



Educate, Inspire, Enrich

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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 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'

		<p>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.</p>	
8	10'	<p>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.</p>	90'



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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'



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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=I3i9ilHpPko</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



Educate, Inspire, Enrich

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="width: 5%; 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>Here are some examples:</p> <p>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'

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 web-site (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'	<p>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.</p>	50'
6	20'	<p>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?".</p>	70'
7	15'	<p>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..."</p>	85'
8	5'	<p>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.</p>	90'

Attachment 1







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

Mind Control (Emotions) CON-9

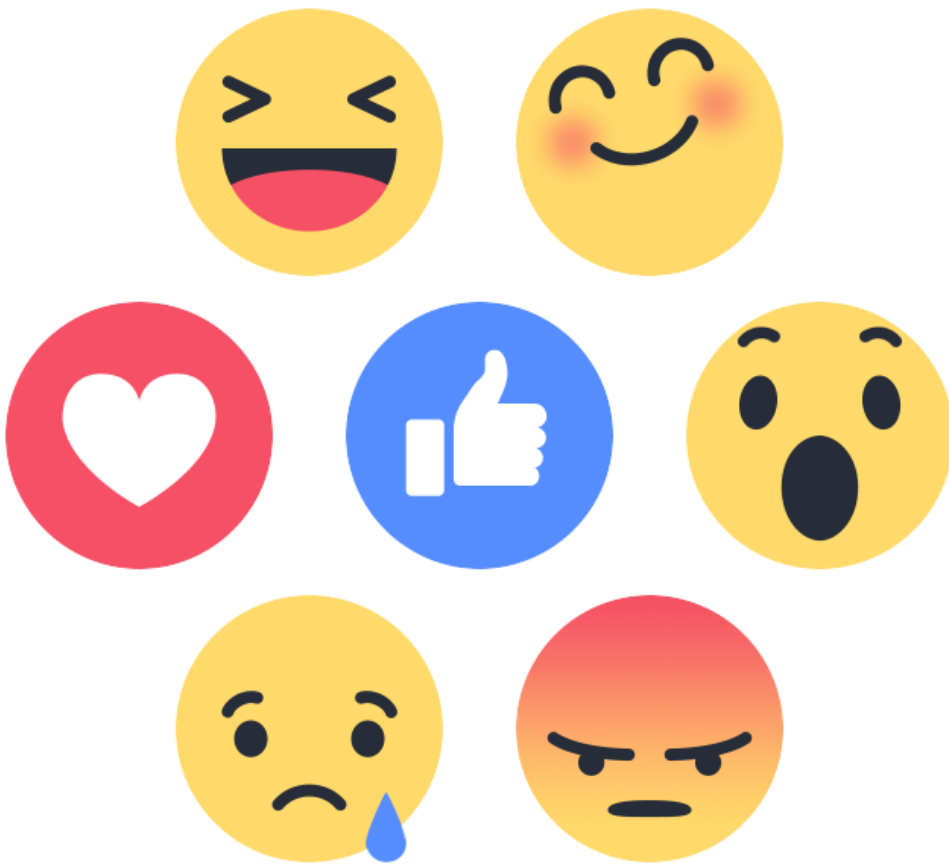
Focus	Lexis (emotions), speaking.	
Materials	Attachments.	
Aims of the lesson	1.	By the end of the lesson students will be better able to talk about emotions and express emotions with a variety of lexical items

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'



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'



Educate, Inspire, Enrich

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'



Educate, Inspire, Enrich

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

PEOPLE



CITY

PEOPLE

...UNDERSTAND

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'



Educate, Inspire, Enrich

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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Educate, Inspire, Enrich

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'



Educate, Inspire, Enrich

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.

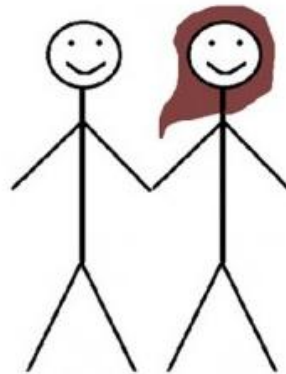
Bill has a girlfriend.

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.



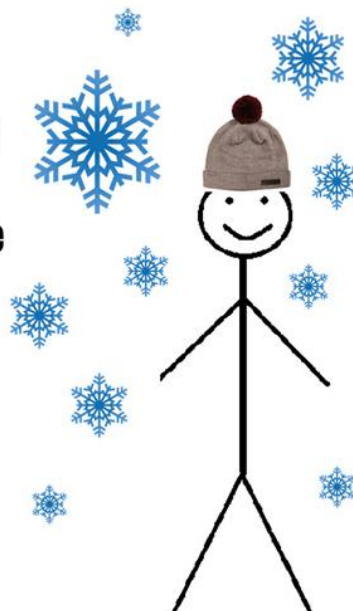
This is Bill.

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.



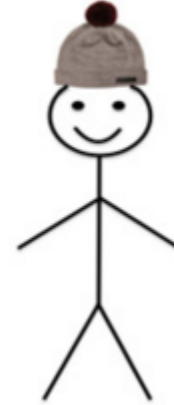
This is Bill.

Bill doesn't live in a virtual life.

Bill doesn't ask people to like his photos.

Bill is smart.

Be like Bill.



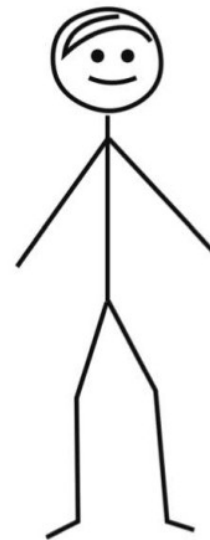
(Attachment 2)

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 style="text-align: center;">Here is the link to the video:</p> <p style="text-align: center;">https://www.youtube.com/watch?v=P9ju80SMWZY</p> <p style="text-align: center;">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'



Educate, Inspire, Enrich

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" 2: Stereotype 3: "Cause I'm ...!" 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	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.

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'



Educate, Inspire, Enrich

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
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						

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!



Educate, Inspire, Enrich

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



Educate, Inspire, Enrich

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'	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".	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'



Educate, Inspire, Enrich

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'



Educate, Inspire, Enrich

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.

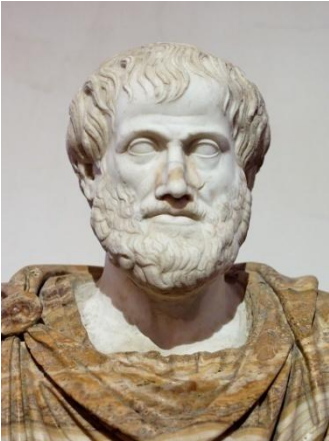
LESSON PLAN

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'

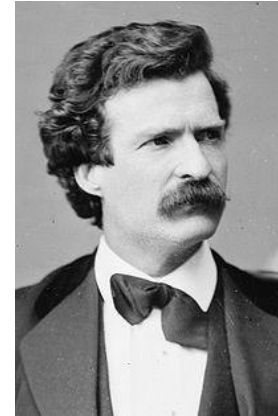
5	5'	<p>Speaking. Show Ss attachment 1 with list of names and pictures of 5 successful people. Ask Ss to briefly discuss what these 5 people are/were successful in.</p> <p>Monitor and keep updating the board when necessary.</p>	35'
6	30'	<p>Famous quotes. Ask Ss to work in 5 groups. Give each group a 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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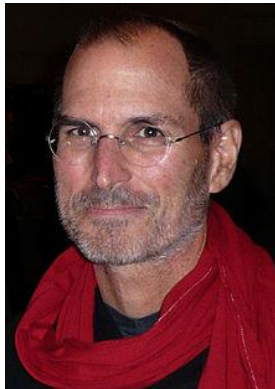
Attachment 1



ARISTOTLE



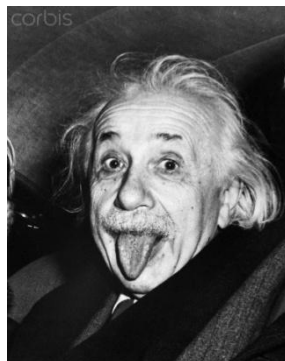
MARK TWAIN



STEVE JOBS



BOB DYLAN



ALBERT EINSTEIN

Sources:

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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

https://www.google.it/search?q=albert+einstein&espv=2&biw=1366&bih=667&source=lnms&tbn=isch&sa=X&ved=0ahUKewiM34uQ9f_MAhUSGhQKHZ64AA4Q_AUIBigB#tbn=isch&q=albert+einstein+tongue&imgrc=fhPmtkhMh9pWMM%3A

THE SECRET TO SUCCESS IS TO KNOW SOMETHING NO-BODY 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>. <i>Going to</i> is used when your prediction is based on objective facts (i.e. "only batman is left"), <i>will</i> 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 of</p>	70'

		<p>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>	



Educate, Inspire, Enrich

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'

		<p>of Specialists, Tools and Alien Actions (Attachment 1).</p> <p>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.</p>	
4	10'	<p>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.</p>	35'
5	20'	<p>Alien Attack. Tell Ss they have now reached the Defensive Station. In order to win, they have to survive 6 turns!</p> <p>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.</p> <p>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.</p> <p>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:</p> <p>https://www.random.org/dice/?num=1</p>	55'
6	10'	<p>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.</p>	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'



Educate, Inspire, Enrich

(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.

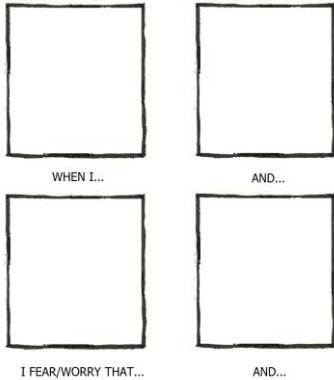
Deep Dark Fears

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").

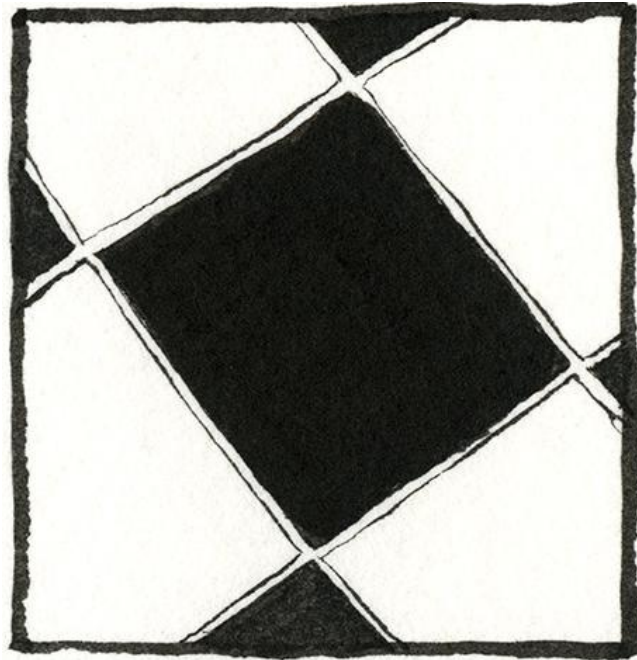
LESSON PLAN

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



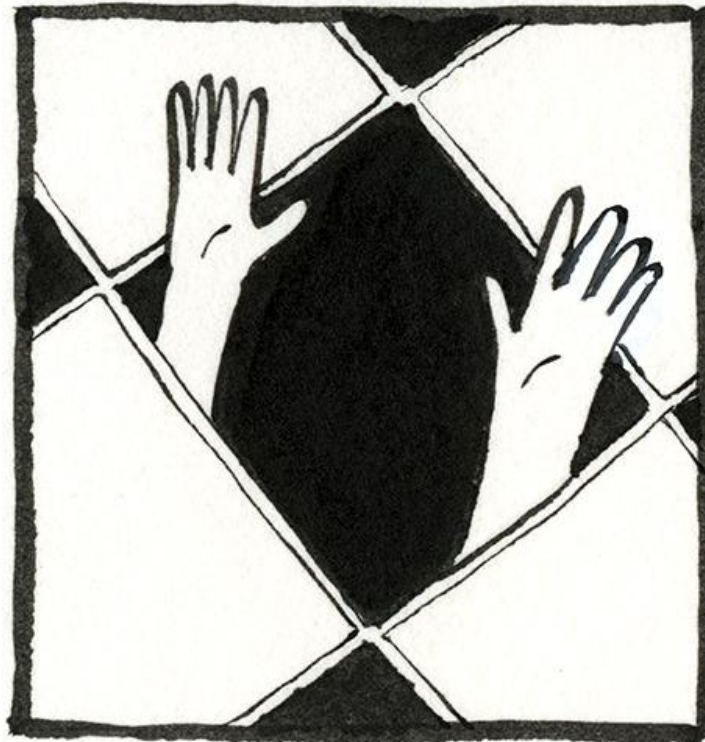
MY KITCHEN HAS A BLACK
& WHITE FLOOR.

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



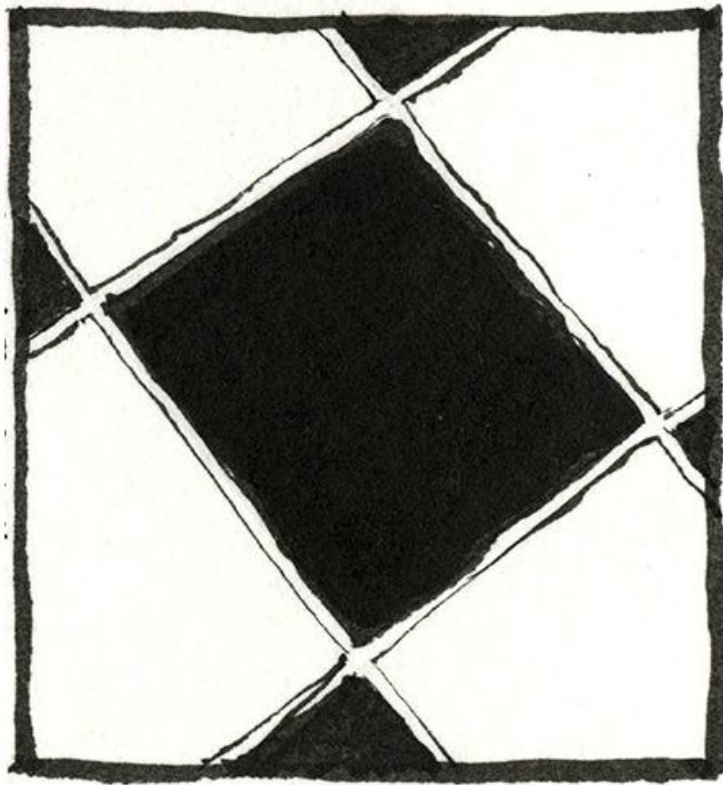
**WHEN I GO IN THERE
LATE AT NIGHT,**

(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/>)



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/>)

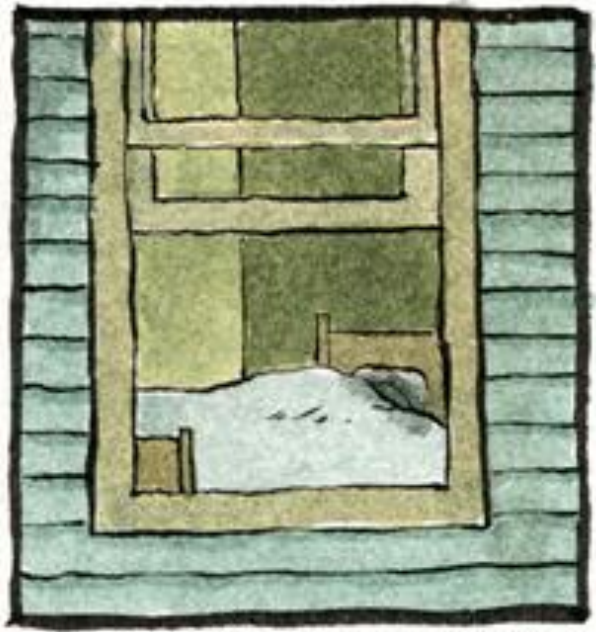


I WORRY THAT MY
REFLECTION IS RECORDING
MY EXPRESSIONS,

(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.

(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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Educate, Inspire, Enrich
Attachment 1

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!



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[PEOPLE LAUGH INCONTROLLABLY]

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

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 PHOTOGRAPH 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!

[LAUGHS]

B: SEE YOU AFTER!



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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	1. By the end of the lesson students will be better able to express preferences using "I would rather..."
	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'

2	10'	<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>	15'
3	5'-10'	<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>	25'
4	20'	<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>	45'
5	30'	<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</p>	70'

		<p>not worry and move on to the next question.</p> <p>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.</p>	
6	10'	<p>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!</p>	80'
7	10'	<p>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.</p>	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



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First Lesson COMP-1

Focus	Speaking Assessment.
Materials	Attachments (School Rules).
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will have filled in and handed in their enrolment forms 2. By the end of the lesson students will have been assessed in their speaking skills 3. By the end of the lesson students will know about school rules

LESSON PLAN

Phase	Time	Activity	Total time
First 30 minutes			
1	30'	<p>Welcome Packs and Enrollment Forms.</p> <p>Ask Ss to not look at the School Rules yet as they will be used in a later activity.</p>	30'
Second 30 minutes			
2	10'	<p>Introduction. Ask each student to think of a question they would ask somebody when they meet them for the first time, as long as they are willing to answer the same question themselves!</p> <p>In turns, each student asks you their question, but before you answer it they have to answer it themselves. Ss are not allowed to ask a question that has already been asked by somebody else. Write these on the board.</p> <p>Make sure the list of questions includes basic questions about name, age, nationality, family, likes and dislikes. Add as many questions as needed.</p> <p>This activity will help you generate speaking prompts and quickly identify the Ss you might have to focus on during the assessment phase.</p>	40'

3	20'	<p>Speaking Assessment. Split the class into small groups and ask each group to work at a different desk cluster. Ask each group to discuss in which order questions on the board should be asked to somebody you are meeting for the first time. Give Ss about 3 minutes for this. Then instruct the Ss to ask each other the questions.</p> <p>As Ss speak, monitor and fill in the speaking assessment sheet (attachment 2). Ask Ss any extra questions if you need to.</p> <p>There should be enough time for you to assess all the Ss. However, if a group has finished long before the other groups, ask them to come up with questions they would NEVER ask somebody when they meet them for the first time. Tell Ss you will answer them later if they are not too embarrassing!</p>	60'
Last 30 minutes			
3	30'	<p>School rules game. Split the class into 5 groups. Give each group two slips of paper with a school rule written on each one (attachment 1). Ask each group to invent a short scene to describe each of their rules. Give Ss 7-8 minutes for this.</p> <p>Next, ask each group to perform their first scene in front of the whole class. Ask the rest of the Ss to guess what the rule might be. You can turn this into a game and award points to the groups who guessed right.</p> <p>After every group has performed their first scene, ask Ss to guess what the remaining rules might be. Finally, ask groups to perform their second scene and ask the rest of the class to guess again.</p> <p>As a conclusion, ask the whole class to tell you the whole list without looking at their slips of paper. Now Ss may look at the School Rules in their welcome packs.</p> <p>If you need a filler at the end, ask Ss to improvise short scenes to show rules for the teacher and you will have to guess what they are.</p>	90'

Attachment 1

School Rules!

1. English! You are here to learn English. Speak it as much as you can and DO NOT use your own language in lessons.
2. Be on time! Make sure you are not late for class, for activities or for excursions.
3. Be respectful and tolerant towards each other and all staff and Group Leaders. UKLC will not accept any bullying, harassment or abusive behaviour.
4. Be polite to everyone! Use "please" and "thank you".
5. Notice board! Look at the notice board every morning to see what the activities are for the day, remember what group you are in, and be on time!
6. Do not smoke in the boarding house, an alarm will sound if you do! All the Centres are completely no smoking.
7. Noise! After evening activities you must return to your boarding house. You can chat to your friends but after 11pm there must be quiet in the house!
8. At this college we have a "Ground Rules" policy. If you misbehave then you will get a warning, if it happens again we will ring your parents and if you still do not behave WE WILL SEND YOU HOME.
9. Damages. If you break something or cause damage then you will be asked to pay for it. If nobody tells us who caused the damage, the whole group will pay together.
10. Fire Drill. There will be a fire drill in your first few days. When you hear the alarm you must stop what you are doing and get out! We will have a competition to see which house/class is the fastest.



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Attachment 2

Speaking Assessment Form

Teacher:	
Classroom:	
N. of Ss in class	

Pronunciation	Fluency	Accuracy	Lexis
How well can you make out what they are saying? Can you tell by the tone of their their co mmunica- tive intention?	How long can Ss speak without stop- ping? How good are they at pa- raphrasing? Are they us- ing linking devices?	How many grammar mistakes are they mak- ing?	How broad a range of words are they using? Are they repeating the same words over and over?

SURNAME	NAME	✓	Mark 1 - 4 (1 = worst, 4 = best)			

E-safety COMP-2

Focus	E-safety.
Materials	Attachments, Wifi in the classroom (if possible).
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will be more aware of dangers they may encounter on the Internet 2. By the end of the lesson students will have learnt new lexical items related to digital communication

LESSON PLAN

Phase	Time	Activity	Total Time
1	10'	Introduction. Ask Ss what questions you would usually ask somebody when you first meet them (e.g. Where are you from?, What are your hobbies?). Elicit one or two examples then splits class into groups of 3/4 students and ask them to come up with a few more. Set a time limit of 4-5 minutes. You can make this into a competition amongst the groups and see which one has come up with the most questions.	10'
2	10'	Speaking. Ss ask you some of these questions then after a few questions T tells Ss that now they will have to come up with questions about personal information that they would <i>never</i> answer/ask when they first meet somebody.	20'
3	10'	Speaking. Ss ask you these questions.	30'
4	10'	Speaking. T asks Ss how many of these questions they would be happy to answer. Next, how many of these questions they think they would be able to find an answer to if they went to the person's Facebook page without being their friend. T asks Ss to discuss this in their groups and, if possible, to actually check it on their Facebook page with their phones.	40'
5	10'	Speaking. T asks Ss why they think it is a problem when strangers are able to look them up and find out about their lives (answer: because they could be dangerous people with bad intentions). T asks Ss what other things could be dangerous on the Internet. Ss brainstorm in groups of 3/4. T	50'

		sets a time limit for this (2-3 minutes). T asks for feedback and writes the dangers Ss have come up with on the whiteboard, putting them in three circles each representing a secret category (Netiquette, Being Safe, Cyberbullying). T puts each example in the right category but does not tell Ss what the meaning of the three circles is. T asks Ss to read all examples in each circle and asks them what these have in common. Finally, T reveals the three categories either by eliciting them from the Ss or by telling them.	
6	15'	<p>Speaking. T gives out pictures illustrating dangers on the Internet (attachment 1), one to each group. Ss in their groups discuss the danger depicted in their picture and write an e-safety rule starting with "Don't..." (e.g. "Don't give your password to anyone"). Give Ss 2 minutes for the first picture then get them to swap with another group.</p> <p>After groups have written a rule for each picture T asks Ss to invent an acronym to remember them (i.e. initials of each sentence form a word). N.B. the word formed by the acronym does not need to exist already.</p>	65'
7	15'	<p>Presentation. Each group presents their idea to the rest of the class.</p>	80'
8	10'	<p>Feedback. Gives feedback on good language and mistakes.</p>	90'



Elle OMG!!!! IT WORKS! If you type your password in a comment box it'll come out as stars! :D ***** Try it below! OMGGG! ITS AWESOME! ♥ I still cant believe it works! LOL

22 hours ago  · [Comment](#) · [Like](#)

 [View all 8 comments](#)



Jo Hahahahahaha

7 hours ago · [Like](#) · [Delete](#)

Write a comment...



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To Remove Viruses, Call Tech Support Online Now:

DOWNLOAD



Laura Cute

28/06/2015 17.46

Hi beautiful 😊 how're you doing today? You free later for a meet up? 🙄

Hi beautiful 😊 how're you doing today?



Remi Garr

17.48

??? fine, but who are you?



Laura Cute

28/06/2015 17.48

You know who I am. Want to meet up later? 🙄

Hey?

You there?

Do you read my messages?

📧 Messenger



Phonemes and Rhymes

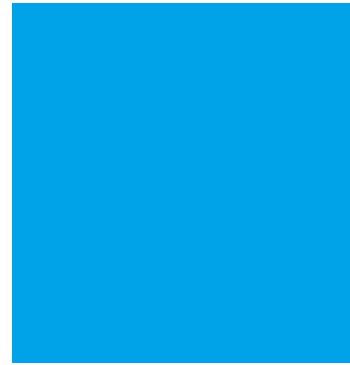
F&F-1

Focus	Phonemes and rhymes.	
Materials	Attachments, Projector.	
Aims of the lesson	1.	By the end of the lesson students will be able to recognise a variety of minimal pairs and replicate them in controlled speaking practice.

LESSON PLAN

Phase	Time	Activity	Total time
1	10'	Introduction. If you have a group of mixed nationalities, introduce the topic by asking Ss to work in mixed trios and test each other on difficult words to pronounce in their own language. Can their partners pronounce them correctly? Tell Ss that they are not testing each other's memory, so encourage them to choose difficult but rather short words. It's about the sounds, not about the length of the word. Ask each trio which word in their group was the most difficult to pronounce and let them test you on it. Ask them how well you do.	10'
2	20'	Total Physical Response: Listening. Show Ss attachment 1 on the board. Just show them the red and blue square. It's a good idea to change the colour of the text below the two squares to white, so Ss can't see it yet and you can reveal each item one at a time. Ask Ss to form a line parallel to the board, all facing it and to touch hands with the people next to them, one on the right and one of the left. Now choose a student that will start the game. Tell that student that you are going to tell them a colour (either red or blue) and that when you say red they are going to gently slap the hand of the person on their left; if you say blu they are going to gently slap the hand of the person on their right. Next, you are going to say another colour again and the person who has just been slapped has to slap either on their right or on their left. If the last person on the right hears blue (i.e. can't slap anyone on their right), they move to the other end of the line and slap the person on their right. The opposite will happen when the person on the far left hears red: they will move to other end of the line and slap the person on their left. Colours are easy to tell apart, but this is just to help	30'

		<p>students get the hang of the game.</p> <p>Next, tell Ss you are going to move to sounds! Again, if they hear the word on the right they will slap the person on their right and vice versa. This time around though, if they think the person slapping them is wrong, they should try and avoid their slap! Keep practising a single item several times, go back and forth through the line and make sure Ss can really tell the difference after a bit of practice.</p> <p>Minimal pairs present in the attachment address a wide range of pronunciation difficulties. You are encouraged to add any pairs that you think would be good for your particular group of students, based on their experience and nationality. This will need a bit of research in advance.</p>	
3	15'	<p>Brainstorming: rhymes. Now ask Ss to work in small groups and find as many words as possible that rhyme with the words from attachment 1. An idea for doing this would be to print the attachment and give two or three words on a sheet to each group and ask them to write rhymes on the back. Give Ss one minute then ask them to change their words with another group's. Keep doing this until everybody has had a chance to add rhymes to the sheets.</p> <p>Give feedback on the rhymes and write them on the board in clusters. Are they all correct? If there are some incorrect rhymes you can play the game from phase 2 again and practise the two different sounds.</p>	45'
4		<p>Writing. Finally, ask Ss to work in trios and use the rhymes they have come up with to write a short poem/rap about a topic. You should be the one choosing the topic beforehand. Try and choose a topic Ss will be interested in. This could be an excursion they have recently been on, an evening event they have particularly enjoyed or a popular member of staff.</p> <p>Ask Ss to read/sing their compositions in front of the whole class. You may also decide to copy and keep any especially good compositions for your next FUNology & FUNetics lesson.</p>	



f **FREE** 1 **THREE** θ

ʌ **MUCH** 2 **MATCH** æ

æ **BAD** 3 **BED** e

ɒ **NOT** 4 **NOTE** əʊ

iː **BEAT** 5 **BIT** ɪ

ʃ SHOP 6 CHOP tʃ

s SINK 7 THINK θ

v VEST 8 BEST b

l LESS 9 YES j

ɑ: HEART 10 HAT æ

ɜ: WORK 11 WALK ɔ:

w WEST 12 VEST v

Someone like you F&F-2

Focus	Listening to a song, connected speech.
Materials	Attachments, projector, Internet connection.
Aims of the lesson	1. By the end of the lesson students will be able to recognise some phenomena of connected speech (e.g. assimilation, elision) and replicate them in controlled speaking practice.

LESSON PLAN

Phase	Time	Activity	Total time
1	15'	<p>Introduction. Tell Ss they are going to listen to a song called "Someone like you". Write the title on the board. Ask Ss to work in trios or small groups and talk about what the song might be about. As Ss are speaking, add words to the title to form the complete chorus to help Ss guess what the song might be about.</p> <p>Suggested steps:</p> <p style="text-align: center;">Someone like you I'll find someone like you Never mind, I'll find someone like you. Never mind, I'll find someone like you. I wish nothing but the best for you.</p> <p>At this point Ss will have made reasonable guesses or will have recognised the song. Ask Ss who do know the song to try and sing the chorus (i.e. what's written on the board). If they're not comfortable singing, ask them to read it as close to the original as possible. Encourage the whole class to give it a try. Finally, sing the chorus yourself as feedback on the correct pronunciation.</p> <p>Make sure you pronounce the chorus just like the singer. That is:</p> <p>Neve(r) min(d), ah-Ill find someone like you. Ah wish nothing bu(t) the best f(or) you.</p>	15'

		<p>Here is the proper phonological transcription: /nevə main əl faɪnd sʌmwʌn laɪk ju: ə wɪʃ nʌθɪŋ bət ðə best fə ju: /</p> <p>Sing it or just repeat it a few times so that Ss can appreciate the differences between their way of pronouncing it and yours. Really slow down and pronounce each word separately, but make sure you still pronounce each word as the original (i.e. as connected speech).</p> <p>Ask Ss to help you identify and circle all the strange phonological phenomena (but don't call them that!) that occur in the chorus. Until you get something like this:</p> <p>Never mind, I'll find someone like you. I wish nothing but the best for you.</p> <p>Tell Ss that as they have noticed words in English are not pronounced always the same. The same word may be pronounced in different ways depending on the words around it.</p>	
2	10'	<p>Listening in a vacuum. Tell Ss that before listening to the song you are going to read some parts of the song to them and you'd like them to simply write down what they hear. But do warn them! This is not a normal dictation. You'll be dictating chunks of one or two words together just like they are pronounced in the song.</p> <p>Next, dictate the following, taking a few seconds for each chunk and repeating it once or twice. For your convenience, I also included the time when the singer pronounces each chunk in the song.</p>	25'

		<p>that you're /ðætʃɔ:/ (00:18) that you /ðætʃu:/ (00:22) found a /'faʊn ə/ (00:24) gave you /'geɪvjə/ (00:36) I didn't /a'ɪn/ (00:39) out of /'aʊv/ (00:58) but I /'bəraɪ/ (01:00) couldn't /'kəʊn/ (01:01, 01:03) for me /fə mi:/ (01:07) forget me /fə'geʔ mi:/ (01:27)</p> <p>Do not write the phonemic symbols on the board, these are just for you to more accurately pronounce each chunk.</p> <p>Ask Ss to compare answers with their partner. Give them some time to discuss and finally ask them to tell you what each chunk represents. Write all the answers on the board, keeping one line for each answer. E.g., for the first one:</p> <p style="text-align: center;">LECTURE, TEACHER, THAT YOU</p> <p>Remember to not give away the answers yet!</p>	
3	15'	<p>Listen and identify. Now it's time to listen to the song. Leave the list of possible answers visible on the board and let them listen to the song. As a first task, simply ask Ss to recognise the chorus. Tell them to say "STOP!" when they first hear it. When they do, go over the pronunciation again and make sure they can appreciate the difference between the way they would've pronounced it and the way the singer does. So, what is the song about? Were they right in their guesses?</p> <p>Here is the link to the song:</p> <p>https://www.youtube.com/watch?v=hLQI3WQOoQ0</p>	40'

		<p>Next, play the song from the beginning and ask Ss to say "STOP!" each time they think they heard each of the chunks. Tell Ss the chunks are sung in the song in the same order as they appear on the board. Give each student a copy of the lyrics to help them (attachment 1).</p> <p>Every time someone says "STOP!" play the bit again and ask the whole class to decide if that's correct and finally give your feedback. Circle the right answer on the board or add it if nobody had guessed it.</p> <p>Once the song hits 01:30, there won't be any more chunks to recognise, so you can just tell Ss to relax and just listen. Some chunks will be repeated throughout the rest of the song and they can spot those if they want to.</p> <p>Give feedback on any chunks the Ss didn't get and if you've got extra time ask Ss if they've heard any other ones.</p>	
4	20'	<p>Writing and Speaking. Ask Ss work in pairs and imagine a possible conversation between the singer and the person she is talking about in the song? What would that be like? Ask Ss to write down a short dialogue between the two. How does the story end? Tell Ss to use as much connected speech as possible. Tell them they'll be awarded a point for each occurrence of connected speech they use in the dialogue.</p> <p>Ask pairs to perform their dialogues in front of the class and ask the rest of the class to identify examples of connected speech and award points.</p> <p>If you have some extra time or if phase 3 took a bit too long you can have Ss sing the song as a Karaoke activity. Here's a link you can use:</p> <p>https://www.youtube.com/watch?v=Cqdes6lFjzM</p>	60'

Attachment 1

I heard that you're settled down
That you found a girl and you're married now.
I heard that your dreams came true.
Guess she gave you things I didn't give to you.

Old friend, why are you so shy?
Ain't like you to hold back or hide from the light.

I hate to turn up out of the blue uninvited
But I couldn't stay away, I couldn't fight it.
I had hoped you'd see my face and that you'd be reminded
That for me it isn't over.

Never mind, I'll find someone like you
I wish nothing but the best for you too
Don't forget me, I beg
I'll remember you said,
"Sometimes it lasts in love but sometimes it hurts instead" x2

You know how the time flies
Only yesterday was the time of our lives
We were born and raised
In a summer haze
Bound by the surprise of our glory days

I hate to turn up out of the blue uninvited
But I couldn't stay away, I couldn't fight it.
I'd hoped you'd see my face and that you'd be reminded
That for me it isn't over.

Never mind, I'll find someone like you
I wish nothing but the best for you too
Don't forget me, I beg
I'll remember you said,
"Sometimes it lasts in love but sometimes it hurts instead."

Nothing compares
No worries or cares
Regrets and mistakes
They are memories made.
Who would have known how bittersweet this would taste?

Never mind, I'll find someone like you
I wish nothing but the best for you
Don't forget me, I beg
I'll remember you said,
"Sometimes it lasts in love but sometimes it hurts instead".

Never mind, I'll find someone like you
I wish nothing but the best for you too
Don't forget me, I beg
I'll remember you said,
"Sometimes it lasts in love but sometimes it hurts instead" x2



Educate, Inspire, Enrich

Design your own Monster CONV-1

Focus	Designing a monster, body parts, Speaking.
Materials	Paper and pens; post-it notes and stickers (optional); monster song (optional)
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will have broadened their lexis related to body parts. 2. By the end of the lesson students will have broadened their knowledge of descriptive adjectives to talk about appearance and personality. 3. By the end of the lesson students will be better able to describe a monster of their own creation, using both relevant lexis and relevant grammatical structures fit for the task.

LESSON PLAN

Phase	Time	Activity	Total time
1	15'	<p>Introduction. Put the students into 3s/4s. Elicit 3-4 body parts as an example then hand out 15-20 slips of paper to each group and get them to write down one body part on each piece of paper. Monitor and help with spelling and questions.</p> <p>If you need to review body parts first you could have some written on stickers or post-it notes and get groups to label a body outline (on the board or on two A3 sheets of paper) or a volunteer student.</p> <p>Collect in all the slips of paper. Elicit / feed-in: a monster (n). Concept check and make sure that students all understand what a monster is, i.e. big, ugly and frightening.</p> <p>Work from the meaning to the word (rather than vice versa, i.e. What's a monster?) when you're eliciting vocabulary items. The simplest way of eliciting the vocabulary would be to show the students a monster (ideally with different body parts to simultaneously demonstrate what they're going to do next). Type 'monster body parts' into Google images.</p>	15'

2	20'	<p>Creating a monster. Redistribute the slips of paper to each group at random. It doesn't matter what body parts they get (or who wrote them), only that you hand out the same number to each group. Now tell the students they're going to draw their own monster and they <u>must</u> use all of the body parts they have on their paper (if they have six eyes, they draw a monster with six eyes. Hand out poster paper. Monitor and be available to help if the groups require it.</p>	35'
3	25'	<p>Presentation. Tell the groups to give their monster a name and prepare to describe it to the other groups. There are a number of ways you could manage this. Each group could take it in turns to present their monster to the rest of the class. Alternatively, you could split each group in half, with one describing the monster and the other circulating around the class to hear the presentations. You could also put the pieces of paper around the walls and ask the groups to look at each one and think of 2-3 questions that they would like to ask about them.</p> <p>Depending on the level of your group you could get the students to name their monster, describe its friends and enemies, describe its personality, diet, habitat, likes and dislikes, etc. Use the context of the monster to recap previous work, i.e. What's your monster doing now? Describe your monster's family.</p> <p>Extra activity: Monster Dating. Some classes could go through the activities faster than you expect them to. If you find yourself with some time on your hands, get each group to write out a profile for a dating site / lonely hearts ad for their monsters. Display / photocopy / swap the information and have the groups choose the best boy/girlfriend for their monster (or the least suitable). If you wanted to do this, you could stipulate that that groups draw male or female monsters in the first stage so you have equal numbers of both. You could also set up a speed dating roleplay in smaller groups where each person represents their monster. Male monsters = think of information about you. Female monsters = think of questions to ask.</p>	60'

Desert Island CONV-2

Focus	Designing a desert island, Speaking.
Materials	A3 paper ad coloured pencils.
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will have broadened their vocabulary related to the topic of desert islands and survival. 2. By the end of the lesson students will be better able to express their opinions and justify them. 3. By the end of the lesson students will be better able to present and describe an island of their own creation.

LESSON PLAN

Phase	Time	Activity	Total time
1	30'	<p>Introduction. Students in 2s/3s. Choose one job you would like to do and one job you wouldn't like to do. Tell your partner why. Feedback. Now get each student to choose one job. Don't tell them why they're doing this. Write the name of the student on the board next to the job they choose (nobody can choose the same job). Let the weaker students choose first as they're more likely to go for doctor, police officer, etc.</p> <p>Tell the students that as a reward for their excellent work with the song UKLC have agreed to fly them anywhere in the world they'd like to go. Where? Tell them that they're on the plane now (you could ham this up by pretending to be a flight attendant. Anything to drink, sir? Can you put your seat up? Sssh! Can you hear the engine?). The bad news is we've all crashed on a desert island. The good news? Everyone's alive and the island has enough food and fresh water for everyone. The island is a wonderful place (you can sunbathe, don't have to get up early or study English etc) BUT you really miss your family (and there's no Facebook!) and so you've decided that two people are going to look for help. How? (elicit a raft and highlight how dangerous it is for the two people, i.e. huge ocean, no compass, sharks, etc.) Very important: nobody wants to leave the island themselves. Everyone thinks that someone else should go. "How can we decide who should stay and who should go? We can use your jobs."</p>	30'

		<p>Give each student 4-5 minutes to think of 3-4 reasons why they should stay on the island (you could model this using one of the jobs that hasn't been chosen by anyone). You'll need to monitor and help the students who've chosen less obviously useful jobs. A footballer, for example, might be fitter than a doctor. He can help with building things and doing manual labour.</p> <p>Depending on the size of your class, you can either do the next stage with the whole class or in 2 groups. Students take turns to explain why they should stay on the island. Make sure the listeners ask questions at the end (You said....but.... How can you.....? What will you use to.....?). When each student has finished speaking (and there are no more questions), the rest of the class writes their name and 'Stay' or 'Go' in their notebook.</p> <p>Count up the votes for each student at the end. The two with the highest number of 'Go' votes have to leave the island (If you do this in 2 groups then the student with the highest number of votes in each group goes).</p>	
2	30'	<p>Designing an island. Tell the students you have some wonderful news – the two people who left the island found a ship, everyone was rescued and now you're all huge celebrities. Make 2 groups – reporters and survivors (either equal numbers or one reporter for two survivors but include the 2 who left the island in the survivors' group). Briefly elicit the kind of things people will want to know about, i.e. Was it dangerous? How did you survive? Give preparation time for the reporters to think of questions and the survivors to think of their answers. Pair up reporter / survivor and ask questions. Feedback on what the reporters found out.</p> <p>Put students in groups of 3s/4s. Now tell the students you have even better news. They're so rich they've joined together with the people in their group and bought the island. What kind of things could you do with it? Turn it into a resort, etc. Hand out A3 paper. Give students about 20 minutes to design their island and give it a name. You could elicit / feed in some expressions for agreeing / disagreeing, making suggestions etc before they start.</p> <p>Extension Activities. Once they have their islands you can use it as a ready-made context for a number of language points. They could present their island ideas and decide which one is best. They could also try and 'sell' their island to other groups (make an advert or a description for a holiday brochure) – There is It's got... at lower levels or things like extreme adjectives for higher-level groups (Good weather or fantastic</p>	60'

		<p>weather?).</p> <p>They could also design rules for their island, i.e. You can / can't / mustn't / don't have to.... Roleplay meeting new people on the island or create news stories. Predict the future of the island, i.e. It will have.... It might be.... Talk about their plans and intentions for the island. They have the design but you're going to decide what gets built on the island, Each group has to present what they're going to build and when, i.e. By this time next year, we'll have....We're going to.... If we get the contract, we'll..... Make laws and punishment for the island. Negotiate new developments. Roleplay tourists complaining about their holiday. Buy and sell things for the island by bargaining with other groups. A budget meeting about what to spend (£50 million) on. An attack and defence plan for your island.</p>	
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Dragon's Den CONV-3

Focus	Invention creation, Speaking.
Materials	YouTube videos (optional) for presentation, post-it notes, coloured pens and large paper posters.
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will be able to describe an invention of their own creation by using relevant lexis and grammatical forms (e.g. it's efficient, it's cheap, the invention is able to...). 2. By the end of the lesson students will be able to explain and defend their ideas, especially when trying to convince an audience.

LESSON PLAN

Phase	Time	Activity	Total time
1	15'	<p>Introduction. Start by putting the students in groups of 3 or 4. Hand out post-it notes and get the students to think of problems they have in their everyday lives, i.e. (too much) homework. Set a time limit and get the students to write down one problem on each post-it note and stick it to the wall/board. The winning group is the one with the most problems at the end. You could then progress into a discussion of which problems are more serious or trivial / which problems are only for teenagers, etc.</p>	15'
2	10'	<p>Video. Now tell the class they're going to watch a short video about a common problem. Set the task before watching: What's the problem? How does he solve it?</p> <p>http://www.youtube.com/watch?v=ozzjQQFOk0</p> <p>(Wallace can't sleep so invents a machine called the Snoozatron which fluffs up his mattress, brings him a hot water bottle, plays a lullaby (lulls him to sleep), etc.) If the students haven't got the solutions the first time, you could have a handout prepared with different ways of getting to sleep. Watch again and tick the things you see.</p> <p>After they've watched you could discuss whether they ever have this problem. What do you do when you can't sleep? Does counting sheep work? Is the snoozatron a good idea? Who would play the 'sheep' in your house?</p>	25'

<p>3</p>	<p>20'</p>	<p>Invention creation. Refer back to the problems they thought up at the start of the class. Tell the groups to choose one. Now tell them they're going to invent a new product to solve the problem.</p> <p>Give the groups time to sketch out a rough design of their product. Make sure everyone has something to do so you don't end up with half the learners standing around watching someone draw for ten minutes. For instance, two students could be responsible for the design of the product while a third works on a logo or a company name and another describes the material and cost, etc.</p> <p>The groups could also come up with a slogan for their product. You could introduce this through an example they'll all know (McDonald's 'I'm lovin' it'). Discuss what makes a good slogan: short, catchy, easy to remember, has a positive message, tells you something about the company and fits in with the image it wants to give, e.g. I'm lovin' it is informal, friendly, etc.</p> <p>When the groups have finished, they could present their idea to another group / half the class / the whole class.</p> <p>Now introduce the Dragon's Den concept. Draw attention to key features of the concept: they have to pitch their idea to an audience, demonstrate the product and answer questions about how much it costs to make, what the retail price is, how it works, how many they've already sold, etc.</p>	<p>45'</p>
<p>4</p>	<p>15'</p>	<p>Performance. Tell the students some real dragons are going to come in. They have money to invest in a products but only if they're impressed with what you've designed and how well you can present it. Give time for the groups to come up with their pitches. Impress on the groups the importance of audience: how are they going to get the investors interested in their work? What questions might they need to answer? Before the dragons come in you could do another rehearsal with groups taking on the roles of inventors/dragons.</p> <p>Invite group leaders, activity staff and the centre management in to be the dragons. The groups need to</p>	<p>60'</p>



Educate, Inspire, Enrich

		present their inventions and tell them how much money they need. You could give the dragons specific roles as in the real show, i.e. ask difficult questions, etc.	
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Educate, Inspire, Enrich

Murder Mystery CONV-4

Focus	Creating stories in the past as alibis, Speaking.
Materials	Realia (i.e. objects) for the introduction (see phase 1).
Aims of the lesson	1. By the end of the lesson students will be able to use focus language effectively to relate a series of invented events. Focus language will involve the Past Simple but will change depending on level (e.g. regular and irregular past forms for elementary, passive forms for pre-intermediate, modals to describe probability for intermediate or up: it must've been used to... He might have...)

LESSON PLAN

Phase	Time	Activity	Total time
1	20'	<p>Introduction. Bring 8-10 objects in to the class (anything will do). Elicit the name of each object. Tell the students they're all connected in some way. How? Elicit some guesses. Tell the students all the things were used in a murder and they need to decide how.</p> <p>Split students into groups of 3. Tell them they have 10-15 minutes to decide how of the things is connected to the murder and to think of as reasons to support their ideas. Don't monitor too intrusively while they're working but be available to help with vocabulary requests and note down examples of good language and errors to deal with later.</p> <p>When the groups have finished tell them they're going to explain their ideas to the rest of the class. They need to decide who's going to speak (one person or take turns?). You could elicit / feed in some language here. Are you sure or is it only your opinion? The ...was used to.... It must have been used to.... It might / could have been used to..... We're not sure but maybe it was used to....</p> <p>Give the students 3-4 minutes to prepare their presentation. Each group takes it in turns to present. Tell the other groups to listen carefully. Are their ideas the same as yours? Have they missed out anything important? Vote to decide which solution is the best (if the groups have similar ideas, you could keep a running count of what they think each object was used for. For example, 3 groups (out of 5) think the... was the murder weapon so that solution wins.</p>	20'

<p>2</p>	<p>40'</p>	<p>Coming up with Alibis. Recap what we know so far. There's been a murder, we have lots of evidence and we know how these objects are connected to the crime. We have a murder victim. What do we need now? Elicit: a murderer / criminal. Tell students you have some shock news for them. The police think that one of the students in this room is the murderer!!</p> <p>What you do next depends on the size of your class. With smaller groups, you can split the students into pairs. Tell them the police know the murder was committed between 9-11.30pm last night. Of course, all the students have an alibi – they were with their partners the whole time. "You have about 10 minutes to work together and make your alibi. You'll need to tell the police exactly what you were doing between 9 and 11.30 pm. Remember your alibis should match and you'll need to give the police as much information as you can." Make sure all the students make notes while they're coming up with their alibis as they'll need to refer to them later. When everyone is finished, divide each pair into As and Bs. As go to one side of the class, Bs the other. The students take turns to interview each other (make sure they ask follow-up questions to get as much info as they can). "Make notes of the answers as you're going to compare with your partner when you're finished."</p> <p>When all the interviews have been done, the students get back in their original pairs and compare their notes. The pair whose alibis don't match are the murderers (or the murderer and his/her accomplice).</p> <p>With bigger groups, you can divide the class into suspects and detectives. With a class of 16, for example, make 4 detectives and 3 groups of 3 suspects. While the 3s are planning out their alibis, take the detectives to the other side of the classroom and get them to think of questions to ask. You then split the suspects into As/Bs/Cs and allocate a detective to each group (you can pair up two weaker students as detectives with one of the groups). The detectives interview the suspects then get back together and check the alibis. While they're doing this, you could get the suspects to work together to think of an excuse for committing the murder ("If the police arrest you, you'll need to have a good reason. Maybe it was self-defence or you didn't mean to do it, etc.").</p> <p>Really ham up the announcement about the police being outside. They won't believe you but if you don't sell</p>	<p>60'</p>
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		<p>the idea behind the next task to the students then there's a danger it will go flat very quickly. Also make sure that the detectives ask lots of follow-up questions and that all the suspects make notes while they're planning their alibis. If they don't make notes, none of the alibis will match. Even with notes, there'll be inconsistencies in their alibis as long as the detectives ask lots of questions (especially about small details).</p>	
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