

9.1 What am I?

SOFTWARE DEVELOPER <hr/> programmer computer apps	NURSE <hr/> hospital doctor help	DOCTOR <hr/> nurse ill hospital	ACCOUNTANT <hr/> numbers money maths
SECONDARY SCHOOL TEACHER <hr/> school classes teach	CHEF <hr/> cook kitchen restaurant ... and no actions!	ARCHITECT <hr/> design building plans	DENTIST <hr/> teeth mouth toothache ... and no sounds!
FIREFIGHTER <hr/> fire burn fire engine	LAWYER <hr/> law legal court	CLEANER <hr/> clean dirty cloths ... and no actions!	MANAGER <hr/> boss tell in charge
PARAMEDIC <hr/> emergency ambulance doctor	FACTORY WORKER <hr/> manufacture building inside	REPORTER <hr/> newspaper story write	SALESPERSON <hr/> sell door marketing
CONSTRUCTION WORKER <hr/> build building builder	PROFESSIONAL FOOTBALLER <hr/> goal stadium ball ... and no famous player's names!	ELECTRONIC ENGINEER <hr/> electrical hardware computers	POLICE OFFICER <hr/> arrest blue light crime ... and no police car sounds!

9.2 Testbuilder

A Look at the following examples of question types and answer/complete them.

- 1 A *gap-fill* question is one where you have to _____ the gaps.
- 2 A *multiple-choice* question is one where you
 - a have a number of answers to choose from.
 - b have no answers to choose from.
 - c can choose if you want to answer the question or go home.
- 3 A *true/false* question is one where you circle or write the letters T/F. Write T or F. _____
- 4 There is also questions where you puts a ✓ or an ✗ if the grammar is correct or incorrect, and you correct the grammar.
☐ _____

B In pairs, choose the past perfect or reported speech and write eight questions to test another pair on that grammar topic. You can use all the test types above, i.e. gap-fill, multiple choice, true/false, finding and correcting grammar mistakes. Put the answers to your questions on a separate piece of paper!

TEST

Our test on (date) _____ By _____ and _____

C When you have finished writing your test, pass it to another pair for them to complete. You complete the test they have written.

9.1 What am I?

Activity

Group work: speaking

Aim

To describe a range of jobs while avoiding certain key words

Language

Vocabulary related to jobs and professions

Time

30 minutes

Preparation

Make one copy of the worksheet for each group of students. Cut out each worksheet to make a set of cards.

Procedure

- Divide the class into groups of three to five students. Each group nominates someone to keep the score. Give each group a set of cards and tell them to place the cards face down in the centre of the group.
- Tell students to take turns to pick up a card. Each card has a job at the top of it. The player has to elicit the job from the rest of the group by describing it without using the name itself, any word derived from it, or the three additional 'taboo' words on the card. These are words that would make it too easy for the other players to guess. For example, if the job were *writer*, the student presenting it would not be able to use *writer*, *write* and e.g. *book*, *word processor* or *editor*. (This word is not one on the cards.) Once the student has finished describing the job, other students in the group can ask questions, but only *yes/no* questions. Students should take turns to guess the job.
- At the end of each round, the student in the group who correctly guesses the job gets a point, as does the student who has described it. If nobody guesses the job in two minutes, that card is put aside without any points being awarded.
- The secretary records the points and the next player takes a card. The game continues until all the cards are gone.
- If a student doesn't recognize a job when they take the card, they simply put that card on the bottom of the pile and pick another one from the top. If they don't recognize the next card, they miss their turn and the next student goes.
- The student at the end of the game with the most points is the winner.

9.2 Testbuilder

Activity

Pair work: grammar review

Aim

To make a test for another pair on (one of) the two grammar areas of Unit 9

Language

Past perfect and/or reported speech

Time

30 minutes

Preparation

Make one copy of the worksheet for each pair.

Procedure

- Put the students into pairs. Give each pair a worksheet and ask them to look at and answer the first four questions. (Step A) These questions are designed to remind students about the different question formats that are often used in tests. This should only take about five minutes.
- Correct the questions.

Answers

1 complete/fill in 2 a 3 T 4 X There is →
There are, you puts → you put

- Direct students' attention to pages 106 and 110 of their books, where there are Grammar boxes for the past perfect and for reported speech respectively, and also to the Grammar reference section on page 144. Explain that they should choose one structure and make a test with eight questions that is designed to test another pair's knowledge of the structure. (Step B) For students who feel confident enough, or who struggle to make eight questions on one of the structures, allow them to work with both structures. Allow about fifteen minutes for this step.
- Students may need support while writing the tests. Go round the class and check their questions to make sure they work and are correct. Tell students to write the answers to their own test on a separate piece of paper.
Note: designing a test may be a new activity for the students. It will be challenging for them, so they may slip into their first language. This doesn't matter as the focus of the task is using the grammar rather than speaking.
- When students have finished writing their tests, tell each pair to swap with another pair and do the other pair's test. (Step C) Allow them about ten minutes to do this, then ask them to return the tests to their originators, who correct the other pair's answers, and give them their score out of eight.