

## 5.1 One thing that I really love is...

### Topic cards

Sports	Travel	Weather	My favorite movie
My family	My country	Study	Role models
Science	Politics	Charity	Night out

### Sentence frame cards

What annoys me...	What I like...	What amazes me...	It's not... that..., it's...
I think you'll find...	What... the way...	What... the amount...	What... how...
What... the fact...	What drives me crazy...	Contrary to popular opinion, it...	What... the number...
What impressed me about...	What concerns me...	It's... who..., not...	What I suggest...
What's different about...	What bugs me...	The thing that inspires...	What... should...
What... the way...	What... the amount...	What... how...	I think you'll find...
The only thing I regret...	What I absolutely love about...	What frustrates me...	What I think is wrong...
The thing that inspires...	What... the number...	You might think... but in fact it's... who/that...	What I did...

## 5.2 Vocabulary Quiz

- 1 What problems might there be if young people become very **apathetic**?
- 2 Can you think of two big **challenges** that your country is **facing**?
- 3 Say three things you can **take part in**.
- 4 Say three things / events / people you'd describe as **social media phenomena**.
- 5 What happens if you **boycott** a product or a company? Why might you do it?
- 6 What kind of things might an **outspoken** politician say or do?
- 7 How would you **eradicate** a disease?
- 8 Say three things you can **boost**. What's the opposite of **boost** in each case?
- 9 How could you **raise awareness of** a particular issue? Why might you want to do this?
- 10 What's the difference between **raising money**, **donating money**, and **funding** something?
- 11 When is it useful to be **very single-minded**?
- 12 Can you think of three things people might **have a passion for**?
- 13 Say three things you could **found**. Can you think of famous **founders**? What of?
- 14 Say three things you can **reveal**. What's the opposite of **reveal** in each case?
- 15 Why would a teenager be described as **very mature for their age**? What's the opposite?
- 16 Say three different ways people or companies could act in an **altruistic** way.
- 17 When might you most need your friends and family to be particularly **supportive**?
- 18 Can you think of three things **there's a real scarcity of** in the world today?
- 19 What's the difference between being **idealistic**, **optimistic**, and **realistic**?
- 20 Why would someone **urge you to** do something? Give an example.

- As the game goes on, go around the class and check students are doing the activity correctly. Notice language that comes up or if they use L1. Give help if needed, and note this language down to teach the class later, or stop the game from time to time to teach some of it.

### Extension

- Students can reshuffle the cards and start again.
- You could ask students to select a group of ten people to go on one spaceship.
- You could get students to research any lesser-known people and report back to the class.

## 5.1 One thing that I really love is...

### Aim

To give more practice of cleft sentences

### Language

Cleft sentences

### Time

Approximately 30 minutes

### Preparation

A copy of the worksheet for each group of three to six students, cut up

### Procedure

- Put students into groups of three to six. The smaller the group, the longer the game will last.
- Give a set of cards (topic + cleft sentences) to each group and ask them to place the topic cards in a pile and to distribute the cleft sentence cards equally in the group.
- Students take a topic card from the top of the pile. They take turns to say a sentence about the topic using one of their sentence cards. After the first student says their sentence, they put the sentence card they played face down in a new pile in the middle, and the next student plays. If they can't play a card, the next person tries to say a sentence, and so on. Keep going until no one can say a sentence. The last person to speak picks up the next topic and tries to say a sentence, and the game continues like this. The winner is the first person to get rid of all of their sentence cards.
- You can add a rule if you want. At any point, a player can challenge another if they think their sentence is incorrect. The player who is wrong picks up a sentence card.
- As students are playing, go around and help referee on any challenges. Also notice any errors or good examples of language to give some feedback at the end of the game.

### Fast finishers

- Students can replay the game, especially if they haven't used all the topics.

## 5.2 Vocabulary Quiz

### Aim

To review and build on vocabulary from the unit

### Language

Various personality and citizenship-related words

### Time

Approximately 30 minutes, including Extension

### Preparation

Either one copy of the worksheet for every two or three students, or one for you to ask the questions as a team game

### Procedure

- Put students in teams of two to four. Either distribute the worksheets or read out the questions, one at a time.
- If you give the quiz out as a worksheet, give a time limit of around fifteen minutes. Tell students to write down their answers (see also *Fast finishers* below). Decide whether students can look at their notebooks or a dictionary.
- If you read out each question, give students time to discuss their answers and write them down.
- When the time is up, ask the teams to exchange their papers. Go through the answers one at a time. You can decide how to give out points.
- Ask the teams to add up the scores and see who won.

### Answers

- 1 They may become unwilling to try to change anything for the better, so may not vote or try to tackle discrimination or poverty; they may not protest or try to tackle injustices, etc.
- 2 Answers will vary, but could include: mass immigration, social tensions, a huge gap in wealth, growing inequality, a poor economy, high unemployment, etc.
- 3 You can *take part in* altruistic or volunteer activities, a competition, a discussion, a demonstration, etc.
- 4 Answers will vary, but they need to be things that have become incredibly well-known and famous via social media, so encourage students to give concrete examples.
- 5 You don't buy it or use its services, usually as a protest against its business practices, because of its politics, because it's using child labor or not paying taxes, etc.
- 6 They state their opinion honestly, so they might be saying divisive/unpopular things about race, religion, immigration, wealth, taxes, corruption, crime, etc.
- 7 In short: first, you need to identify how the disease spreads, and then find a cure. Then make a vaccine and ensure everyone at risk gets vaccinated.
- 8 You can boost your employment chances (or harm / damage them), your confidence (or dent / knock / hurt it), the economy (or damage it / harm it / slow it down), boost someone's popularity (or dent / hurt it), etc.
- 9 By starting a social media campaign, by holding awareness-raising events, by talking and writing about it, etc., because you felt strongly about an issue and felt more people needed to know and do something about it.
- 10 If you *raise money*, you get people to give it for a particular purpose by doing a sponsored event, etc. If you *donate money*, you give it. If you *fund* something, you provide the money for something that costs a lot. You can fund research, education, healthcare, etc.
- 11 When you're trying to realize one of your goals / ambitions. If you're single-minded, you are focused, determined, and won't let anything stand in your way.
- 12 You can have a passion for: education, music, driving, food, movies, reading, sports, politics, etc. or anything you have a strong enthusiasm for and interest in.
- 13 You can found a company; a school or college; a town, city, or country; a company; a political organization; etc. Names will vary, but ensure students explain their ideas.
- 14 You can reveal your identity (or hide it), reveal the truth (or hide it / cover it up), reveal the answers (or keep them secret / hide them / not mention them), reveal plans (or keep them quiet / fail to disclose them / hide them), etc.
- 15 Because they do something that's seen as being grown-up / they're responsible / they act in a calm, cool way. The opposite is *very immature*.
- 16 Give money to charity, provide free services sometimes, do volunteer work, help strangers in need, etc.
- 17 When you're going through hard / tough times, when you have problems, when you're down on your luck, etc.
- 18 There's a real scarcity of oil, fresh water, jobs, hope, optimism, decent leaders, etc.
- 19 *idealistic* = believing very firmly in something that's good, but that may be very hard to achieve; *optimistic* = hopeful about the future and expecting good things to happen; *realistic* = able to see things as they really are.
- 20 Because they feel strongly that it's important that you do this thing. Governments might urge people to vote / do more to protect the environment; your teachers might urge you to study more, etc.