

8.1 What she said

Example: "[Name of student], do you want me to buy your lunch for you? OK, I will." (AGREE)

1 "Hey, [name of student], don't forget to do your homework this evening." (REMIND)

2 "[Name of student], you can borrow my calculator today, if you want." (OFFER)

3 "Brrr! It's very cold in the classroom today." (COMPLAIN)

4 "[Name of student], can I please copy your answers?" (ASK)

5 "I don't think you should see [name of movie]. It's terrible!" (RECOMMEND)

6 "Hey everyone! Why don't we go for a class picnic on Saturday?" (SUGGEST)

7 "[Name of teacher], I promise I won't cheat on the [subject] exam." (PROMISE)

8 "OK, [name of student], it was me who stole your pen. I'm sorry." (ADMIT)

9 "Actually, I've met [name of celebrity]. It's true!" (CLAIM)

10 "[Name of student], did you watch anything good on TV last night?" (ASK)

8.2 Questionnaire

Student A

- 1 Ask your partner to say how true these statements are for them, from “I strongly agree” to “Never or hardly ever.” Ask follow-up questions to find out more.

	I strongly agree	Sometimes	Not very often	Never or hardly ever
1 I find it easy to get my message across to others.				
2 I use a lot of complicated words to show how intelligent I am.				
3 I like to offer advice about people's problems.				
4 I am generally nervous about speaking to other people.				
5 My friends and family tell me I talk too much.				
6 It is difficult for me to express my thoughts in words.				
7 I often do most of the talking in conversations.				
8 In class, I prefer to sit at the back of the room.				
9 I make connections easily and usually get on well with people I have just met.				

- 2 Now answer your partner's questions.

Student B

- 1 Answer your partner's questions.
- 2 Now ask your partner to say how true these statements are for them, from “I strongly agree” to “Never or hardly ever.” Ask follow-up questions to find out more.

	I strongly agree	Sometimes	Not very often	Never or hardly ever
1 I get distracted during conversations—most people have nothing to say.				
2 I look at people's eyes when I'm listening.				
3 I like to be the last person to speak on a subject.				
4 I only listen to other people in order to know when it's my turn to speak.				
5 I interrupt people a lot.				
6 I show that I am listening by responding with questions, noises, and facial expressions.				
7 I pay attention to other people's body language, gestures, and facial expressions.				
8 I finish people's sentences for them when I know what they are going to say.				
9 I feel comfortable and confident in group situations.				

8.1 What she said

Aim

To report what people said accurately

Language

Reported speech and reporting verbs, e.g., *claim, admit*

Time

30 minutes

Preparation

One copy of the worksheet for every twelve students, cut into cards

Procedure

- Tell students they are going to practice reporting verbs. Elicit the reporting verbs they remember (with books closed) and write them on the board. Make sure you include all the verbs used in the activity (*remind, offer, complain, ask, recommend, suggest, promise, admit, claim*).
- Hand a student the example card and ask them to read it aloud, inserting a real name in the gap. Ask students to say back the exact words; write these on the board, then elicit the reporting verb (*agree*) and the reported speech sentence, i.e., *[Aesha] agreed to buy [Fadila's] lunch for her*.
- Put students into groups, ideally of ten.
- Give each student a card. Tell them not to show it, and to complete the sentence if there are gaps in it, and then to write the reported speech sentence on the line below. Check that their sentences are grammatically correct. Also ask them how they will say their sentence, e.g., whispering for sentence 4.
- Explain that they are now going to take turns dictating their sentences, but that unlike a normal dictation, those who write must write what they hear using a reporting verb. They can ask each other to repeat the sentence if they need to hear it again.
- When everyone has dictated their sentences, put them in smaller groups to compare the sentences they wrote. Go around and check for accuracy. Invite students to the front to write the correct reported sentences on the board.

Answers

- 1 [X] reminded [Y] to do his / her homework this evening.
- 2 [X] offered to lend [Y] his / her calculator (today).
- 3 [X] complained that it was very cold in the classroom today.
- 4 [X] asked [Y] if he / she could copy his / her answers.
- 5 [X] recommended not seeing [name of film].
- 6 [X] suggested going for a class picnic on Saturday.
- 7 [X] promised the teacher that he / she wouldn't cheat in the [subject] exam.
- 8 [X] admitted (to) stealing [Y]'s pen.
- 9 [X] claimed that he / she had met [name of celebrity].
- 10 [X] asked [Y] if / whether he / she had watched anything good on TV last night.

8.2 Questionnaire

Aim

To explore students' communication skills

Language

Vocabulary about effective communication

Time

30 minutes

Preparation

One copy of the worksheet for every two students, cut in half

Procedure

- Tell the class that they are going to think about their communication skills. Elicit a few ideas about what these include, e.g., being a good listener, making eye contact, explaining things in ways that others can understand, not interrupting. Then dictate the following sentence stems:
I would say that my communication skills are...
People think that I...
But in fact, I...
When talking to people, I'd like to be more...
- Give students two minutes to complete the sentences so they are true for them. Then ask them to put these statements to one side until the end of the activity.
- Tell them that they are going to fill in a questionnaire on the same topic. Divide the class into two groups and give students in one group questionnaire A and the others B.
- Tell them to make questions from the statements. As an example, read out: *I find it easy to get my message across to others.* Ask what question they would ask to find this information (*Do you find it easy...?*). Invite students to ask follow-up questions, such as, *Why is that, do you think?* and *Do you think it depends on who you're talking to?* Tell them to only make the questions (*not* to fill in the questionnaire). Go around and check students are doing the activity correctly.
- Reorganize the class into pairs, A and B. Tell them to interview each other to complete the questionnaire with their partner's answers. Go around and check, listening for errors or difficulties with pronunciation, especially with vocabulary about communication. Make a note of occasions when students struggle.
- When the pairs have finished interviewing each other, ask them to look again at the sentences they wrote at the beginning of the activity and decide whether to keep them as they are or change any in light of what they discovered doing the questionnaire.
- Correct errors that you heard. End by asking students to share their conclusions with the class.

9.1 Thing, stuff, person

Aim

To practice the grammar of the unit

Language

Defining relative clauses

Time

40 minutes

Preparation

One copy of the worksheet for every ten students, cut up and shuffled

Procedure

- Draw on the board a frame with a question mark in it. Say *I'm thinking of something, and you get four clues to help you guess what it is, OK?* Give the following clues in this order and let them guess the object after each.
It's a thing that eats stuff on the ground and looks like a snake.
It's a machine that some small children are scared of.
It's something you connect to the electric system. It makes a loud noise.
It's a machine that helps you clean your house.
- If a student shouts out the name of the object (*a vacuum cleaner*) before the end, then they come to the board to draw it. Otherwise, draw it yourself.
- Explain that they are going to design and play a guessing game. Point out that you gave clues for the vacuum cleaner which got progressively easier. Their job, in groups, is to write definitions for other things and to put them in order of difficulty, from hardest to easiest. Then they are going to test another team.
- Teach them the five categories for this game: *a thing* is a countable object, e.g., a vacuum cleaner; *stuff* is uncountable material, e.g., water; *a person* is self-explanatory; *a creature* is any other living animal, and *a plant* is a fruit, vegetable, tree, etc.
- Divide the class into an even number of teams of five students or fewer. Give each team half the picture cards. Tell them not to show them to the rest of the class. Every member of the group writes a definition for every picture card on separate pieces of paper, one for each picture card. Make dictionaries available.
- When they have finished, tell them to choose the four best definitions for each object and decide the order that the definitions will be read out in a quiz for another team. Give them ten minutes for this, going around the groups, checking that the definitions make sense and the use of relative clauses is correct.