

6.1 Best vs worst

A Here are some school rules. Discuss the rules in pairs. Decide which are the six best rules and tick (✓) them. Decide which are the six worst rules and put a cross (X) by them.

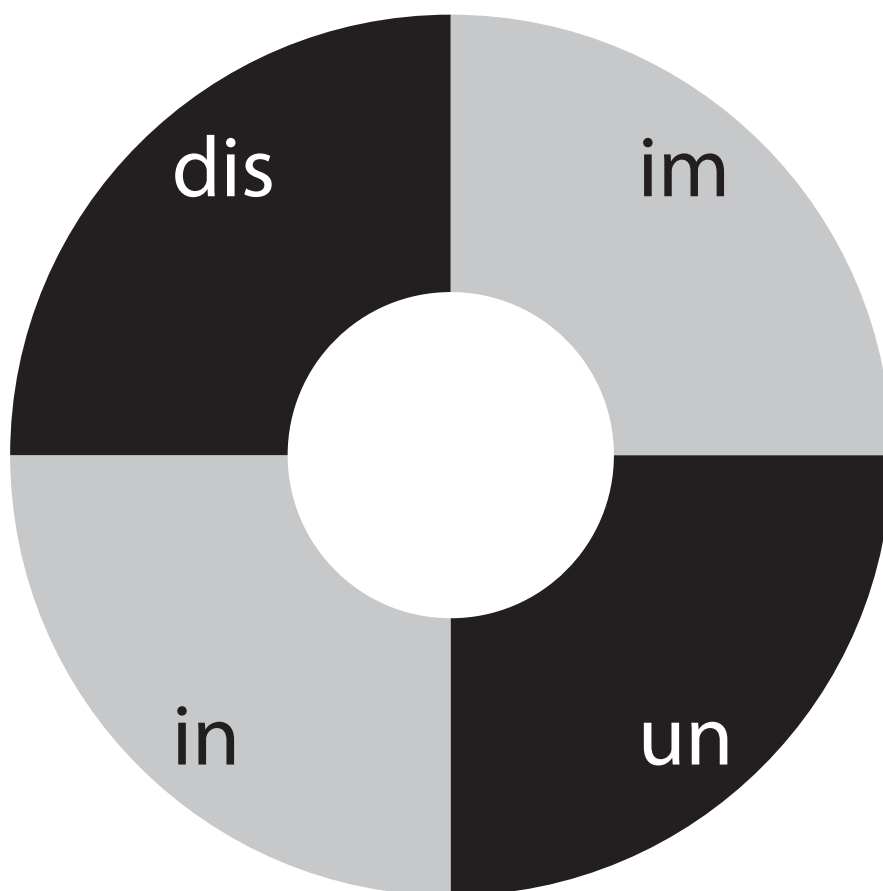
- ☐ Students have to eat everything served at lunch.
- ☐ Badly behaved students have to stand in the corner.
- ☐ You can help your classmates during exams.
- ☐ Students can't be in groups of more than four at break times.
- ☐ You have to stand up when a teacher enters class.
- ☐ You can't wear sandals to school.
- ☐ You can't dance anywhere in the school.
- ☐ You can have break-time snacks of fresh fruit only.
- ☐ Students don't have to do homework.
- ☐ Students have to cook their own lunches.
- ☐ You can take a short sleep when you need to.
- ☐ Each student has to teach one class every term.
- ☐ You can't sing in the school building.
- ☐ Students must wear a uniform.
- ☐ Students have to sit in a different place every day.
- ☐ You mustn't use your phone except in emergencies.
- ☐ Students can't call anyone their *best* friend.
- ☐ You have to spend break times outside even when it's cold.
- ☐ All students must do one physical activity class a day.
- ☐ You have to help younger students with their work.

B Now write out either the six best or six worst rules. Give your list a heading: either *The best school rules* or *The worst school rules*. Together, add two more rules to the list.

C Prepare a short presentation to explain to the rest of the class which rules you chose. Say:

- which rule you agreed on the most quickly.
- why the rules are fair or not fair.
- which rules are your own.
- how they will make the school better or worse.

6.2 Prefix roulette



Gamemaster questions

Round 1	
Questions	Answers
perfect	imperfect
agree	disagree
able	unable
formal	informal
certain	uncertain
clear	unclear
visible	invisible
happy	unhappy
fit	unfit
correct	incorrect

Round 2	
Questions	Answers
fair	unfair
possible	impossible
successful	unsuccessful
advantage	disadvantage
complete	incomplete
appear	disappear
like	dislike
realistic	unrealistic
patient	impatient
likely	unlikely

Round 3	
Questions	Answers
expected	unexpected
employed	unemployed
organized	disorganized
reliable	unreliable
polite	impolite
fortunately	unfortunately
friendly	unfriendly
honest	dishonest
trust	distrust
experienced	inexperienced

6.1 Best vs worst

Activity

Pair work / whole class: speaking

Aim

To decide with a partner which school rules are the best and worst, and to present the decisions

Language

Modal verbs: *have to, must, mustn't, can, can't, don't have to, should, shouldn't* to discuss rules

Time

45–60 minutes

Preparation

Make one copy of the worksheet for each pair.

Procedure

- Divide the class into pairs. Give each pair a copy of the worksheet.
- Tell students that they have five minutes to read all the rules first, without marking the worksheet. If there's anything they don't understand, they should check at this point.
- Then ask pairs to decide together which are the six best rules and the six worst rules. They should tick the six best and put a cross by the six worst. (Step A)
- Once pairs have agreed on the rules, ask them to choose either the best or worst rules for their school and to copy these six items onto a separate sheet of paper. They should agree on two more rules of their own and add them to the list. (Step B) Allow about ten minutes for this and tell students that by the end of this stage they should both have identical lists copied down.
- Students now prepare a short presentation of no more than two minutes explaining to the rest of the class why they chose the rules they did and what effect these would have on a school. (Step C) Explain that each pair should prepare and present their presentation together. They can make some notes next to their lists and use the prompts given on the worksheet. Encourage them to practise their presentations first.
- At this point, you may wish to write some supporting language for the students on the board, such as:
We chose to talk about good/bad rules.
Our rules were ...
The rule we most liked/disliked was ... because ...
This rule would cause problems because ...
- Call on pairs to deliver their presentations to the class. In order to encourage active listening, allow the class to ask one or two questions about each pair's choice of rules.
- An alternative to the whole class presentation is to put two pairs together to present to just one other pair.

6.2 Prefix roulette

Activity

Group work: vocabulary board game

Aim

To predict the negative prefixes for a range of high frequency words

Language

Negative prefixes: *in-, dis-, im-* and *un-*

Time

30 minutes

Preparation

Make one copy of the roulette wheel and one copy of the gamemaster's lists for each group; only the gamemaster sees these lists. The players will need counters – they can use small items they have in their bags, e.g. small erasers, coins, etc. The gamemaster will need to be able to time each 'go', so if your classroom doesn't have a clock with a second hand, you could ask students in advance to work out how to use the stopwatch function on their phones.

Procedure

- Divide the class into groups of four or five students and ask each group to elect one member as the gamemaster – someone who has good organizational skills and will be able to keep the game running smoothly.
- Provide each group with a roulette wheel and counters if necessary. Ask the gamemaster to make a quick scoresheet, i.e. a piece of paper with the player's names at the top. Give each gamemaster the words for Round 1.
- Explain the game to the class: the gamemaster reads out a word, e.g. *usual*. The gamemaster then says *Please place your counters!* The players have ten seconds to place their counters on the negative prefix that they think can precede the word.
- After ten seconds the gamemaster says *Time's up!* and indicates the correct answer by saying, e.g. *Pietro and Anna, you are correct*. Explain that this is better than the gamemaster reading out the correct answer because other groups may hear the answer.
- After each word, the gamemaster records the scores with a mark for each player in their column on the scoresheet.
- There are three rounds of roulette. In each round there are ten words. At the end of each round, the gamemaster/scorer adds up the scores and announces the winner, who then becomes the gamemaster for the next round. Hand out the words for the next round to each gamemaster. Repeat this after Round 2.