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INTRODUCTION

UKL4 CONNECTION

This is the programme dedicated to our junior learners (11-14) and it aims at increasing the students' motivation to use English in order to connect with other people. Our UKL4 CONNECTION lessons are very interactive and use a variety of methods and media to encourage students to establish a connection, not only with their peers, but also with the English language and British culture.

UKL4 ACTION

Our UKL4 ACTION programme is designed especially for teenagers who want to use their English and activate what they know. This does not mean that students will not learn anything new, on the contrary, they will be pushed out of their comfort zone in order to enhance their abilities and to get their English into some real action. These lessons are highly multimedial and make use of a wide range of authentic materials.

COMPULSORY LESSONS

These are the lessons that must be taught in every course. Teachers should talk to their Course Director to know when to teach these.

FUNOLOGY & FUNETICS

These are lessons that focus specifically on phonology.

CONVERSATION CLUBS

Conversation Clubs are lessons that focus on speaking. The most important thing is for students to speak and interact as much as possible. All the lessons begin with a simple idea/topic and develop from there. The teacher's priority is to engage and motivate the students to take part in the activity and have fun doing it. However, the teacher should also focus on monitoring and giving feedback on language use at the end of the lesson. The teacher should have a notebook and write down language students use. This is the only "formal input" they will get from the lesson, so make it count!

When taking notes the teacher should not write every single mistake you hear. Here is a list of categories of mistakes the teacher should write down and give feedback on at the end of the lesson:

- 1) **Mistakes that impede mutual comprehension.** These may include mistakes that do not impede mutual comprehension among the students because, for instance, they speak the same language, but that would impede it if they were speaking with native speakers or people from a different country.
- 2) **Mistakes that students shouldn't be making at their level.**
- 3) **Mistakes that, regardless of level-appropriateness, have been made often throughout the lesson.**
- 4) **Mistakes that concern the topic at hand.** For instance, when teaching a lesson on fears and one of the students says "I was afraid by it" it is a good idea to focus on it during feedback. Conversely, if a student says "I was happy by it", it is probably not worth giving feedback on.

If you are looking for more ideas for a Conversation Club, some of lessons from UKL4 Action and UKL4 Connection are heavily focussed on speaking and can be adapted for a Conversation Club lesson. Just remember not to focus on the grammar points of these lessons. Here is the list of the lessons: CON-1, CON-6, CON-9, CON-10, CON-12, CON-13, CON-14; ACT-5, ACT-9, ACT-14, ACT-15.

The Little Prince (Introductions) CON-1

Focus	Introductions, Speaking.
Materials	Attachments.
Aims of the lesson	1. By the end of the lesson students will be better able to introduce themselves.

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	Introduction. Show Ss a picture of The Little Prince. Ask Ss to introduce him using only 3 words. Draw 3 blank lines on the board and elicit "The Little Prince". Write the three words on the board.	5'
2	20'	<p>Speaking. Ask Ss to introduce themselves using only 3 words. Tell Ss they can say something as simple as "My name's ..." or make up something strange like "The Big Prince" or "I'm Superspeed man". Allow contractions when counting words but no other exceptions! Tell Ss to mingle and introduce themselves to as many people as possible. Give them around a minute for this.</p> <p>Next, tell Ss to introduce themselves in 5 words maximum. Elicit a few introductions to give a few ideas/examples and give Ss a minute to mingle and introduce themselves again. When eliciting examples, remind Ss of very common ways of introducing oneself, such as "I'm ... years old" "I'm from..." "I like...", so Ss do not miss out on those.</p> <p>Finally, ask Ss to introduce themselves in 3 sentences. This time give them your own example by introducing yourself. When introducing yourself try to include original ideas and sentences. Again, give Ss some time to mingle and practise their 3-sentence introduction. You may want to give Ss a few minutes for this as introductions are longer this time.</p> <p>As Ss speak, monitor and note down any common mistakes that you might want to address later during feedback.</p>	25'

3	10'	<p>Feedback. Ask Ss to introduce themselves in turns, but this time without looking at their notes. Listen, correct any mistakes they make, praise use of good language and suggest possible extra information they could include in their introductions. Once everybody has introduced themselves, tell Ss this is their last chance to make any changes to their introductions. Don't give longer than a minute for this.</p>	35'
4	15'	<p>Group work. Tell Ss that now you are all going to travel with The Little Prince and you are all going to introduce yourselves to distant people all over the universe. But tell Ss to be careful! New planets will have different rules as to how they can introduce themselves!</p> <p>Ask Ss to work in trios. Each trio invents the name of a new planet and the rules by which visitors must abide when introducing themselves. Give Ss a few examples. E.g. "This is Slowtonia, here you have to speak really slowly!", "This is Waterworld, here you have to speak like underwater", "This is Megatonia, here everybody has a giant ego", "This is Shouton, here everybody shouts". Tell each trio to write the description starting with the name of the planet "This is..." and then adding "here..." and the description of the rules. Encourage Ss to be as creative as possible and make sure you monitor to push their creativity to the limit. Each trio writes the description on a slip of paper. Once all trios have handed in their description, change trios and ask the new trios to invent a new planet and a new rule. Do this one last time so that the number of planets is roughly the same as the number of students.</p> <p>Monitor, feed in any new language and correct possible mistakes.</p>	50'
5	30'	<p>Speaking. Collect all the slips of paper with the descriptions on it. Put them all in a box and ask Ss in turns to come up to the board, pick a random slip of paper, read the description and introduce themselves following the rules of the planet. The trio who invented the planet decide if the S is welcomed to the planet or not based on how well they followed the rules of the planet. Do this for every student and then do another round where Ss can decide which planet they would like to visit.</p>	80'

		If you have time, ask Ss to send you to a planet or two to see if you would be able to introduce yourself abiding by the rules of the different planets.	
6	10'	Feedback. Give Ss feedback on possible mistakes they made. You can write your notes on the board and ask Ss to decide which sentences are correct and which ones are not. Make sure you include mistakes and good language alike.	90'

Attachment 1



Source: <http://www.bookofdaystales.com/the-little-prince/>

Good Day versus Bad Day CON-2

Focus	Grammar and Lexis (daily routines), Speaking.
Materials	Coloured pens and sheets of blank paper for students to draw on.
Aims of the lesson	1. By the end of the lesson students will be able to describe their daily routines and talk about what makes a good day or a bad day

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	Introduction. Ask Ss what is the first thing and last thing they do in a day. Elicit "I wake up" and "I go to bed". Write these on the board, one on the far left and one on the far right. Leave a large gap in between. Now ask Ss to work in trios and fill in the gap with 3 actions, one for each student, to sum up a day, e.g. "I wake up, I go to school, I have lunch, I have dinner, I go to bed". Discourage anything like "I wake up, I dress up, I brush my teeth..." as that is too slow and specific for now. Give Ss less than a minute for this.	5'
2	5'	Feedback. Ask each trio what three sentences they came up with and write them on the board filling roughly a third of the gap with each sentence. Now is a good chance to go over common mistakes or commonly misspelled words with the Ss.	10'
3	10'	Speaking. Now split the class in half and ask each half to do fill the gap again with as many sentences as there are students in their half. Then give feedback. Next, ask the whole class to work as a group to fill the gap with as many students as there are in total. Let the Ss work as a group and come up with the sentences themselves. Be ready to help them but don't lead the activity.	20'

4	10'	<p>Speaking. Finally, ask Ss to work as a whole class to fill the gap with as many sentences as possible! Again, each student will say one sentence. Encourage Ss to be as specific and detailed as they like. Give them a first try without any preparation. You want Ss to move through the day as slowly as possible. E.g. "I wake up, I turn off my alarm clock, I get up, I go to the toilet, I decide what to wear, I dress up...". See how many they can come up with.</p> <p>As Ss do this, add what they say on the board for reference.</p>	30'
5	15'	<p>Good Day vs Bad Day. Ask Ss to work in pairs and discuss which ones among all the things they have listed they like doing and which ones they don't like doing. Ask them to create two written lists (these may be different for each student).</p> <p>Next, ask Ss to add sentences to the two lists including things that would make a good day (things they like) and a bad day (things they don't like). These sentences may be still in the first person (e.g. I do the dishes) or not (e.g. it rains all day).</p>	45'
6	10'	<p>Feedback. Ask Ss to share their additions with their partner and choose together things they both like and things they both dislike.</p> <p>Ask each pair what their additions are, correct any mistakes and praise good language.</p>	55'
7	25'	<p>Writing and drawing. Assign a letter to each student, either A or B. As and Bs should be alternated. Tell Ss As are optimistic and want everything to go well, whereas Bs are pessimistic and always expect to have a bad day. Give each student a large piece of paper and ask them to draw the first scene of their day according to their letter. So As might draw a person springing out of bed, whereas Bs might draw a drowsy person hardly getting out of bed. Ask Ss to describe what they have drawn on the back of the paper, e.g. "I wake up and I am super happy" or "I wake up and I want to sleep the whole day". Give Ss 30 seconds to draw their picture,</p>	80'

		then ask them to pass their paper on to their left, so that everybody gets a new piece of paper drawn by a student with a different letter. Ask Ss to look at the picture and the description on the back and then change the picture by adding some elements or modifying some details so that the day becomes better (for As) or worse (for Bs). Ask Ss to describe what they have just drawn on the back of the paper and finally pass their piece of paper on to their left. This goes on until everybody has got their initial piece of paper back.	
8	10'	Feedback. Ask each student to show their piece of paper with all the pictures on it and describe it to the rest of the class, with its ups and downs.	90'

Let's Make a Move CON-3

Focus	Lexis (body parts and verb collocations for body parts).
Materials	Block of Post-its.
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will be better able to name body parts and use them in context 2. By the end of the lesson students will be better able to use verb collocations with body parts (e.g. clap your hands, rub your stomach, shut your eyes)

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	Introduction. Tell Ss today you are going to talk about body parts. Ask Ss to work in trios. Give each trio a set of post-its and ask Ss to write a body part on each one. Give Ss a minute to write as many body parts as possible.	5'
2	10'	<p>Feedback. Ask Ss to choose a student in their trios and stick all their post-its on him/her on the right body part. Give Ss a minute for this. Once they are all done, ask Ss to present their creation to the whole class. Award points for correct body parts in the correct place. Correct any spelling mistakes if needed (you can award extra points if other Ss can correct the mistakes).</p> <p>Once the first trio is finished presenting, collect all their post-its. Ask the other trios to present and when they are finished, collect the post-its with body parts you haven't collected yet, so that by the end of the activity you will have a set of post-its with all (or nearly all) body parts and no doubles. Finally, pick as many as the number of students in the class.</p>	15'

3	25'	<p>Creating collocations. Pick a body part that Ss will be very familiar with, e.g. Hands. Ask Ss what actions they can do with their hands and elicit a few verbs that collocate with them, e.g. shake, clap, join, wave, rub together. Make sure Ss are familiar with the majority of the verbs and add one or two they don't know or that are more difficult to remember.</p> <p>Practise these with the Ss and see if they can remember them all.</p> <p>Now give each trio 2-3 post-its with different body parts and ask Ss to work together to write verb collocations for the body parts. It's a good idea to have Ss write the verbs on the back of the post-its. Give them 3-5 minutes for this. Stress the fact that they should focus on quality, not quantity. Once the time is up, ask trios to pass their post-its on to the next group. Ask Ss to add any collocations they think are missing and, finally, ask Ss to pass them on again to the next group.</p> <p>At the end of the activity, collect all the post-its and give feedback on the collocations. Make sure all Ss understand what they mean and correct any ones if needed. As you go through the verbs, ask Ss to practise these with you.</p>	40'
4	15'	<p>Further practice. Ask Ss to stand in a circle in the middle of the classroom. Say an action and ask Ss to do it. Do a few warm-up actions then tell Ss that whoever gets it wrong now is out of the circle. Keep saying actions until somebody gets it wrong. That student is now out of the circle but he/she gets to say the action now. Keep going until you have a winner. You can play the game once or twice, depending on how well the students do, but try to keep the game fast and snappy: the more times you go over these, the better it will be for the students.</p>	55'
5	15'	<p>Move creation. Ask students to work in trios and combine different actions with different body parts to create a dance move. The move should include no more than 3-4 actions and should have a special meaning. E.g. rub your stomach + wave your hand = I'm hungry, see you later.</p>	70'

		Ask trios to present and perform their dance move in front of the class. The rest of the class performs the move with them.	
6	10'	Move creation as a class. Ask Ss to stand in a circle in the middle of the class. Ask Ss to help you create basic moves for basic messages. Invent a dance move for "hello", "what's up?", "see you later", "It's time to go", "I'm so tired" and other basic messages.	80'
7	10'	Final practice. Practise all the moves with the Ss. You can play the circle game again (see activity 4), but this time put on some upbeat music in the background to motivate Ss. Focus on the right sequencing of actions for each move and ask Ss to correct you or other Ss when they perform them wrong, but keep the atmosphere loose and relaxed. Finish off with a brand new move that will signal the end of the lesson, something like clap your hands + give a thumbs up + spin your index = the lesson is over, great job, see you tomorrow!	90'

Classroom Olympics CON-4

Focus	Students create mini-sports using classroom objects. Lexis (classroom objects), verbs to describe physical actions, modals to describe rules.	
Materials	Box of classroom objects.	
Aims of the lesson	1.	By the end of the lesson students will have broadened their vocabulary related to classroom objects
	2.	By the end of the lesson students will have broadened their vocabulary related to physical actions related to small objects (e.g. throw, lift, hold, flick)
	3.	By the end of the lesson students will be better able to describe rules by using modal verbs (can, have to, must)

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	<p>Intro. Present Ss with a closed box full of classroom objects. Shake it in front of them and ask them to guess what is in it. Tell them there's more than one type of object in it. Let them guess a few times but not all the objects. Do help them guess they are classroom objects so you can elicit a few and feed in vocabulary if needed.</p> <p>Put the box in the middle of the classroom on a desk and empty it so that everybody can see what is in it. Tell Ss you will give them 90 seconds to look at the objects and try and remember them all. Get them to work in small groups (3 students, ideally). Tell them that they will have to name the objects without your help. After the 90 seconds are over cover everything up.</p> <p>Ideally, you should include 60% of objects they will be able to name, 25% that you expect only some Ss will know and 15% that you expect virtually no-one to know.</p>	5'

2	5'	<p>Feedback. Ask groups how many objects they are able to name. I suggest you start from the group with the least number of objects listed. Do not accept any answers in their L1. Praise the team with the most number of objects on the list and declare them the winners. Give them a gold medal as a reward (see attached image below).</p>	10'
3	5'	<p>Intro. Ask Ss to think about the game they have just played. Ask them what the rules were. Write these on the board. Make sure there is a variety of modals used. E.g.</p> <p style="text-align: center;">You can only look for 90 seconds. You can't name things in (L1). You have to name as many objects as possible.</p>	15'
4	20'	<p>Creating a Classroom sport. Tell Ss they are going to participate in the Classroom Olympics, a very special event where they play weird sports and win medals! Get Ss to work in teams of ideally 3.</p> <p>Ask each team to invent a sport using things they can find in the classroom and ask them to write rules for it. It could be anything from pseudo-basketball paper ball throwing to pen-flicking competitions. Try to be enthusiastic and encourage Ss to be as creative as possible. Also, encourage them to come up with weird and funny rules. Monitor, feed in any vocabulary related to classroom objects and verbs describing actions to be performed (e.g. throw, lift, hold, flick) and make sure you correct any mistakes relevant to the use of modals to describe rules.</p>	35'
5	20'	<p>Presentation. Get each group to present and describe their sport to the rest of the class, including very detailed rules. Tell the rest of the Ss to listen as they will have to compete in these sports later. Note any mistakes you hear and give feedback on the board at the end of this stage. Write down examples of good and bad sentences they said and ask them to correct the mistakes. Focus on modals and classroom objects.</p>	55'

6	35'	<p>Classroom Olympics. Get each team to come up with a name and a flag and have them compete against each other in every sport. Award points to each team according to their score in each sport. Finally, declare the winners. As students compete you can play some inspirational background music or sound effects of people cheering, like this one:</p> <p>https://www.youtube.com/watch?v=l3i9ilHpPko</p> <p>w. If you find you have some time left, play one or two of the most popular sports yourself and get the class to award points to you based on your performance.</p>	90'
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What do I look like?

CON-5

Focus	Lexis (traits and physical features, family), Speaking.
Materials	Attachments.
Aims of the lesson	1. By the end of the lesson students will be able to describe people and comment on physical similarities

LESSON PLAN

Phase	Time	Activity	Total time
1	7'	Introduction. Ask Ss if they think you look typically British (if you are not British use your own nationality). Elicit a few elements that make you typically British then give Ss a couple of minutes to think of as many physical features as possible. Tell Ss to simply jot down bullet points, they do not need to write full sentences.	7'
2	8'	Feedback. Ask Ss what they have brainstormed and write full sentences on the board using their input. E.g. British people are quite tall, They are fair-skinned. Try to keep sentences simple and easy to remember.	15'
3	10'	Photo description. Show Ss 4 photos of 4 different people (one of which is a sibling or a relative that looks a bit like you!). Ask Ss to work in pairs and describe these four people. Ask Ss to write similar sentences to those on the board. A nice touch here is to give each person a name, even if it's made up.	25'
4	5'	Feedback. Pick a few Ss and ask them to read a sentence from their descriptions. Ask the rest of the class to listen and guess who they are describing.	30'

5	10'	<p>Guess who my sibling is! Reveal that one of those 4 is your sibling (or relative). Ask Ss to guess who that might be. Ask Ss to give reasons based on your physical appearance. Rephrase what Ss say so that you can show them how you can describe similarities. You are looking for sentences like:</p> <p style="padding-left: 40px;">They both have blue eyes</p> <p style="padding-left: 40px;">She's got a round face too</p> <p style="padding-left: 40px;">They have the same nose</p> <p style="padding-left: 40px;">Their mouths look very similar</p> <p>Finally, reveal who your sibling (or relative) is!</p>	40'
6	15'	<p>What do I look like? Give each S a secret character (see attachment 1) they must not look at. Ask Ss to stick their secret character on their back and mingle. Provide a sheet of paper and ask Ss to describe other Ss' secret character to them while these draw it based on their description. Ask Ss to talk to more than one person to make sure their drawing is as close as possible to their secret character.</p>	55'
7	5'	<p>Feedback. Ss go back to their seats. In turns, ask each S to show their drawing and describe their secret character without look! Let them look at their character only after the description.</p>	60'
8	10'	<p>Matching. Ask Ss to work in small groups. Provide a full set of cut up pictures to each group (see attachment 1) and ask Ss to group these together in order to form 4 different families.</p>	70'
9	5'	<p>Feedback. Ask Ss to leave their pictures on the table and swap positions with a different group, so that everyone is looking at a different group's work. Ask each group to comment on the matching done by the other group and give reasons. E.g.</p> <p>I don't think Eliza and Charles are in the same family because they have different glasses.</p>	75'

		I think Gwen and Victor are in the same family because they are both very original!	
10	10'	<p>Drawing their own families. Ss draw their own families, trying to show features that they have in common. Ss cut up their pictures and mix them all together with 2-3 other Ss. Ss keep pictures face down and flip one at a time, trying to guess who that picture belongs to.</p> <p>Monitor and note down any mistakes relative to the language learnt so far. Try to note down any examples of good language used by the Ss as well!</p>	85'
11	5'	<p>Feedback. Give feedback on what you have heard and ask Ss to help you correct the mistakes. Praise use of good language.</p>	90'

THE HOPKINSES



Charles



Peter



Elizabeth



Jonathan

THE BROWNS



Eliza



Nicholas



Timmy



Ralph

THE SMITHS



Cindy



Andrew



Phil



Jack

THE HAMILTONS



Anthony (Tony)



Gwen



Victor

Drawings by Emiliano Garonzi

My Own Superhero CON-6

Focus	Students create their own superheroes, Grammar (practice and revision of "can", Present Simple).				
Materials	None.				
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 abilities and describe them</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>By the end of the lesson students will be better able to describe physical actions related to the topic of superheroes</td> </tr> </table>	1.	By the end of the lesson students will be better able to express abilities and describe them	2.	By the end of the lesson students will be better able to describe physical actions related to the topic of superheroes
1.	By the end of the lesson students will be better able to express abilities and describe them				
2.	By the end of the lesson students will be better able to describe physical actions related to the topic of superheroes				

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	Introduction. Introduce the topic by drawing the Superman logo on the board. Ask Ss what it means and elicit Superman and then Superhero. Ask Ss to name as many superheroes as they can. Write them all on the board in a spidergram around the "S".	5'
2	10'	Speaking & Writing. Ask Ss to work in pairs or trios and write the corresponding superpower/s for each hero. Give one or two examples first, if needed. Make sure Ss write short simple sentences to describe superpowers. You don't want an essay!	15'
3	5'	Feedback. Ask Ss what they wrote and put all the superpowers on the board next to the corresponding superhero. Here you can give feedback on common mistakes you saw or heard during phase 2.	20'
4	20'	Superhero Duels. Ask Ss to imagine that all these superheroes are competing to decide who the best is. Tell Ss there are going to be Superhero Duels and Ss need to decide who wins. Ask Ss to work in trios, pick 2 superheroes and tell Ss these 2 are going to be the duelists. Ask Ss to explain why one would win over the other. Tell them you will not accept general answers like "because he's cooler" or "because he's stronger". Ss have to imagine a real situation and describe the per-	40'

		<p>formance of each hero. Do 3/4 duels and give about 3 minutes for each duel. Monitor to feed in any language, correct any mistakes and always ask for feedback at the end of every duel. A nice way to finish off is to have a duel between two goofy superheroes or underdogs.</p> <p>Based on the results of the duels, declare the best superhero at the end.</p>	
5	15'	<p>Your own Superpower. Tell Ss THEY are going to be the superheroes now. Ask them to think of a name and most importantly of a superpower. Clear the board and tell Ss they are not allowed to use any existing superpowers and can only have one. In addition, tell them they are going to briefly present themselves (as superheroes) and when they do it they also need to tell the class who their worst enemy is.</p> <p>Tweak for higher levels. With A2 students, you may ask them about the last time they saved the world rather than their worst enemy.</p>	55'
6	10'	<p>Presentation. Each S now presents him/herself to the whole class. Tell Ss to pay attention because later they are going to be competing against each other.</p>	65'
7	20'	<p>Superhero team duels. Create teams of 3 random superheroes each (but try to create teams that are not overpowered or underpowered). Have teams duel against each other. Ask the rest of the class to set a task for the two teams. Tasks should be fun and inspiring for the Ss. Get the whole class to brainstorm and come up with the most interesting tasks.</p> <p style="text-align: center;">Here are some examples:</p> <p style="text-align: center;">Save a village from an incoming tsunami Save a whole city from a volcano eruption Save everybody from a sinking ship</p> <p>Duels are done in turns. Each team can perform an action with each of its heroes and then it's the other team's turn to respond. Actions can have the desired effect or fail. You as a teacher will be the judge of that, but of course try to be balanced and actively ask the rest of the class for support. When both teams have</p>	85'

		<p>had a chance to complete the task, ask the rest of the class to declare the winners. Don't let the duels drag on too long. Keep the rhythm snappy and be confident: when it's over it's over!</p> <p>Tip. Not being too strict or too lax is fundamental as a judge. The fun Ss have depends on this!</p>	
8	5'	<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'



**LEVEL
A1-A2**

How Cool Are You?

CON-7

Focus	Questionnaire creation, Grammar (question formation), Speaking, (optional: interviewing passers-by).
Materials	Attachments, three willing guests.
Aims of the lesson	1. By the end of the lesson students will be able to use a variety of grammatical structures to pose questions

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	Introduction. Introduce the topic by asking Ss to name famous people who they think are cool. Ask Ss why these people are so cool. Make sure Ss understand this is not just about physical appearance but also style and behaviour.	5'
2	15'	Speaking: how cool are these people? Show Ss pictures from Attachment 1. Ask Ss to work in pairs and discuss how cool the people in the pictures are. Give about 2 minutes for each picture, then move on to the next one. You are welcome to use any appropriate pictures you may find better suited for your class. Always remember to acknowledge sources if you do so.	15'
3	7'	Speaking: what makes you cool. Now ask Ss to change partners and discuss with their new partner what makes people cool. Ask for feedback and write Ss' ideas on the board.	22'

4	8'	<p>Writing. Tell Ss you are now going to create a questionnaire to measure how cool you all are. Ask each student to write 2 questions. Make sure Ss don't write yes/no questions, but rather questions which have a range of possible answers, e.g. not "Do you do sports?" but rather "How often do you do sports?". Also, ask Ss to provide possible answers and assign points to each one. E.g. "What kind of music do you listen to?" TV jingles (0 points), Pop music (1 point), Rock & Pop (3 points), Other (1 point). Tell Ss their questions should be based on what THEY think is cool, not on the general opinion.</p>	30'
5	25'	<p>Questionnaire: speaking and listening. Ask each student to read out their question and provide the possible answers. For each question, ask the rest of the class to listen and write down their answer. Next, the student who posed the question reveals the points assigned to each answer and Ss write down their points.</p> <p>Each student asks only one question until everybody has asked one. Up to this point do not correct mistakes but rather note them all down. Write down mistakes that concern grammatical structures when forming questions, i.e. "do" and inversions (are you, can you etc.). Give feedback on the board and ask Ss to help you correct the mistakes.</p> <p>Now, based on the feedback Ss can correct their second question (if they need to). Ask Ss to proceed with round two and stop at each question and ask everybody if the question is correctly formed or not.</p> <p>Finally, ask Ss what their questionnaire results were. A nice touch would be telling Ss you've secretly answered the questions yourself and you've got a rather low score!</p>	55'
6	10'	<p>Speaking and writing. Now ask Ss to work as a group and sum up the questionnaire by writing the 10 essential questions.</p>	65'

7	20'	<p>Special guests! Reveal to the Ss that you have 3 special guests for them who will join the lesson and answer their questions. These 3 guests should be known to most students (e.g. available group leaders). Make sure the guests are easy going and wouldn't take the questionnaire personally, so ask them beforehand and tell them what their help is for.</p> <p>Ask Ss to bet on who they think will get the highest score.</p> <p>Call in the guests and go through the questionnaire.</p>	85'
(6b)	(25')	<p>Alternative to phase 6: Interviewing British people. At the end of phase 5 you may choose to take your students out of the classroom to continue the lesson outdoors (arrange this with your Course Director before the lesson).</p> <p>Ask Ss to find out what British people think makes you cool. Split them into small groups and under your surveillance get them to interview passers-by. Ss ask the question "What makes a person cool?", take notes and write down a list of facts/characteristics to determine if someone is cool or not, according to the people they have interviewed.</p>	(80')
(7b)	(5')	<p>Alternative to phase 7: Top 10 characteristics. Ss return to the classroom and share their facts with the other Ss. Ask Ss to choose the top 10 facts/characteristics. How are they different from the ones they came up with for the questionnaire in phase 5?</p>	(85')
8	5'	<p>Final feedback. You may spend the last five minutes giving extra feedback on common mistakes or you may finish off the lesson by asking the guests (only applicable if you did phase 6 and 7) to retaliate and ask Ss some questions to see "how mature they are" as opposed to "how cool they are".</p>	90'

Attachment 1



Source:

<http://www.whowhatwear.co.uk/what-to-wear-camping/slide4>



Source:

<https://it.pinterest.com/pin/191543790379617951/>



Source:
[https://en.wikipedia.org/wiki/EES_\(rapper\)](https://en.wikipedia.org/wiki/EES_(rapper))



Source:
<https://it.pinterest.com/pin/434175220307856526/>



Source:
<https://it.pinterest.com/pin/548524429595490552/>



Source:
<https://it.pinterest.com/pin/30399366207163104/>

Guinness World Records

CON-8

Focus	Grammar (superlatives), Speaking.
Materials	Attachments, Projector.
Aims of the lesson	1. By the end of the lesson students will be able to describe records using superlative forms

LESSON PLAN

Phase	Time	Activity	Total time
1	10'	<p>Introduction. Introduce the topic by writing "tall" in the middle of the board. Ask Ss what the opposite is and elicit "short". Write "short" next to tall, to the left. Then proceed to write "tallest" to the far right of the board and "shortest" to the far left. Now ask Ss to stand up and form a line from the shortest to the tallest. Now do the same with "young". Elicit "old" then elicit "youngest" and "oldest" and ask them to change positions according to age (they can of course ask each other when they were born). Here, a nice touch would be to place yourself at the very end of the line, next to "oldest". Do this with a few adjectives, but be careful not to use adjectives that might offend some students' sensitivity.</p> <p>Tweak for higher levels. As you go on, start using phrases rather than single adjectives, e.g. "most colourfully dressed" or "most likely to get in trouble". Use nouns as well, e.g. "most letters on T-shirt" versus "fewest letters on T-shirt". Accept suggestions from Ss but always make sure you keep a friendly atmosphere for everybody.</p>	10'
2	15'	<p>Focus on form. Now Ss may sit down. Ask Ss to remember all the adjectives you used. Focus on the form of the superlatives and elicit from the Ss how to form them. Make sure you also cover "most", "least" and "fewest".</p>	15'

3	15'	<p>Guessing. Tell Ss you are going to show them some pictures taken from the Guinness World Records website (attachment 1) (make sure all the Ss are familiar with the idea). Tell Ss you are just going to show them the pictures and you would like them to guess what the type of record is.</p> <p>Ask Ss to work in trios or small groups. Show one picture at a time and feed in any vocabulary Ss may need. Give them a minute to think about the record and write it down, then move on to the next one.</p>	30'
4	10'	<p>Feedback. Go through the pictures with the whole class and ask Ss what they thought the type of record was. Help Ss phrase it correctly and write it below the picture. Once you have done this for every picture, go through them all one last time and ask Ss to guess what the actual record was. Reveal the answers.</p> <p>For your reference:</p> <p style="text-align: center;">Tallest living man (251 cm) Largest Pokémon toys collection (14,410) Most straws in mouth (400) The most tiles broken in 1 minute by a woman (923) Most chili peppers eaten in 2 minutes (66 grams) Oldest man to get his first tattoo (100 years old)</p> <p>For lower levels you may want to phrase some of the records differently:</p> <p style="text-align: center;"><u>Tallest man in the world</u> (251 cm) Largest Pokémon toys collection (14,410) <u>Biggest mouth</u> (400 straws) <u>Strongest woman</u> (923 tiles) <u>Craziest food challenge</u> (66 grams) Oldest man to get his first tattoo (100 years old)</p>	40'

5	10'	Writing. Ask Ss to work on their own and write 3 questions starting with: How much..., how many..., how long..., how far..., how big... etc. These should be questions about experiences and feats by the Ss. Give a couple of examples to show them what you mean. E.g. "How much ice cream did you eat the most in one day?" or "How long did you stay in bed the most without getting up?". Monitor, feed in new language and help Ss phrase questions correctly.	50'
6	20'	Speaking. Ask Ss to stand up, mingle and ask everybody their questions. Also, ask Ss to write down the answers so they can see who broke each record at the end of the activity, i.e. "who ate the most ice cream in one day?" "who stayed in bed the most without getting up?".	70'
7	15'	Feedback. Ask each student to reveal who broke each of their records and write at least one example for each different grammatical form on the board, e.g. "the biggest..." "the most..." "the least..." "the fewest...".	85'
8	5'	Save the last 5 minutes to give feedback on possible mistakes or ask Ss to ask you some of their questions to see if you can break any of their records.	90'

Attachment 1







Source: <http://www.guinnessworldrecords.com/>

Mind Control (Emotions) CON-9

Focus	Lexis (emotions), speaking.	
Materials	Attachments.	
Aims of the lesson	1.	By the end of the lesson students will be better able to talk about emotions and express emotions with a variety of lexical items

LESSON PLAN

Phase	Time	Activity	Total time
1	10'	<p>Introduction. Introduce the topic of social media and Facebook. Ask how many Ss use it and how many don't. Ask Ss to work in trios and tell each other the last thing they "Liked" on Facebook. If they don't have Facebook, they can tell their partners why they don't have it/don't like it. Tell them yourself what was the last post you liked or if you don't have Facebook why you don't have it. This will give them some time to think and will inspire them for their discussion.</p> <p>Monitor, feed in new language, note down mistakes and examples of good language that are relevant to the topic of emotions.</p>	10'
2	15'	<p>Speaking. Ask Ss what the icon for "Like" is. Elicit the fact that there are now 6 new icons that have become available. Ask Ss if they remember what they are and if they use them. Show Ss the icons on the OHP (Attachment 1) and ask them what emotions they represent. Create a spidergram on the board with all of these around the word "emotions".</p> <p>Now ask Ss to think about the last time they could have used these icons in real life. Tell Ss talk about this in trios and ask them to go through as many as possible, but it is not necessary for them to give an example for every single one.</p> <p>Monitor as in phase 1.</p>	25'

3	15'	<p>Writing + Reacting. Ask Ss to write down a short description of one of their stories on a slip of paper. Tell them the story should be only a couple of sentences long. Give them a minute or two to write then collect them all.</p> <p>Go through the seven icons again. This time, for each icon invent a real life expression to use instead of the icon. Make sure everybody is doing it more or less the same way, as though they were using "real life icons".</p> <p>Now read the stories one by one and ask Ss to react to each story with one of the "real life icons" you have just invented with them.</p> <p>As you read, note down mistakes and examples of good language that are relevant to the topic of emotions.</p>	40'
4	10'	<p>Feedback. Show Ss all the mistakes and examples of good language you have heard so far. Only show them ones that are relevant to the topic of emotions and let them note down any new language they'd like to use. Add new ones accordingly and expand on the lexis as much as possible.</p>	50'
5	5'	<p>Brainstorming new emotions. Elicit the fact that is of course very difficult to react to things in only six or seven ways. Ask Ss to tell you what other emotions there were in the stories they have just heard. Gather as many new emotions as possible. For each new emotion ask Ss to help you place it next a similar emotion on the board in order to create a larger spidergram with new emotions branching out from basic ones.</p>	55'
6	20'	<p>Mind control. Next, divide the class into as many groups as there are basic emotions (ideally there should be 5 groups) and assign a basic emotion to each group. Now tell the whole class that they represent your brain and emotions and are now able to control the way you feel. Tell them that each group has a button in front of them and when they press it you will act accordingly. Go through all the buttons just to give a demo.</p>	75'

		<p>Now go through a day of yours performing it in front of the class. For every event that happens ask Ss to discuss "as a brain" what your emotion should be. Tell them not to press the button unless they all agree! You would never want everybody to press their buttons at once. Once they have decided, the relevant group presses their button and tells you what to say/how to react you and you perform it. For example you may be- ing with you waking up to the alarm clock. How should you react? You turn off the alarm clock and turn on your phone. You see a text by your boss. It says "You're late for work!". How should you react? Try to create interesting situations that will inspire the Ss to tell the story with you by telling you how to react.</p> <p>Feel free to use new words and expressions for the Ss to pick up. Tell each group to note down any new words or expressions that are relevant to their emotion.</p>	
7	10'	<p>Feedback. Now go through all the new expressions they have noted down. Explain anything they have not understood about them and drill them to help Ss remember.</p>	85'

Attachment 1



Source: http://pc.net/news/2016-02-25/new_facebook_reactions

Meet Your Boggart CON-10

Focus	Harry Potter inspired lesson, Lexis (fears and nightmares), Speaking.
Materials	Internet Connection, Projector.
Aims of the lesson	1. By the end of the lesson students will be better able to describe nightmares and fears with a variety of lexical items

LESSON PLAN

Phase	Time	Activity	Total time
1	7'	Introduction. Start the lesson by telling Ss about a bad dream you had recently. Call it a nightmare. The nightmare should be scary, but not too serious. Big bad monsters chasing you work great. As you tell Ss your dream, fill the description with lots of lexical items related to fears, e.g. "scary", "terrifying", "I'm scared of" "I was so scared", "he frightened me", "it came out of nowhere". Emphasise these with your voice and body when you say them. Ideally, your dream should follow a very simple plot with a resolution at the end, just to keep Ss hooked and make the story more enjoyable.	7'
2	8'	Focus on lexis. Ask Ss to remember words and expressions you used to show how scary it was. Write these on the board for Ss to note down. If you need to, ask Ss to help you retell the story in short bits. Ask each student to tell a short part of the story and ask the whole class what you said in that particular bit. If Ss come up with valid expressions of their own, add them too.	15'
3	12'	Speaking. Ask Ss to work in groups of 3s or 4s and tell each other a nightmare they've had recently. Stress the fact that Ss should talk about nightmares they are comfortable sharing! These should not be TOO serious or personal. Make sure this happens as you monitor while the Ss are talking. Monitor, feed in new language, note down mistakes and examples of good language that are relevant to the topic.	27'

4	13'	<p>Feedback. Ask each student from each group to briefly describe a nightmare they have heard in their group. Allow for 2 or 3 sentences for each nightmare. Keep it short and snappy.</p> <p>As Ss speak, note down any mistakes or examples of good language. Focus on the mistakes and examples you have gathered while monitoring and write them up on the board. Correct mistakes and drill any difficult words or expressions.</p>	40'
5	10'	<p>Video. Tell Ss they are going to watch a short video about fears taken from Harry Potter. Ask Ss to guess what it is about (most of your Ss will likely have seen a few films from the series). Tell the Ss the video is about a special spell connected to fears. Ask Ss to watch and tell by what the spell does. Stress the fact that it may be difficult to understand everything the characters are saying, but tell Ss not to worry and focus on what they can understand (images alone will be quite self-explanatory anyway).</p> <p>Here is the link to the video (show from 00:12):</p> <p>https://www.youtube.com/watch?v=doxxfXqpKYA</p> <p>Elicit that the spell turns your fears into something funny. Also elicit the name of the monster: Boggart. Have Ss practise it with you (they just need to repeat "ridiculous!" as they do in the film). Finally, ask Ss to remember what the fears shown were and how the spell defeated them.</p>	50'
6	15'	<p>Meet your own Boggart! (Preparation). Tell Ss it's now their turn to face their own Boggart! Ask Ss to work in the same groups as before and invent, for each nightmare, a funny or ridiculous parallel of it. Tell Ss each nightmare will be performed by everybody in the group except for the person who dreamt it. When the time comes, that person will stand in front of the boggart to yell "ridiculous!" and cast the spell. Tell Ss each performance shouldn't be longer than 20 seconds, very much like in the video.</p> <p>Monitor and be prepared to help less creative groups generate ideas.</p>	65'

7	20'	<p>Meet your own Boggart! (Performances). Ask each group to come in front of the rest of the class and perform their creations. First, ask the student whose dream it is to remind the rest of the class of the nightmare was. Next, ask the student "open" the wardrobe and let the nightmare come up. At this point the rest of the group performs the nightmare (again, this should last about 15-20 seconds). Finally the student casts the spell and yells "ridiculous!" and everybody in the groups now "transforms" into the funny parallel they have invented. Ask the rest of the class to watch and decide, at the end of all the performances from a group, to vote for the funniest one.</p> <p>A nice touch is to play the same song the professor is playing in the video as each student is confronting the Boggart.</p> <p>Here is a link to it:</p> <p>https://www.youtube.com/watch?v=MGpY3pe3kMk</p>	85'
8	5'	<p>Conclusion. Wrap up the lesson by asking Ss how they would change your nightmare from phase 1. If you still have time and Ss are up for it ask them to improvise it for you.</p>	90'

Opposites CON-11

Focus	Lexis (opposites, prefixes and suffixes), Speaking.
Materials	None.
Aims of the lesson	1. By the end of the lesson students will be able to describe people and habits using opposites

LESSON PLAN

Phase	Time	Activity	Total time
1	10'	<p>Introduction. Introduce the topic by telling Ss you have a twin that when you were little was just like you, but now he/she is your exact opposite! Make up some facts based on your appearance and likes/dislikes. Make sure you include a variety of adjectives and verbs to give your description. E.g. I'm quite friendly, but my twin is almost always grumpy, he loves action movies and I don't like them at all, he goes swimming and cycling and does all sorts of sports and I just like reading and playing video games.</p> <p>At the end of the description, ask Ss to work help you list all the opposite things you and your twin do and write them on the board next to each other.</p>	10'
2	10'	<p>Writing about their own fake twin. Ask Ss to give you other adjectives/facts to describe themselves and add these, with their opposites, on the board.</p> <p>Now ask Ss to imagine they had a twin that was their complete opposite. Give Ss 5 minutes to collect ideas to describe their twin (they should only describe their twin, not themselves!) and write them down on for further reference. Tell Ss they should not simply grammatically negate what they do (e.g. my twin is not friendly), but rather use affirmative sentences (e.g. my twin is grumpy/unfriendly).</p>	20'

3	15'	<p>Describing twins to each other. Ask Ss to work in trios and describe their fake twins to each other. Again, remind Ss they are allowed to describe only their twins, thus indirectly describing themselves.</p> <p>Monitor and note down any opposites it might be useful to focus on in phase 4 (see below).</p>	35'
4	5'	<p>Feedback. Ask Ss from each trio to now describe their partners to the whole class based on the description of their opposite twins. The other Ss listen and see if they could be anybody's opposite twin.</p>	40'
5	10'	<p>Adjective families. As Ss give their descriptions, add any useful adjectives on the board. Focus on adjectives whose opposites follow recognisable patterns (e.g un-friendly, indecisive, irrational, joyful, colourless, dis-honest). Ask Ss to guess the opposites of these and identify the suffixes and prefixes. Ask Ss to work in trios and think of as many adjectives as possible for each suffix/prefix. They may use a dictionary for this. Give Ss a time limit and praise the team that has found the most.</p>	50'
6	30'	<p>Opposite world. Tell Ss you are going to play a game called Opposite World. In Opposite World one person starts talking about their typical day and at any point of the story anybody from the audience that say "Opposite!" and whatever the person was saying, they have to change it to its opposite or to something completely different. E.g.:</p> <p>A: I get up early in the morning, at about 7 o'clock. B: Opposite!</p> <p>A: Actually, I sleep until late and have no breakfast. I usually skip the first two hours of school. After school, I go straight back home to eat. B: Opposite!</p> <p>A: Actually, I always go to a restaurant across the street with my friends. It's quite cheap, so it's okay. B: Opposite!</p> <p>A: Actually, it's super expensive and I always need to ask my friends for money.</p>	80'

		<p>Tell Ss the person speaking should be able to develop the story a little bit before being interrupted, so interruptions cannot be too close to each other.</p> <p>Give an example yourself and start telling Ss about your typical day. Encourage interruptions and try and make changes that make the story more fun and amusing. Ask one of the most confident students to do the same to give another example.</p> <p>Next, Ss do this in turns in their trios.</p> <p>Monitor, feed in new language, note down mistakes and examples of good language.</p>	
7	10'	<p>Feedback. Ask Ss what the craziest changes were in their trio's stories. Finally, focus on mistakes and examples of good language you have heard while monitoring.</p>	90'

Things Only Kids Understand CON-12

Focus	Speaking, Writing, Lexis & Grammar (giving advice).
Materials	Attachments.
Aims of the lesson	1. By the end of the lesson students will be better able to discuss problems related to personal life and give advice.

LESSON PLAN

Phase	Time	Activity	Total time
1	10'	<p>Introduction. Introduce the topic by asking Ss what it is like to be a kid. Get two or three responses then write "Things only kids understand" on the board. Ask Ss to work in trios and come up with as many things as possible.</p> <p>Monitor, feed in new language and note down mistakes.</p>	10'
2	5'	<p>Feedback. Ask every trio to share their list with the rest of the class. Once everybody has done that, ask the whole class to decide which ones are the top 10 things only kids understand.</p>	15'
3	30'	<p>Categories. Tell Ss you are now going to split the class in two categories and each group will have to come up with a list of things only people from their category understand, similarly to what they did in phase 1. Emphasise the fact that Ss should focus both on positive and negative aspects. Next, Use Attachment 1 to show the two categories and ask Ss to move to different sides of the classroom according to their category.</p> <p>After each group has discussed, ask Ss to share with the whole class and ask people from different categories to comment on each other's facts. Is it really true that only people from that category can understand them?</p>	45'

		If Ss wish to do it and you have some time, you can allow for extra categories that Ss have thought of and may want to do.	
4	10'	Feedback. Give feedback on mistakes or examples of good language you have heard while monitoring. Focus on important vocabulary for each of the categories.	55'
5	10'	Asking for advice. Ask Ss to choose the category they feel they belong to the most and think of a difficult aspect of being in that category. Ask Ss to write a short text of maximum 100 words describing the problem. Ask Ss to write it on a separate sheet of paper. Monitor, feed in new vocabulary and help Ss with their writing.	65'
6	15'	Replies. Once they have finished, ask them to fold the paper and on the back of it write the name of the opposing category for their problem. E.g. if a student has written about being an introvert, they should write "for an extrovert" on the back. Similarly, if they have written about being a boy, they should write "for a girl" on the back. Now ask Ss to stand up and randomly place their letters on a desk in the classroom, with only the back of it showing. Now ask Ss to pick a letter that is addressed to someone from a category they belong to (hopefully most Ss will be able to find a letter for their category, but if someone is left with a letter from someone in the same category as them, tell them not to worry and pick that up instead). Ss now write a reply to the letter they have. Focus on useful lexis and expressions to give advice before they start writing.	80'
7	10'	Final feedback. Ask Ss to read the advice they have received share it in their trios. Ask each trio what the best piece of advice was.	90'

THINGS ONLY...



BOYS

GIRLS

...UNDERSTAND

THINGS ONLY...



SPORTS

HOME

PEOPLE

PEOPLE

...UNDERSTAND

THINGS ONLY...



**WINTER
PEOPLE**



**SUMMER
PEOPLE**

...UNDERSTAND

THINGS ONLY...



**OLDER
SIBLINGS**

**YOUNGER
SIBLINGS**

...UNDERSTAND

THINGS ONLY...



COUNTRYSIDE

CITY

PEOPLE

PEOPLE

...UNDERSTAND

Source: <http://luigil.deviantart.com/gallery/>

Traffic Simulator 3000 CON-13

Focus	Lexis (directions and lexis related to traffic and roads)
Materials	None.
Aims of the lesson	1. By the end of the lesson students will be better able to give and respond to directions related to traffic and roads.

LESSON PLAN

Phase	Time	Activity	Total time
1	10'	<p>Introduction. Tell Ss a short anecdote about you in traffic. It's a good idea to tell Ss that the fact happened earlier that day and/or while coming to class. In the story it doesn't matter whether you are driving, cycling or walking as long as there is a simple plot and plenty of lexis related to traffic and different parts of the road.</p> <p>Stories work best when they really did happen to you, but if you can't think of a good story, google for it or you may choose to tell the following story:</p> <p>"Earlier today I was standing on the pavement in the city centre ready to cross the street. I waited for the traffic lights to turn green and proceeded to cross. The first car had of course stopped at the zebra crossing, but suddenly a second car overtook it and just drove through, almost hitting me! I was really in shock and angry at the same time. I looked at the car and I saw that it pulled over not far from where I was, so I decided I was going to confront the driver and tell him or her what I thought of his/her driving skills. But when I arrived at the car and peeked inside I realised the driver was a nice old lady, who probably shouldn't have a license anymore, but who also hadn't probably realised she had almost run me over. And I didn't have the heart to say anything."</p> <p>Ask Ss what they think about the story and whether they agree with the way you behaved.</p>	10'

2	5'	<p>Focus on lexis. Ask Ss to remember you as many lexical items as possible that were related to traffic or roads, e.g. traffic lights, pull over, zebra crossing, pavement, and list them all on the board in a spidergram. Now ask Ss to expand on these and tell you as many as they can think of.</p>	15'
3	10'	<p>Speaking. Ask Ss to work in trios and tell each other similar stories to the one you've just told and then to discuss them. Monitor, feed in any language Ss may need and make a note of any useful lexis to add to the board.</p> <p>This could be more difficult with very low level students. In this case you may choose to ask students to share their stories with the vrest of the class and go through them together with the Ss to help them understand and take in the new language that comes up.</p> <p>Give feedback on the board and expand the spidergram with the new language you have gathered while monitoring and/or with any new relevant language you would like to include.</p>	25'
4	20'	<p>Practice. Tell Ss they are now going to enter the Trafic Simulator 3000, a new hypertechnological invention to help people practise difficult scenarios in traffic. Ask Ss to stand up, put on their simulator helmet and be ready for the practice mode.</p> <p>Put Ss in a situation (e.g. you are walking on the pavement) and assign a gesture to it (for walking you may ask Ss to swing their arms back and forth, for example) and start giving them obstacles (e.g. traffic lights) and, again, assign a gesture to each obstacle for the students to perform whenever they encounter that particular obstacle. Obstacles should include words and expressions on the spidergram. The initial practice mode could be something like this:</p> <p>You're walking on the pavement (Ss swing arms) You stop at the traffic lights (Ss stop) You go up a slope (Ss pant and wing arms) You go down some stairs (Ss pretend going down the stairs)</p>	45'

		<p>Now tell Ss they are ready for the next level. This time Ss may be asked to hop on a bicycle. Create a scenario around this and give Ss different obstacles, making sure you always assign a gesture to each. Try to be as creative and interesting as possible when creating scenarios and obstacles for the Ss. A good idea is to create a simple plot, for example Ss may be asked to ride a scooter to deliver a pizza through crazy traffic or they may be asked to drive a police car chasing after criminals. Give penalties to Ss who do wrong gestures or allow them to get back on track through a couple of obstacles just for them.</p>	
5	10'	<p>Creating their own scenarios. Tell Ss now it's their turn to create levels or "scenarios" for the Traffic Simulator 3000. Ask Ss to work in trios to create crazy scenarios to go through for the other Ss. Make sure Ss invent gestures to go with the different obstacles they create. Tell Ss scenarios shouldn't be longer than 3-4 minutes.</p> <p>Monitor and help Ss create the craziest and most fun scenarios.</p>	55'
6	25'	<p>Practice. In turns each trio presents their scenario to the other groups. A pilot is chosen from each of the other groups and all the pilots go through the scenario. At the end of each scenario the creators award points to the best pilots. At the end of the activity, the group with the most points are declared the Traffic Simulator Masters.</p>	80'
7	10'	<p>Feedback. Save the last minutes for giving feedback on possible mistakes you heard or good language the Ss produced that you think is worth sharing with the whole group. Finally, if you have the time for it, put on the Traffic Simulator Helmet and go through one of the most difficult scenarios yourself!</p>	90'

One-Up! (Experiences) CON-14

Focus	Grammar (Present Perfect), Speaking.
Materials	None.
Aims of the lesson	1. By the end of the lesson students will be able to talk and ask about life experiences using the present perfect

LESSON PLAN

Phase	Time	Activity	Total time
1	10'	Introduction. Introduce the topic by telling Ss 3 sentences about your life experiences: 2 truths and 1 lie. Sentences are phrased using the present perfect, e.g. I have been to 20 different countries, I have take salsa dancing classes. Write these on the board. Tell Ss one is a lie and ask them to guess which one. Alternatively, present 6 facts and tell Ss to guess which ones YOU had and which ones your teaching partner had. Another option is to give Ss a few facts and a list of popular people on campus (whom you will have interviewed beforehand) and ask Ss to match facts and people (you can of course include yourself in this list).	10'
2	10'	Speaking: key experiences. Ask Ss if they have ever done any of the things written on the board. Keep repeating "have you ever...?" to help Ss remember it for the phase 3. How important do the Ss think these experiences are in life? Ask Ss to work in trios and discuss which experiences everybody should do in life.	20'
3	20'	Mingling. Ask Ss to stand up, mingle and ask Ss from other groups if they have ever done any of the experiences they have listed. Write "Have you ever...?" on the board and drill pronunciation before starting the activity. Make sure everybody speaks with as many other Ss as possible. You may set a time limit for this, i.e. change partners every 1-2 minutes. Monitor, listen for common mistakes or mispronunciations.	40'

4	10'	<p>Speaking: top 5. Ask Ss to go back to their seats and write down their top 5 life experiences. Then, ask Ss to discuss their top 5 lists in their trios. Do they agree, disagree?</p> <p>Monitor, listen for common mistakes or mispronounced words.</p>	50'
5	10'	<p>Feedback. Give feedback on common mistakes or mispronounced words.</p>	60'
6	20'	<p>One Up! Tell Ss you are going to play a game called One Up! Explain the concept by asking a student if they have ever played an instrument, for instance. When they say yes, reply by saying that you have played two instruments at the same time! Tell Ss this is one-upping people. Now ask Ss if anybody can one-up you and if they can make up an even better fact and one-up them once more, just to show how the game works.</p> <p>Now ask everybody another simple question, e.g. "Have you ever slept outside?". The first Ss who says they have, goes to the middle of the classroom. Now other Ss can shout "one up!" to try and beat them. If they can one-up them, they go to the middle of the classroom. Here is how a round could go:</p> <p style="text-align: center;">T: Have you ever slept outside? A: Yes, I have! B: One up! I have slept outside, in the woods! A: One up! I have slept outside in the woods without a tent! C: One up! I have slept outside in the woods without a tent and all by myself!</p> <p>If the student in the middle of the classroom cannot be one-upped for 10 seconds, they are declared the winners for that round. For the following round you can come up with a different question yourself or ask the winner to ask one, if they like.</p> <p>Award points and tell Ss no lying is allowed. If anybody thinks somebody else is lying, they can ask them questions to make sure they are telling the truth. You can also have bonus rounds where Ss are allowed to lie and can one-up each other simply using their creativity.</p>	80'

7	10'	Final feedback. Focus on any common mistakes or mispronounced words that still need your attention. Finish off the lesson by asking Ss to decide which experiences they have heard so far top these categories: the craziest, the bravest the most shocking, the funniest.	90'
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Weird Wishes CON-15

Focus	Grammar (second type conditionals), Speaking.
Materials	None.
Aims of the lesson	1. By the end of the lesson students will be better able to use the second type conditional introduced by "I wish...".

LESSON PLAN

Phase	Time	Activity	Total time
1	5'	Introduction. Tell Ss they have just found a magic lamp with a genie in it. Write "I wish..." in the middle of the board and ask Ss to brainstorm the most common wishes people think of. Ask Ss to work in pairs and give them a minute for this.	5'
2	10'	Feedback. Ask Ss which wishes they thought of and write these on the board around "I wish" rephrasing them so that they are expressed using the subjunctive. I.e. "I wish I was rich", "I wish I could live forever". For each of these wishes, ask Ss how many of them would make that wish and ask why. Here, reasons must be given using the conditional form, i.e. "I wish I could live forever because I would be able to see the future of humankind". In order to make this clearer to the Ss you could draw a vertical line on the board with wishes on the left and reasons on the right, highlighting the use of subjunctive and conditional forms in each column.	15'
3	30'	Speaking. Tell Ss that unfortunately this is a special genie. He has been granting wishes for millennia and is quite tired of always the same wishes. So in order to prove that they are worthy of his powers, Ss must convince the genie that they are truly original. This is how it works: The genie himself will propose wishes to the Ss and Ss will have to accept them (however weird they may be)	45'

		<p>and for each one give reasons why they think it's a great wish. Only the Ss who give the best reasons will get the wish. For each wish granted this way, Ss will get a special "wish coin", which they will be able to spend later to make their own wishes.</p> <p>Ask Ss to work in trios or small groups. Present a wish and give Ss 30 seconds to brainstorm ideas in their groups. Next, start the discussion, listen to their reasons and choose the group who has given the best reasons and award points for their creativity.</p> <p>You can make up your own "weird wishes" for the genie, or use these:</p> <p style="text-align: center;">I wish I was a frog for one day I wish all buses were purple I wish I could talk to ants I wish I had a different name every month I wish I had a collection of 1000 teapots I wish the sea wasn't salty I wish I had an elephant as a best friend I wish I could never sneeze again in my life I wish I had a cat made of chocolate</p>	
4	10'	<p>Writing. Tell Ss the genie has decided he likes them all and is happy to grant a secret for each student. Give Ss a blank page and ask Ss to write their wish on it, including reasons for choosing that particular wish. Tell Ss these wishes are secret! However, later they will be read in front of the whole class. Ask Ss to write their name on it.</p> <p>Monitor, feed in any new language and focus on mistakes relevant to the use of the subjunctive or conditional form.</p>	55'
5	25'	<p>Speaking. Collect all the wishes. Pick one at random, secretly look at who wrote it and read the wish out loud, but do not read any of the reasons. Call out 2 random Ss plus the S who actually wrote the wish. Tell the 3 they will have to convince the rest of the class they are the one who wrote it. The rest of the class can ask questions to try and guess. Give a few minutes for</p>	80'

		each trio then reveal who it was and pick another random wish. Continue until you have read all wishes.	
6	10'	Feedback. Show Ss a list of mistakes and examples of good language you have gathered while monitoring during the activities. Ask Ss to decide which ones are incorrect and which ones are examples of good language.	90'