference for past participles. Elicit at least 3 or 4, just to get them started (e.g. I was bought by, I was sold to, I was taken to, I was put in, I was turned into).</p> <p>Monitor, feed in new language and help less creative Ss with their stories.</p>	50'
5	10'	<p>Presentations. Ss present their stories to the whole class. Ss vote for the most original one.</p> <p>Listen and note down any mistakes Ss make with passives.</p>	60'
6	20'	<p>Speaking. At the beginning of the lesson you asked Ss to think about the best present they have ever received. Now ask Ss to think about the worst one! Ask Ss to work in small groups and tell each other the story of their worst present, but from the present's perspective! Warn Ss not to say what the present is! By their description other Ss have to guess what the present is.</p> <p>Monitor and note down any mistakes Ss make with passives.</p>	80'
7	10'	<p>Feedback. Give Ss feedback on mistakes you have heard while monitoring. Show the mistakes on the board. Can the Ss correct them all? Also show examples of good language you have heard and praise Ss.</p>	90'

Childhood memories

ACT-9

Focus	Grammar (Used to), Pronunciation (connected speech: used to, did you).
Materials	None.
Aims of the lesson	1. By the end of the lesson students will be able to describe past habits or conditions using "Used to"
	2. By the end of the lesson students will be better able to pronounce words in connected speech (Used to, Did you)

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	<p>Introduction. Ask Ss to think about their childhood. Would they like to go back? Ask Ss to work in pairs and tell each other two facts about their childhood, one should be something they miss and one something they do not miss. Give Ss 3 minutes to do this.</p> <p>Monitor and feed in any language.</p>	5'
2	3'	<p>Feedback. Ask a few students to tell you what they learnt about their partner. Write these facts on the board.</p>	8'
3	15'	<p>Listening. Tell Ss that you are now going to tell them some facts about your own childhood (make sure you use "Used to"). Tell Ss some of these facts are going to be true and some are going to be lies! Start off with some easy ones, i.e. completely unbelievable facts, in order to break the ice. Tell three or four facts so that Ss get the hang of it. Next, tell Ss you are going to tell them 3 more facts, two of which will be true whereas one will be a lie. Tell them to guess which one is the lie. However, tell Ss they will be allowed to ask you any questions about your facts in order to have a better chance at guessing.</p>	23'

4	7'	<p>Feedback. Ask Ss to remember all the facts you have just told them and write them up on the board below the facts you wrote in phase 2. Draw the Ss' attention on how you used "Used to" to describe a past habit or condition. Now ask Ss to help you rewrite the sentences above using "Used to". Focus on how "Used to" is pronounced /ju:st@/. Drill it starting from single sounds then moving on to a 3- or 4-word sentence and finally to longer sentences. Vary rhythm and speed, keeping it snappy and unpredictable.</p>	30'
5	20'	<p>Speaking. Give Ss about 3 minutes to come up with 3 facts about their childhood, similarly to what you did in phase 3. Two truths and 1 lie. Get them to play the same game in trios, each S telling his/her 3 facts and the other two trying to guess which one is the lie.</p> <p>Monitor, feed in any language and focus on the correct pronunciation of "Used to". Also, note down any questions with "did you" that Ss asked.</p>	50'
6	10'	<p>Focus on "Did you". Ask Ss how well they did. What questions did they ask that helped them guess correctly? Focus on questions containing "did you" and draw Ss' attention to how "did you" is pronounced /didz@/. Drill it, similarly to phase 4.</p>	60'
7	20'	<p>Who is telling the truth? Ask each trio to choose a single true fact among the ones they told each other. Next, ask them to come to front of the class and tell everybody the fact, each member of the trio claiming it to be their own. The rest of the class guess who among the three is telling the truth. Similarly to phase 5, Ss can ask questions.</p> <p>Focus on the pronunciation of "Used to" and "Did you" when describing facts and asking questions.</p>	80'
8	10'	<p>Feedback. Write any mistakes or examples of good language on the board. Ask Ss to help you identify which sentences are correct and which ones are not and ask them to correct the mistakes.</p>	90'

What's Success?

ACT-10

Focus	Topic of success, Speaking.
Materials	Attachments, blank slips of paper.
Aims of the lesson	1. By the end of the lesson students will be able to use a wide variety of lexical items to talk about different types of success and express their own opinion on the matter.

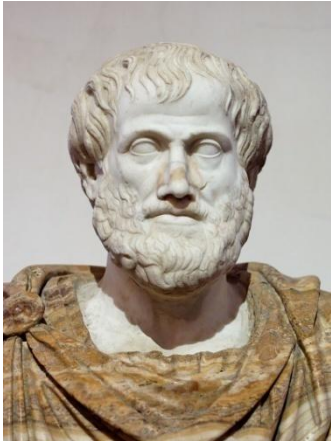
LESSON PLAN

Phase	Time	Activity	Total time
1	10'	<p>Introduction. Introduce the topic of success. Write the word success on the board and elicit different areas in which people can be successful. Make sure there are a few areas, do not just stick to money and fame. You want your Ss to think about even small things that they consider a success. Ask Ss to work in trios and tell each other their greatest success.</p> <p>Monitor, feed in any new language needed and note down any mistakes or examples of good language.</p>	10'
2	10'	<p>Feedback. Ask Ss to tell you about their partners' stories and write key words for each story on the board, next to the relevant area. Try to fill the board with as much new lexis as possible.</p>	20'
3	5'	<p>Speaking. Ask Ss to work in trios and discuss who they think the most successful person in the world is and give reasons.</p> <p>Monitor.</p>	25'
4	5'	<p>Feedback. Ask Ss to tell you who their trios thought of and why. Again, write any new lexis on the board.</p>	30'

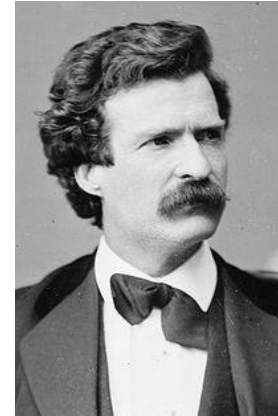
5	5'	<p>Speaking. Show Ss attachment 1 with list of names and pictures of 5 successful people. Ask Ss to briefly discuss what these 5 people are/were successful in.</p> <p>Monitor and keep updating the board when necessary.</p>	35'
6	30'	<p>Famous quotes. Ask Ss to work in 5 groups. Give each group a quote (attachment 2). Tell Ss these quotes are by the 5 successful people and are about success in life. Tell groups to discuss each quote and decide whether they agree or not and what kind of success each quote refers to, i.e. fame, money, love, independence, freedom etc.</p> <p>Give 3-4 minutes for each quote. Then ask Ss to pass their quote on to the next group so everybody gets a different quote. Keep doing this until everybody has read and discussed all the quotes. Now ask Ss to read each quote again and decide who said it. Give 1-2 minutes for this then ask students to pass their quote on to the next group.</p> <p>The Sixth quote: do not tell the Ss but use 6 quotes instead of 5, the sixth being by somebody you know, like your mother or grandfather. If you do use a sixth quote, make sure it's odd and funny, e.g. "Success is trying to hit your thumb with a hammer and hit the nail instead". When Ss have to guess, reveal that there's an extra quote and it's by your mum, for instance. This also helps lighten up a somewhat serious topic.</p>	65'
7	5'	<p>Feedback. Reveal who wrote/said each quote and make sure the sixth quote is left last to finish the activity on a funny note.</p>	70'
8	5'	<p>Writing. Tell Ss now it's their turn to write a quote. Ask them to use some of the new lexis on the board and write a short quote on a slip of paper, but make sure to tell them not to sign them!</p> <p>Monitor and feed in any new language if necessary.</p>	75'

9	15'	Guessing. Collect all the quotes and read them one by one in front of the class. Ask them to guess who wrote it then ask the author to step forward and reveal his/her identity.	90'
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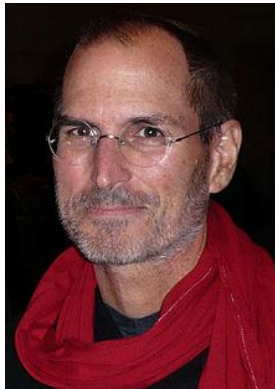
Attachment 1



ARISTOTLE



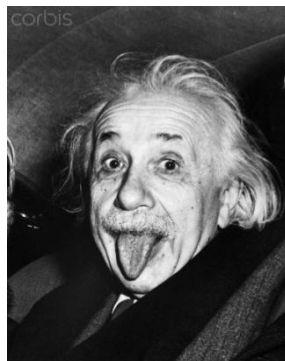
MARK TWAIN



STEVE JOBS



BOB DYLAN



ALBERT EINSTEIN

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https://en.wikipedia.org/wiki/Mark_Twain#/media/File:Mark_Twain,_Brady-Handy_photo_portrait,_Feb_7,_1871,_cropped.jpg

https://en.wikipedia.org/wiki/Steve_Jobs#/media/File:Steve_Jobs_with_red_shawl_edit2.jpg

https://www.google.it/search?q=bob+dylan&source=lnms&tbn=isch&sa=X&ved=0ahUKewiSr8L19P_MAhXEtXQKHRgnAiQQ_AUIBygB&biw=1366&bih=667#imgrc=9HYRzMvEg9OsrM%3A

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THE SECRET TO SUCCESS IS TO KNOW SOMETHING NOBODY ELSE KNOWS.

THE ONLY WAY TO SUCCESS IS TO LOVE WHAT YOU DO.

TRY NOT TO BECOME A PERSON OF SUCCESS, BUT RATHER TRY TO BECOME A PERSON OF VALUE.

TO SUCCEED IN LIFE YOU NEED TWO THINGS: IGNORANCE AND CONFIDENCE.

YOU ARE A SUCCESS IF YOU GET UP IN THE MORNING, GET TO BED AT NIGHT AND IN BETWEEN YOU DO WHAT YOU WANT TO DO.

Wily E. Coyote ACT-11

Focus	Grammar (Going to and will for predictions).
Materials	Internet connection, projector.
Aims of the lesson	1. By the end of the lesson students will be able to use "going to" and "will" to describe a prediction in the future.

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	Introduction. Introduce the topic of films. Tell Ss about one of your favourite films and ask them who the hero and the villain in the film are. Put hero and villain up as new words in the New Language column. Ask a couple of Ss what their favourite film is and ask the whole class to tell you who the hero and the villain are. Is there a hero that Ss dislike? Is there a villain that they have a secret passion for?	5'
2	20'	<p>Guess the character. Give each S a piece of blue-tac. Give each S a picture (see attachment). Do not show pictures to Ss and ask them to stick them on their forehead. Have Ss choose a character for you and show it on the OHP screen. Sit with your back to the screen and don't look!</p> <p>Each S in turns asks a yes-no question to find out who his/her character is. After a couple of questions hint at the fact that some characters may have a connection. At some point Ss will start to realise that characters can be paired up according to which film/cartoon they appeared in, one being the hero and the other being the villain. Once they realise that, they will be able to work out who their character is. You will have a harder time trying to guess your character. Just keep asking yes-no questions until you get it.</p> <p>Tip! Ideally, you want to be the last one to able to guess as this will not embarrass any students and will shift the attention back to you for the next activity.</p>	25'

3	5'	<p>Feedback. Ask Ss whether they think the game was more difficult for you or for them (answer: for you). Ask them why and make sure everybody understands the idea of logical prediction based on some elements (i.e. "Only batman is left, so I [predict] I must be the Joker").</p>	30'
4	10'	<p>Going to VS Will. Tell Ss there is a villain among the ones you used for phase 2 that you secretly root for. Ss guess Wile E. Coyote. Ask Ss why they think that might be (i.e. he is always unlucky and Road Runner is so annoying).</p> <p>Tell Ss you're going to watch a video with the Coyote and Road Runner in it. Ask them to predict what kind of things they might see. Write words on the board and when they are done predicting go through the list and ask them how sure they are about these predictions.</p> <p>Tell Ss that in English, when you are making a prediction for the future you can either use <i>will</i> or <i>going to</i>. Going to is used when your prediction is based on objective facts (i.e. "only batman is left"), will is used when your prediction is based on your subjective opinion. Next, go through the list again and ask them to choose <i>going to</i> or <i>will</i> according to whether they have any evidence to believe it or not. For example, can they be sure that the Coyote won't catch Road Runner? Well, they don't have any evidence, but they have seen hundreds of episodes and the end is quite predictable. Similarly, if they come up with the word canyon, they can be quite certain that there will be canyons, based on their past experience of the cartoon. If, on the other hand, they come up with the word river (this happened to me), can they be sure? Not really, so they want to use "will" or "might" (i.e. "I think there will be/might be a river").</p>	40'
5	25'	<p>Video.</p> <p>Ss are paired up. T shows video (1:22 - 3:10):</p> <p>https://www.youtube.com/watch?v=qWdFIXn2Mdo</p> <p>Stop video at 1:38, 1:48, 2:03, 2:12, 2:45, 2:55, 3:05 (moments when something is about to happen to the Coyote) and asks Ss to predict what might happen and write it all down. Praise them for creativity. Make it a challenge for them. Be as creative as you can but also try to be sensible at the same time (try to predict what is likely to happen). After each time you pause the video, ask each pair to tell the rest of the class what their prediction is. Don't stop them or correct them at this point. Give feedback on the communicative value</p>	70'

		<p>of their written predictions. Then type them onto a doc file and show them on the screen. Go through them and ask Ss how likely their predictions are. When should we use going to and when should we use will (or might)? Finally, proceed to unpause the video and show them what actually happened. Who had the closest prediction? Who had the most creative one?</p>	
6	20'	<p>Practice. Draw 3 squares on the board and ask Ss to create a sentence that describes a possible situation for Wile E. Coyote and Road Runner. Divide the sentence into smaller phrases and write each phrase in one of the squares (e.g. The Coyote/Sets/A giant trap). Then ask Ss to work in pairs and make a prediction of what will/is going to happen. Give Ss 30 seconds for this. Award points for the most creative predictions and the ones where <i>going to</i> or <i>will</i> were used correctly. Next, change the sentence by rewriting only one of the boxes. E.g. The Coyote/Falls into/A giant trap. Give Ss 30 seconds to make their predictions and follow the steps like above. Keep going like this until you have written 5/6 different sentences. Give any feedback on lexis or grammar at the end.</p> <p>Here is an example of how you can change the initial sentence. Remember! You may also choose to have Ss suggest changes.</p> <p style="text-align: center;"> The Coyote sets a giant trap The Coyote falls into a giant trap The Coyote falls into a river A cow falls into a river A cow falls in love And old man falls in love </p>	

Alien Attack ACT-12

Focus	Role-playing game, Future Revision (Present Progressive and "Going to" for intentions and "Will" for instant decisions)
Materials	Attachments, 1 6-sided dice (or Dice Simulator on the Internet).
Aims of the lesson	1. By the end of the lesson students will be able to use and distinguish the three future forms (Present Progressive for planned actions, "Going to" for intentions and "Will" for instant decisions)

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	Introduction. Tell Ss today you are going to talk about the Future! Both topic wise and grammar wise. Elicit a few popular titles of science fiction stories, whether they are films, books, comics or cartoons. Ask Ss to work in trios and list as many stories as possible where aliens attack humans from outer space.	5'
2	10'	Create the worst alien invaders. Trios share their titles with the rest of the class. Now Ask the same trios to invent a race of aliens that are worse than any of the ones that have been listed so far. Give trios a few minutes to do this and then ask Ss to present their aliens to the rest of the class. Tell Ss to listen to the other trios as at the end of the activity you will ask them to vote for the most evil and frightening creation.	15'
3	10'	Alien Attack: Creating a Plan. Ask Ss to imagine they are in a futuristic world where they are members of a space station orbiting around Earth, when suddenly they are attacked by this very race of evil aliens and they need to escape to the Defensive Station in order to survive until the reinforcements arrive. There are enough shuttles for everybody but Ss have to split in trios. However, each trio will be able to bring 3 Specialists and 3 Tools with them, but they will have to decide which ones! Ss in trios decide which 3 Specialists they want to bring and which 3 Tools. Trios are given the list	25'

		of Specialists, Tools and Alien Actions (Attachment 1). Each trio presents their plan and decisions. Tell Ss that in English when we are talking about a plan in the future, like in this instance, we need to use the Present Progressive. Listen to their plans, elicit sentences that use the Present Progressive, e.g. "We are bringing the doctor with us because..." "We are taking the Manual because" etc. As Ss present their plans, make a note of possible mistakes or examples of good language.	
4	10'	Feedback. Give feedback on possible mistakes or examples of good language you have heard so far. Focus on the use of the Present Progressive for planned actions.	35'
5	20'	Alien Attack. Tell Ss they have now reached the Defensive Station. In order to win, they have to survive 6 turns! At the beginning of each turn, each student can now perform an action. An action can be 1) Use the ability of a Specialist OR 2) Use a Tool. Tell Ss that when they are describing what they would like to do, they are not describing a plan anymore, but an intention of something they are about to do. So ask them what tense they need to use and elicit "going to". Again, make a note of what Ss say to focus on it later on the feedback phase. Now it the Aliens' turn! Roll a 6-sided dice and depending on the number you roll, an Alien Action happens (see Attachment 1). You can use a real dice or use an online simulator, like this one: https://www.random.org/dice/?num=1	55'
6	10'	Feedback. Give feedback on possible mistakes or examples of good language you have heard so far. Focus on the use of the "Going to" form for intentions.	65'

7	10'	<p>Counterattack plan. Congratulate your students! They have survived! Now it's their turn to counterattack the Aliens. Trios now come up with a plan (using the Present Progressive) to attack the Aliens. You can describe a possible Alien Space Station to the Ss to inspire them.</p>	75'
8	10'	<p>Presentations. Trios present their plans. While one of the trios is presenting, ask the rest of the class to come up with possible reactions by the Aliens. E.g. "We are bringing a huge Space Station with 100 lasers" "Well, Aliens are going to have Disruptive Waves to block you!". Now the trio that is presenting has to come up with a solution on the spot, there is no time for planning! So ask Ss which future form they should use when making decisions on the spot like this (elicit "will").</p>	85'
9	5'	<p>Final feedback. Sum up the 3 different forms of future with examples you have heard as you were monitoring.</p>	90'

(Attachment 1)

SPECIALISTS

THE SCIENTIST	The Scientist can repair Technological Devices.
THE DOCTOR	The Doctor can cure other Specialists from Alien Diseases. The Doctor can also cure herself.
THE GUARDIAN	The Guardian can protect one of the other Specialists. Aliens cannot abduct protected Specialists. The Guardian cannot be abducted.
THE EXPLORER	The Explorer can find any Tool.
THE PILOT	The Pilot allows another Specialist to take 2 Actions in 1 Turn.

TOOLS

GALACTIC SHIELD	A Technological Device that protects from Spaceship Attacks. After use it needs to be repaired to work again.
UNIVERSAL CURE	A medicine that cures all Specialists from any Disease. It can only be used once.
DEFENSIVE LASER	A Technological Device that protects from Invasions.
GALACTIC PORTAL	A Technological Device that allows to teleport 1 Tool per turn between groups.
MANUAL	A manual that allows to do any Specialist action. It can only be used once.

ALIEN ACTIONS

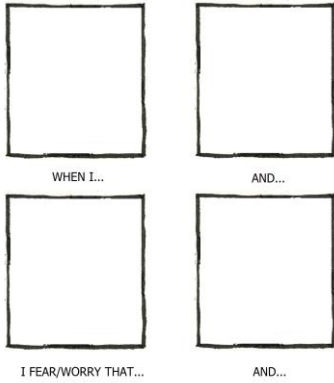
1	LUCKY THIS TIME!	Phew! Nothing happens!
2	INVASION!	Aliens invade your station! If you have at least 2 Specialists or a Defensive Laser, you survive. Otherwise, you lose a Specialist.
3	SPACESHIP ATTACK!	Alien Spaceships attack your station! If you have a working Galactic Shield you survive. Otherwise, you lose a Specialist.
4	ABDUCTION!	Aliens abduct a random Specialist!
5	ALIEN DISEASE	Aliens spread an evil disease! A random Specialist becomes sick. At the beginning of next turn, if the Specialist is still sick, he can't play anymore! :(
6	DISRUPTIVE WAVES	Disruptive Waves break all your Technological Devices! They need to be repaired.

Deep Dark Fears ACT-13

Focus	Lexis (expressions to talk about fears), Grammar (will used in conjunction with verbs like "to fear" or "to worry").
Materials	Attachments.
Aims of the lesson	1. By the end of the lesson students will be able to talk about their irrational fears using a variety of lexical items and "will" in conjunction with verbs like "to fear" or "to worry").

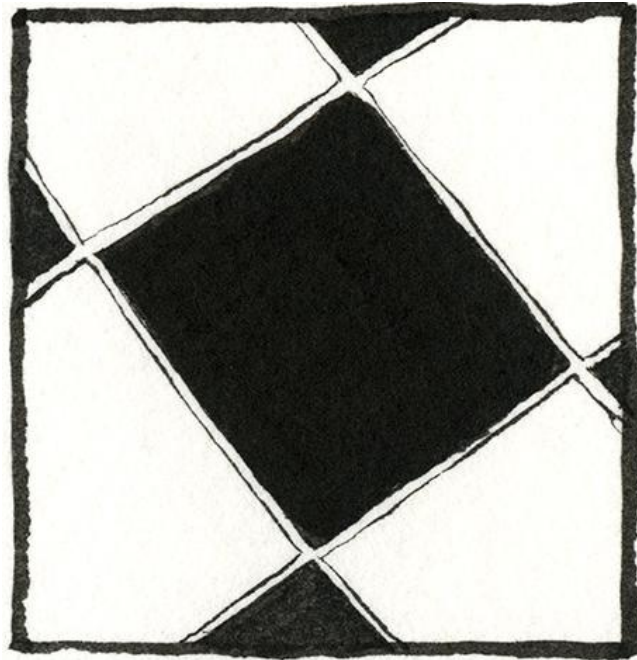
LESSON PLAN

Phase	Time	Activity	Total time
1	10'	<p>Introduction. Draw a simple picture of a scared child in the middle of the board. Ask Ss what emotion he is feeling and elicit "to be afraid of". Draw a spidergram around the child and ask Ss brainstorm things people are usually afraid of. Write these on the board. These may include "darkness" "spiders" "snakes" "monsters". Tell Ss these are called "fears", write "fears" above the child. Tell Ss that these, however, are normal fears. Start slowly clearing all the fears off the board. Lower your voice and act a bit mysterious to set the mood. Tell students there is a different kind of fear: deeper, darker and inexplicable. Draw a few sweat drops around the child's forehead and add a few lines to his shoulders suggesting trembling. Now add the words "deep dark" before the word "fears" to create the title "deep dark fears".</p>	10'
2	10'	<p>First example. Tell Ss you are going to tell them a person dark fear of yours. Show Ss the first picture (attachment 1) and ask them to guess what the fear might be. Do not tell Ss the answer, let them guess a few times then proceed to the second picture, then third and finally the last picture. Ask Ss if they can relate to you and your fear.</p> <p>Ask Ss to try and remember what each line said. Go through each picture again and stop at the last one. Focus on the use of "will" after "I fear". Tell Ss that in English, when you are describing an expectation, such as a fear, "will" is used.</p>	20'

3	20'	<p>Guessing. Ask Ss to work in pairs or trios. Tell Ss you are going to show them the first picture and line of another deep dark fears story (attachment 2). Ask them to guess what the fear might be, using "will". Give about 2-3 minutes for each picture then ask each trio to share their guesses with the rest of the class. Ask Ss to decide which guess was the scariest. Do this for all the six pictures (attachment 2) and never reveal the continuation of the stories.</p> <p>Monitor, feed in any new language Ss may need and note down any mistakes relevant to the grammar focus.</p>	40'
4	5'	<p>Monitoring feedback. Write your notes on the board including mistakes and good language used by the Ss. Ask Ss to help you correct the mistakes and explore different ways to express what Ss meant in each sentence.</p>	45'
5	15'	<p>Feedback on the stories. Split the class into 6 groups and give each group a full story (attachment 3). Ask Ss to read the continuation of the story. Were they right in their predictions? Ss discuss if they can relate to the fear but must not tell the ending to the other Ss. Monitor and feed in any new language needed.</p> <p>Give a few minutes for the discussion then ask each group to pass their story on to the next group so that every group has a new story to read. When every group has read and discussed every story, focus on the structure of each story and the use of "will". Show how stories usually follow the same pattern. Draw four squares and basic lines on the board, like this:</p> <div style="text-align: center;">  </div>	60'

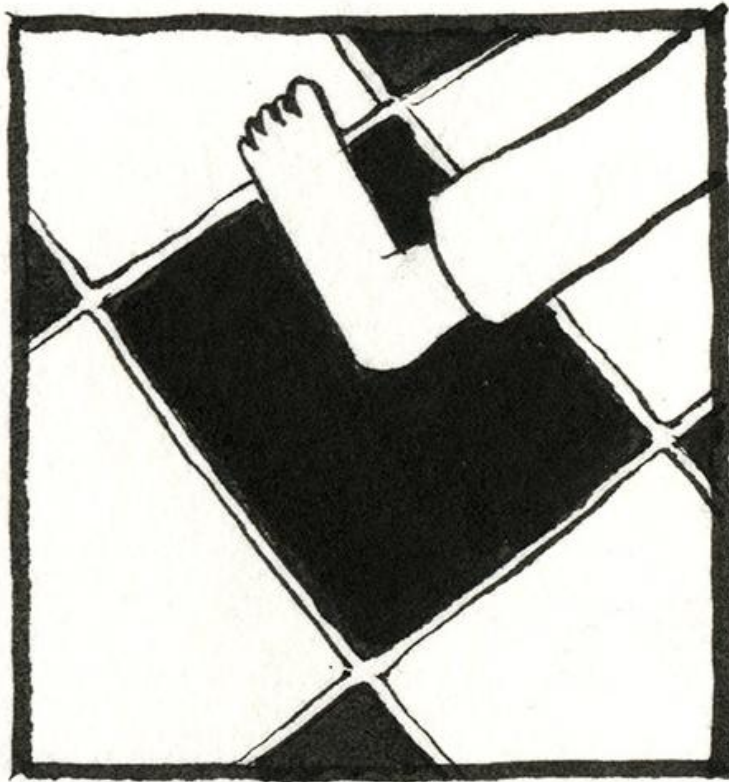
6	10'	<p>Writing. Ask Ss to work individually and write and draw a deep dark fears story each. Tell Ss stories are secret! They must not show them to other Ss yet. Monitor and feed in new language.</p>	70'
7	10'	<p>Reading. Ss stick their stories around the classroom. Ss walk round the classroom and read the stories. Tell Ss to try and guess who wrote each story as they read.</p>	80'
8	10'	<p>Feedback. Ss go back to their seats. Ask a S to stand up, pick a story and guess who wrote it. If he/she is right, he/she can pick another story and guess that one too, if wrong, the S who was thought to have written the story stands up picks a story and tries to guess who wrote it. This is done until all stories have been guessed correctly.</p>	90'

DEEP DARK FEARS



MY KITCHEN HAS A BLACK
& WHITE FLOOR.

(source: <http://deep-dark-fears.tumblr.com/>)



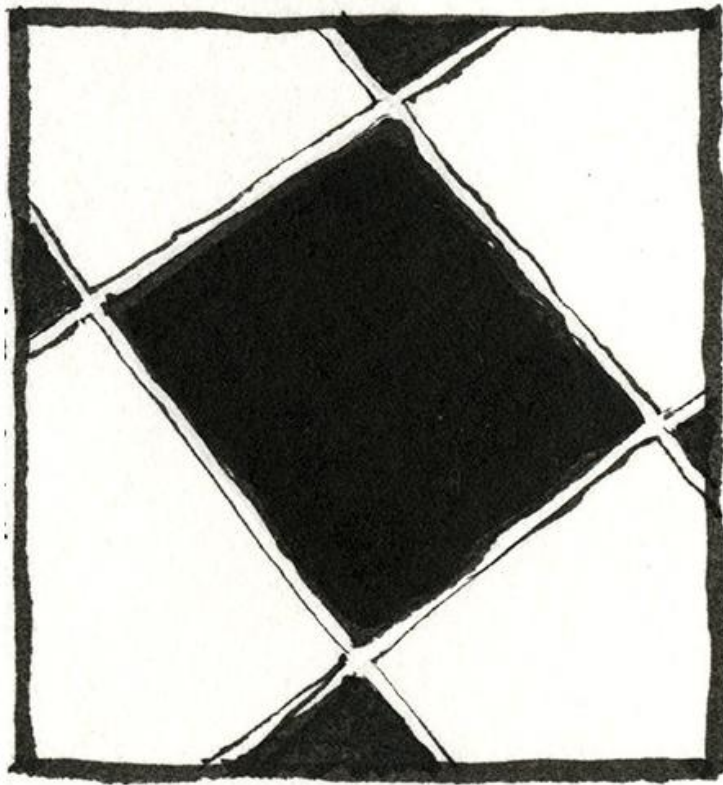
**WHEN I GO IN THERE
LATE AT NIGHT,**

(source: <http://deep-dark-fears.tumblr.com/>)



**I NEVER STEP ON
THE BLACK TILES,**

(source: <http://deep-dark-fears.tumblr.com/>)



**OR I FEAR I WILL FALL THROUGH
AND DISAPPEAR FOREVER.**

(source: <http://deep-dark-fears.tumblr.com/>)

(Attachment 2)



WHEN MY FEET ARE UP ON
THE COFFEE TABLE,

(source: <http://deep-dark-fears.tumblr.com/>)



(source: <http://deep-dark-fears.tumblr.com/>)



WHEN I'M AT THE OCEAN,



AND I HOLD A SHELL TO
MY EAR,



I DON'T LIKE USING AN
AIRPLANE BATHROOM.



I WORRY WHEN I
FLUSH,

(source: <http://deep-dark-fears.tumblr.com/>)

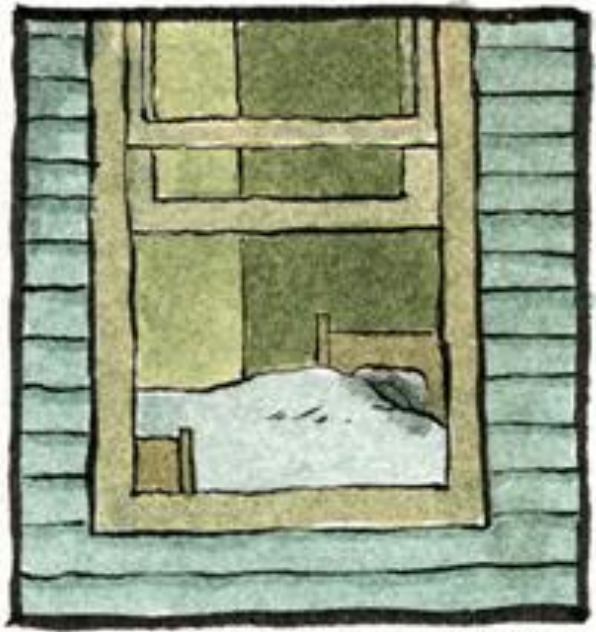


I WORRY THAT MY
REFLECTION IS RECORDING
MY EXPRESSIONS,

(source: <http://deep-dark-fears.tumblr.com/>)



WHEN I SNEAK OUT OF
MY HOUSE AT NIGHT,



I LEAVE A FAKE VERSION
OF MYSELF IN MY BED,

(source: <http://deep-dark-fears.tumblr.com/>)



(source: <http://deep-dark-fears.tumblr.com/>)

DEEP DARK FEARS



WHEN MY FEET ARE UP ON
THE COFFEE TABLE,



AND A FRIEND WALKS IN,



I WORRY THEY'LL TRIP,



AND MY KNEES WILL
BREAK BACKWARDS.

FRAN KEARSE 5-16-2015

(source: <http://deep-dark-fears.tumblr.com/>)

DEEP DARK FEARS



WHEN I'M AT THE OCEAN,



AND I HOLD A SHELL TO
MY EAR,



I WORRY SOMETHING
WILL SLITHER OUT,



AND MAKE A HOME
IN MY HEAD.

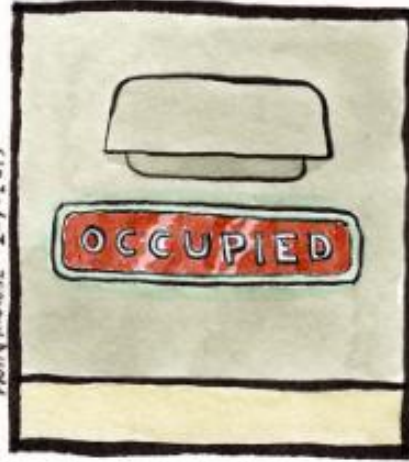
FRAN KRAUSE 3.20.2015

(source: <http://deep-dark-fears.tumblr.com/>)

DEEP DARK FEARS



I DON'T LIKE USING AN AIRPLANE BATHROOM.



I WORRY WHEN I FLUSH,



I'LL BE SUCKED INTO THE TOILET AND SHOT OUT OF THE PLANE.

(source: <http://deep-dark-fears.tumblr.com/>)

DEEP DARK FEARS



I WORRY THAT MY REFLECTION IS RECORDING MY EXPRESSIONS,



AND ONE DAY WHEN IT HAS CAPTURED THEM ALL,



IT WILL CRAWL OUT OF THE MIRROR,



AND IT WILL REPLACE ME.

(source: <http://deep-dark-fears.tumblr.com/>)

DEEP DARK FEARS



WHEN I SNEAK OUT OF MY HOUSE AT NIGHT,



I LEAVE A FAKE VERSION OF MYSELF IN MY BED.



WHEN I STUMBLE BACK TO MY BED,



I WORRY IT WILL BE AWAKE AND WAITING.

FRAN KRAUSE 7.6.2015

(source: <http://deep-dark-fears.tumblr.com/>)

Prank Calls ACT-14

Focus	Students make prank calls, listening, speaking, lexis (speaking on the phone)
Materials	Attachments, Internet connection with sound, mobile phone.
Aims of the lesson	1. By the end of the lesson students will be able to use a variety of lexical items related to speaking on the phone.

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	Introduction. Introduce the topic of prank calls and ask Ss if they have ever been a victim of one or made a prank call themselves. Spend a couple of minutes sharing experiences with the whole class, without focussing on individual stories or students.	5'
2	10'	Speaking. Next, ask Ss to tell each other about their stories in trios. As a task, tell students to decide which one of the three stories they've heard in their trios was the craziest. Monitor and note down any lexis related to talking on the phone (e.g. put on hold, hang up, static, answering machine etc.) that might be useful for the Ss.	15'
3	10'	Feedback. Ask Ss which stories they thought were the craziest and give feedback on the lexis you have gathered. Make sure you include lexis that the Ss could have used but didn't, because they didn't know it. Here are a few common expressions and collocations you might want to refer to: To answer the phone, "speaking", to pick up the phone, to take a call, "didn't catch that", to put on hold, to hang up the phone, answering machine, to hold on, to get through, to dial, to ring somebody, to put somebody through, ringtone, to call somebody back, area code, to call in sick.	25'

4	5'	<p>Prediction for the Listening Activity. Tell Ss they are going to listen to an 8-year-old girl called Becky making a prank call. Tell Ss she is calling a demolition expert. Ask Ss to predict why she is calling a demolition expert and what the prank may be. Gather some ideas as a group and ask Ss to quickly vote for the most likely scenario.</p> <p>Listening for gist. Ss listen to the prank call here:</p> <p>https://www.youtube.com/watch?v=-BkdDxg6SI</p> <p>Ask Ss to listen to the first 33 seconds of the video and tell you what the general idea of the prank is.</p>	30'
5	5'	<p>Listening for gist (2). Ask Ss to listen to the whole video and tell you how the demolition company responds to Becky and what the outcome of the phone call is: what happens in the end?</p>	35'
6	5'	<p>Focus on lexis. Ss listen to the prank call once more, this time with the transcript (Attachment 1). Ask Ss to listen then work in pairs and identify useful language to be used on phone. Add new lexis to the board. Also, focus on any other lexis Ss may have trouble with.</p>	40'
7	20'	<p>Designing a prank call. Tell Ss to work in trios or small groups to design a prank call for a couple of colleagues of yours (these may be any available members of staff, whom you will have informed beforehand of course, but don't tell Ss that). Tell Ss to use all the new language they've learnt to create the best prank calls possible. Tell Ss to design the prank call to the last detail: they should be able to predict what their victims may say! Tell Ss to rehearse the prank among themselves and be ready to perform!</p>	60'

8	30'	<p>Making the prank calls. Trios make their prank calls in turns. Just enjoy the pranks with them and make a note of mistakes relevant to the focus language. 30 minutes should be more than enough for every trio to make their prank calls, but try to save the last five minutes to go through possible mistakes or examples of good language you have heard as they were speaking.</p>	90'
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DEM: HELLO, ***

B: HI, IS THAT THE DEMOLITION PLACE?

DEM: IT IS, YEH.

B: COULD YOU HELP ME TO DESTROY MY SCHOOL PLEASE?

DEM: JUST BARE WITH ME A SECOND!

DEM: HELLO!

B: HI!

DEM: WHAT SCHOOL DO YOU GO TO?

B: I GO TO A SCHOOL IN DUBLIN.

DEM: AND YOU WANT IT DEMOLISHED?

B: YEAH. DO YOU USE A BIG WRECKING BALL OR... HOW DO YOU KNOCK IT DOWN?

DEM: A BIG WR— A BIG BALL. HOLD ON ONE WEE SECOND, PLEASE.

DEM: HELLO?

B: HOW ARE YOU? MY NAME IS BECKY.

DEM: YES.

B: I HAVE A PROPOSAL FOR YOU.

DEM: GO AHEAD.

B: ARE YOU THE DEMOLITION MAN?

DEM: YES.

B: YOU THE TOP BOSS, YEAH?

DEM: GO AHEAD, WHAT'S THE CRAIC? HELLO?

B: I WANT YOU TO HELP ME DESTROY MY SCHOOL.

DEM: YOU WANT IT BLOWN UP?

B: COULD YOU BLOW IT UP OR KNOCK IT DOWN?

DEM: WHATEVER, WHATEVER, WHATEVER YOU WANT DONE.

B: I'LL BLOW IT UP, THAT WOULD BE BETTER. CAN YOU MAKE SURE THAT ALL MY TEACHERS ARE IN THERE WHEN YOU KNOCK IT DOWN?

DEM: I DON'T KNOW IF I'D GET AWAY WITH THAT, NOW.

B: AH, YOU WILL. NOBODY LIKES THEM. THEY GIVE ME EXTRA HOMEWORK ON A FRIDAY AND EVERYTHING.

DEM: WHERE YOU CALLING FROM?

B: FROM DUBLIN.

DEM: WHAT SCHOOL IN DUBLIN?

B: THE ONE THAT'S ABOUT TO FALL DOWN!

DEM: THERE'S A LOT OF SCHOOLS IN DUBLIN ABOUT TO FALL DOWN.

B: AND HOW MUCH WUOLD IT COST TO KNOCK IT DOWN TO THE GROUND?

DEM: IT DEPENDS HOW BIG IT IS.

B: GIVE ME A BALL PARK FINGER— FIGURE!



Educate, Inspire, Enrich

[PEOPLE LAUGH INCONTROLLABLY]

[LAUGHS]

B: IS THIS A DEMOLITION COMPANY OR A JOKE FACTORY?

B: SEE YOU AFTER!

DEM: IT'S A JOKE FACTORY AT THE MINUTE.
IT'S A JOKE FACTORY!

B: LISTEN, ARE YOU GONNA COME AND KNOCK DOWN MY SCHOOL OR WHAT?

DEM: CAN YOU FAX ME THROUGH A PHOTO-GRAPH OR A PLAN OR SOMETHING?

B: RIGHT, I'LL FAX IT THROUGH. A PLAN OF THE SCHOOL AND MY TEACHERS' NAMES.

DEM: YEAH. NO PROBLEM. YEAH.

B: AND YOU JUST MAKE SURE THAT THEY'RE ALL IN THE BUILDING WHEN YOU KNOCK IT DOWN.

DEM: YOU PUT ALL THEIR NAMES ON IT. I'LL GIVE YOU A PRICE FOR EACH INDIVIDUAL TEACHER.

B: YEAH. BRILLIANT.

DEM: YEAH.

B: WHEN THE SCHOOL FALLS DOWN, WILL IT MAKE A CRASH OR A WALLOP?

DEM: IT'LL MAKE A BIG BANG.

B: SOUNDS GOOD! LISTEN, I'LL TALK TO YOU LATER, TOP MAN.

DEM: THANKS, GOOD LUCK. HEY, YOU LOOK AFTER YOURSELF!

B: FILL YOUR BOOTS, MAN!

Would You Rather...?

ACT-15

Focus	Speaking, Grammar (Would you rather...?, Conditionals)
Materials	Attachments, projector, pre-prepared list of "Would you rather...?" facts (see beginning of lesson plan).
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will be better able to express preferences using "I would rather..."
	<ol style="list-style-type: none"> 2. By the end of the lesson students will be better able to use conditionals to give reasons for their choices

LESSON PLAN

Phase	Time	Activity	Total time
/	/	<p>Materials to prepare. Before the lesson starts choose another teacher the Ss know (ideally your teacher partner) or a famous person on campus that both you and the Ss have a relationship with. For the purpose of this lesson plan, we will call this person Teacher B. Ask Teacher B to write a list of 5 things about themselves starting with "I would rather...". You do the same. So you will have 10 facts in total.</p> <p>Try to make these unusual and funny for the Ss. E.g. "I would rather eat nothing for a day than touch broccoli" or "I would rather watch a film for my birthday than have a huge surprise party".</p> <p>Finally, prepare two pictures of you and Teacher B on a file, one on the right and one on the left (see example in attachment 1).</p>	/
1	5'	<p>Introduction. Ask Ss to work in pairs and list everything they know about you and Teacher B. Give them a couple of minutes maximum and see how many they get. This will help them activate their previous knowledge about you and Teacher B for the following activity.</p>	5'

<p>Educate, Inspire, Enrich 2</p>	<p>10'</p>	<p>Total Physical Response: facts about you and Teacher B. Ask Ss to stand up and come to the centre of the classroom. Show them the two pictures of you and Teacher B on the OHP. Tell Ss the 10 facts about you and Teacher B in random order. Every time you tell Ss a fact, instruct them to move to the corresponding side of the classroom (i.e. right if they think the fact is about the teacher whose picture is on the right). After each fact, briefly ask Ss whether they agree with it. Do not correct any mistakes at this point. Instead, focus on their input and engage with them.</p>	<p>15'</p>
<p>3</p>	<p>5'-10'</p>	<p>Focus on conditionals. Ss sit back down. Ask Ss what they think the most interesting fact was. Write it on the board and ask everybody whether they agree with it. Ask them to give reasons and write them on the board. Make sure they use conditionals when doing so. E.g. "I would rather eat broccoli than eat nothing because I would starve!" or "I would rather watch a film than have a huge party because I wouldn't like all the noise and upheaval".</p>	<p>25'</p>
<p>4</p>	<p>20'</p>	<p>Discussion in pairs. Tell Ss you are going to show them a list of "Would you rather...?" (Attachment 2) questions. Ask Ss to work in pairs and discuss each question. What would they rather do? Why?</p> <p>Give a couple of minutes maximum for each question. Monitor and help Ss to really explore all the implications of each choice. Note down any mistakes you hear. Focus on mistakes that are relevant for the aim of the lesson: conditionals and language used to discuss.</p>	<p>45'</p>
<p>5</p>	<p>30'</p>	<p>TPR discussion. Ask Ss to stand up again and come to the centre of the classroom. Show them the first question on the OHP and ask them, similarly to phase 2, to move to the side of the classroom corresponding to their choice. This will produce two sides facing each other. Ask Ss to choose a starting captain for their side. Each captain will present their reasons for their choice and will discuss with the other captain to convince them. Every time anyone from the team would like to say something, he/she needs to clap the captain's hand and swap positions with him/her, thus becoming the new captain. Similarly, if the captain needs help, he/she can raise his hand thus signaling his/her team members for help.</p> <p>Let each discussion go on until exhausted. Just make sure they do not escalate and that the atmosphere is always peaceful and respectful. Sometimes questions will spark very little discussion, if that is the case, do not worry and move on to the next question.</p>	<p>70'</p>

Educate, Inspire, Enrich		As Ss are discussing, participate if needed and pose further questions to make Ss think more deeply about the implications. Also, make sure you note down any mistakes or examples of good language Ss use. Before the end the last discussion, take a minute to type the list of mistakes/examples of good language.	
6	10'	List of mistakes. Ss go back to their seats. Show them the list and ask them to discuss in pairs which ones are mistakes and which ones are examples of good language. When they find a mistake ask Ss to correct them. Monitor for any lexis but do not give away the answers!	80'
7	10'	Feedback. Go through the list and finally give the answers. Discuss each item carefully so that Ss understand the reasons for their mistakes or have time to note down any good language you praised.	90'

Emile



Lydia



Would you rather be



a kid your whole life

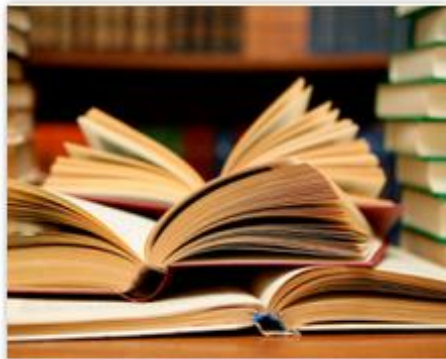
OR

161,815 votes



an adult your whole life

Would you rather



Know it all (Smartest person in the world)


OR

135,807 votes



Have it all (Richest person in the world)


Would you rather



live anywhere you want and have the house paid off

OR

109,273 votes



be able to travel anywhere you want for free forever

Would you rather know



all of human history

OR



86,547 votes



the destiny of human kind

Would you rather



always be overworked

OR



68,037 votes



never do anything

Would you rather



be able to fly

OR



47,041 votes



be invisible

Would you rather



Have a rewind button in your life.

OR



319,067 votes



Have a pause button in your life

Would you rather have more



Time

OR



197,763 votes



Money

Adapted from:
<https://www.rrrather.com/>