

3.1 Health and lifestyle app

A Preparation

You are going to design an app to check the health and lifestyle of teenagers. Then you will present your ideas to your class.

- 1 Think about what information your app will have in each area. For example, in *Activity* it could collect information about how much exercise the person does in total, what kind of activity they do, how many hours they spend on different activities, etc. Make a list of ideas for each area.
- 2 How will your app work? Discuss this in your groups.
- 3 Write questions your app will ask the user to create their profile and get daily information about the different areas. Use the example questions below to help you. Prepare to explain why you are including these questions.
- 4 What information will the app give the user? How often? What will the information look like, i.e. will it use graphs, tables, diagrams?
- 5 What is the name of your app? What will it look like? Decide on the name and design in your groups.



Example questions	Our questions
For general information about habits to create a profile:	
<i>How many/much ... do you (verb) each day/week/month?</i>	
<i>What type of (exercise/food, etc.) do you (verb) ... ?</i>	
<i>How do you (relax) ... ?</i>	
<i>Do you ...</i>	
Change these into the past simple to get specific information about what the person did in one day/week/month, etc.	

B Presentation

Prepare to present your app to the class. You should explain:

- the name and image of your app (and why you chose that name and created that design)
- how the app works
- the questions it asks and why
- what information the app will give the user
- why you think people will use this app

Listen to the presentations and think of at least one question to ask each group. Tell each group what you liked about their app.

3.2 Let's do something!

A Read the descriptions of the groups of people on the cards below. Your school wants to do something to help these people. They have asked you to design an event that will make one of these groups happy. The best idea will get money to make the activity happen! Choose which group you want to help.

Group A Older, retired people living alone in your town/city.	Group B Teenagers from different countries who are studying in your town/city for a year. They miss home and feel lonely.
Group C Young children in your town/city who do not have much money. They do not have many opportunities to do different activities or travel. Some do not live with their families.	Group D Your choice! You can think of a group of people in your community that need help.

B In your groups, design your event. Discuss these questions.

- 1 Where in your town/city will you hold the event?
- 2 What will the event be? Describe it.
- 3 How much will it cost?
- 4 How will it help your group feel happier?

Each person must be ready to explain your idea to another group. Make notes and practise explaining your ideas.

C Work with a new group. Explain your ideas, then ask questions about each other's ideas and tell each other at least one thing you like about your ideas.

D As a class, share ideas and discuss what things you like about each group's ideas. Which group should get the money?

2.2 Buy my house

Activity

Pair work, group work / whole class: speaking

Aim

To describe and ask questions about a house

Language

Vocabulary for describing a house

Time

45–60 minutes

Preparation

Make a copy of the worksheet for each student. Plan groups: you can either do this activity in groups of about seven or eight, asking students to talk to every other student in their group, or you can do this as a class mingling activity, asking students to switch partner every five minutes or so, and then coming together as a whole class.

Procedure

- Explain the situation to the students: they are all house owners who want to sell their house and buy a new one.
- Go through the questions to check they understand them all, and discuss what information they can write. They don't have to write about a real house, but they can be creative. They can just write notes and key vocabulary here. Give students about five minutes to make notes about their house. (Step A)
- Model the activity with a student first, including some bargaining over the price. It is important that students try to make enough money from selling their house to buy the new house they want.
- Put students in pairs to ask and answer about their houses. (Step B) They should take notes about the houses they hear about. After five minutes, clap your hands and ask students to find a different partner. Do the same after another five minutes. After students have spoken to everyone in their group/class, tell students to decide on which house they want to buy. (Step C)
- Then put students into groups of three or four and ask them to tell each other which houses they liked the most and why, and to say which house they decided to buy. (Step D)
- If you have time, ask one person from each group to tell the class which houses were most popular and why.

3.1 Health and lifestyle app

Activity

Pair or group work: create and present an app that checks a person's health and lifestyle

Aim

To ask and answer questions about health and lifestyle

Language

How much, many?; countable and uncountable nouns

Time

45–60 minutes

Preparation

Make a copy of the worksheet for each student in the class

Procedure

- Put students into pairs or groups of three or four and tell them to read the worksheet. They have four areas they have to think about: Activity, Mental Health, Diet, Sleep and relaxation. (An alternative here would be to divide the class into four and have each group design one area, i.e. part of the app.) Tell students to talk to each other and decide what information the app should collect for each area, e.g. number of hours they sleep, what they eat, how often they exercise, etc.
- Tell students to create questions the app would ask the user. Help with a couple of sample questions if necessary, e.g. *How much water do you drink every day? A lot (3+ glasses) Some (2 glasses) A little (1 glass)* They should also consider the information the app will give the user. They also decide on the design of the app and how the user will use it, e.g. will it come up on the phone each day? What visuals will it have? (Step A) (This could lead to a poster presentation.)
- Tell students to prepare to present their app to the class. They should decide which member of their group will present which aspect of the app. If possible, they should demonstrate it by asking a volunteer the relevant questions and showing on the board how it would appear.
- Tell groups to present to the class and ask the audience to listen and think of questions. Allow time for questions after each presentation. (Step B)
- Ask the students to tell the class what they liked about each app.

3.2 Let's do something!

Activity

Group work: organize an event for a group of people

Aim

To plan and describe an event for different groups of people

Language

Expressions for giving opinions, asking follow-up questions, explaining ideas

Time

30–45 minutes

Preparation

Make a copy of the worksheet for each group.

Procedure

- Start by eliciting from students different groups of people in their town/city who sometimes get help from other people, e.g. retired people, children, homeless people. What problems do these people have and what might make them happier?
- Put students into groups of three or four and ask them to read the first part of the worksheet and decide which group of people to help. (Step A) If they want to choose Group D, they should check with you whether it is appropriate.
- Ask students to work through the questions (Step B) and monitor to feed in vocabulary. Encourage students to use online dictionaries if they have access. Give them about fifteen minutes for this step.
- When students have finished Step B, reorganize the groups so that the students are working with different partners. (One way of doing this is to assign a letter to each student in the groups, i.e. A, B, C, D, and then ask them to regroup so that all the As work together, all the Bs, etc. If these groups are then too large, you can split them in half.) Tell students to use the expressions in the Useful language boxes on pages 42–43 of their books to help them here, and demonstrate an exchange (Step C), e.g.
A: *We believe that older people often need company so we're organizing an afternoon dance for them.*
B: *While I agree with you that they often need company, some of them might not be active enough to dance.*
Encourage students to discuss and ask questions about each other's ideas. Give them about fifteen minutes for this stage.
- When they have finished this stage bring the whole class together and ask students to tell the class what ideas they liked and why. (Step D)

4.1 Dominoes

Activity

Pair or group work: speaking

Aim

To compare things related to education

Language

Comparative and superlative adjectives, comparative forms

Time

30–45 minutes

Preparation

Make a copy of the domino cards and the questions for each group. Cut the domino cards up so that you have a set for each pair/group.

Procedure

- Revise the different forms for comparisons. Refer students to pages 46, 47, 50 and 134 in their books.
 - Tell students that they have to make comparative sentences using the subject and adjective on the cards, e.g. *English is better than science because you don't have to do experiments.* (For my language they use their own language.)
 - Hand out the cards to the pairs or groups. If students are in pairs, they should take half the cards each. If they are in groups, each player should have the same number of cards.
 - They toss a coin or similar to decide who goes first and then play dominos. Player A puts a card on the table, and then Player B puts down a card with a different subject next to it, e.g.
- | | | | |
|-------|-------------|-----------|-----------|
| maths | interesting | geography | difficult |
|-------|-------------|-----------|-----------|
- Player A then makes a comparison between maths and geography using the adjective between the subjects, i.e. *interesting*. If they make a correct comparison, they take their card back and put it aside. If they can't make a correct comparison (you can give a time limit here), their card is put into a separate pile.
- Then Player C puts down a card next to *geography / difficult*, with a different subject, and Player B makes a comparative sentence with the adjective between them, i.e. *difficult*. The game continues around the group until all the cards have been used once.
 - Clarify the rule that students cannot play a card if the subject is the same:

English	bad	English	important
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English is worse than English because it is more important.