

3.1 *A Big if*

If you really wanted to help save the environment,...

Unless more is done to fight global warming,...

If I came into a serious amount of money,...

I wouldn't be here talking to you now if...

The world would be a better place if...

If I pass all my exams at the end of the year,...

I wouldn't have had that argument if...

If we all ate a little less meat,...

If we were given too much homework,...

If we really want to see a positive change,...

3.2 The World of Art

Part 1

1 Write down the name of:

- the most famous living artist a) in your country and b) in the world.
- a) the most famous artist ever and b) the best artist ever.
- the most famous work of art ever a) from your country and b) from anywhere.
- a bad piece of art.

2 Think of five pieces of art or design you have seen in the last week and write them down. Include:

- paintings in your home or at school.
- advertising posters, graffiti, or images painted on buildings and streets where you live.
- book covers, images from music albums, a comic, or graphic novel.
- images from video games.
- public statues and sculptures or works of art in a gallery.

Part 2

Work in groups.

- Discuss your list of art and artists in Part 1. Agree on the same list.
- Do you personally like these artists and art? Why?
- Describe the five pieces of art you thought of. Say what you think of each piece and the message each piece is trying to send.

Part 3

Discuss the questions.

- 1** When was the last time you went to a museum or art gallery? Why? What did you see?
- 2** Do you know anyone who is good at art? What kind of art do they do?
- 3** What do you think makes good art and design? Are they the same things?
- 4** What makes some art very valuable? Is it the same as being good? Why?
- 5** Have you studied all the types of art in Part 1? If you didn't study some, why do you think that is? Should you study them?
- 6** How many of the pieces of art that you thought of in Part 1 were by women? How many were by non-Europeans? Why do you think that is?
- 7** Say if the government should give money for any of the following, and explain why:
 - mandatory art lessons at school
 - spots in college for art students
 - free art galleries
 - art education for schools in galleries
 - to pay individual artists to produce art
 - to commission specific public works of art
- 8** Imagine there was no art in the world. What might the consequences be?

3.1 A Big if

Aim

To provide more practice of a variety of conditionals

Language

Zero, first, second, third, and mixed conditionals

Time

Approximately 30 minutes

Preparation

One set of conditional sentence starters for each pair, cut up

Procedure

- Each of these three activities can be done independently, so you could choose to do one, two, or all of them.

A

- Give one set of sentence starters to each pair, face down. Students take one strip at a time and take turns to complete each sentence in different ways. To model the activity, choose one strip and give some possible endings. For example: *If you really wanted to help save the environment, you wouldn't have thrown that plastic bag out of the window / you could join Greenpeace.*
- Explain that for each strip, the last person who comes up with an ending keeps the strip. The winner is the person who "wins" the most strips.

B

- Give one set of sentence starters to each pair, face down. The first student turns over the top strip and completes the sentence to make a full conditional. The second student uses the end of the first sentence to make another conditional sentence. The first student does the same, and together they make a chain of conditionals.
- To model the activity, choose one strip and demonstrate by saying, for example: *If you really wanted to help save the environment, you wouldn't have thrown that plastic bag out of the window. // Yes, but if I hadn't thrown it out of the window, I'd have had to carry it around with me—and it smelled bad! // Yes, but if you'd carried it around, you could've put it in the trash later, etc.*
- Say that for each starter, students should continue making a chain of connected sentences for as long as they can. While they are talking, go around and notice errors, difficulties, or where they use L1, and offer help.
- When a couple of pairs are finished, stop the activity. Work on new language that came up, and look at errors to correct, which you may have written on the board.

C

- Say that this activity is a competition: you will read out five different situations and give students two minutes on each one to produce as many conditional sentences connected to the situation as they can. Model this by saying: imagine you've broken a vase at a friend's house. You could write: *I'll pay for it if you like* or *It wouldn't have happened if you hadn't pushed me.*
- Put students in pairs. Say the first situation below to the whole class. Give them two minutes to write down all the conditional sentences connected to the situation that they can. Stop the activity and ask how many sentences each pair has. Ask the pair that has the most to read out their sentences. Explain that other pairs can challenge anything they think is wrong, and offer corrections. The winner is the pair with the most *correct* sentences. Write the name of the pair on the board and award a point.
- Repeat this with each situation. While students are talking, go around and notice errors, difficulties, or where they use L1, and offer help.
- At the end of the activity, announce the winning pair. Work on new language that came up, and look at errors to correct, which you may have written on the board.

The situations to read out:

- You were late for work.
- You missed your brother's wedding.
- You failed an end-of-year exam.
- You're entering a competition.
- You're deciding what to do when you graduate.

3.2 The World of Art

Aim

To give fluency practice and critical thinking skills through questions about art

Language

Talking about kinds of artists and art; *it represents...*; *it says something about...*, etc.

Describing images: *in the foreground / background / bottom right-hand corner, in the top left, there's a man / woman...* -ing..., etc.

Ways of explaining unknown words

Time

Approximately 30 minutes

Preparation

A copy of the worksheet for every two students

Procedure

- Put the class into pairs and hand out the worksheet.
- Students can do Part 1 individually, but you can also ask them to do it in pairs. Give students about five minutes to write down their ideas (longer if they do it in pairs). Tell them to think about how they can justify their answers and explain the pieces of art.
- Go around the class and check that they are doing the activity correctly. Help if needed.
- When half of the class seems to be finished, stop the activity. You might teach the whole class any new vocabulary that may have come up.
- Put the class into groups of four to six and ask them to discuss the questions in Part 2.
- Go around the class and notice any language students don't know and any interesting pieces of art they discuss.
- When the first few students are finished, stop the activity. Ask students how easy or difficult they found the discussion and why. Ask one group to share their list of artists and see how many others agreed. Then ask different students what their favorite piece of art is.
- Work on new language that came up, and look at errors to correct, which you may have written on the board.
- Put the class in pairs or groups to discuss Part 3. Give a time limit of three to five minutes to discuss the questions and generate initial ideas.
- When time is up, discuss questions 3–8 as a class. These are more broad philosophical / critical thinking questions. You might guide the discussion with your own ideas or encourage discussion between different students.
- As a final discussion, ask if the students, view of the art world has changed at all.

4.1 Grammar Auction

Aim

To consolidate the understanding of how a variety of modal verbs and passive structures are used

Language

Language in an auction, for example, *How much should I bid for sentence number 5? Going once, going twice, gone to team X for \$1,000*, etc.

Error correction

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for every pair of students, fake money (if available)

Procedure

- Explain that you're going to do some grammar review as *an auction*. Ask who knows what *an auction* is and what happens during an auction (i.e., it's a public event when things are sold to the people who offer the most money. People *bid* on things, and *the highest bidder* wins.).
- Put students into pairs or small groups and give each pair the worksheet. Say that each pair/group has \$10,000 to bid with, and the winners will be whoever manages to buy the most correct sentences with that money. If you can find fake money for them to use, it will make it more fun.
- Students read the sentences, identify the correct ones, correct the wrong ones, and plan which sentences they are going to bid for. Give a time limit of about ten minutes.
- Run the auction in a fun, fast way. Start each bid at \$100. Move upward in hundreds (*Do I hear two hundred for sentence number 3? Three hundred?*). After each sale, write the number, the team that bought it, and the price. Remind students they can't spend more than \$10,000 total!
- After the auction, read each sentence and have students vote on which are correct. See which team has won, and who has spent money on incorrect sentences.
- In pairs, tell students to look back at the corrections they made and decide if they want to make any changes. Write the best correction for each wrong sentence on the board.

Extension

- Give points for the corrections. Ask a different pair for their correction each time. If they're right, award a point; if not, offer the sentence to the next pair.
- Rather than openly bidding against each other, the teams could write down how much they want to bid for each sentence on a piece of paper. This is called a "silent auction." Collect these and then read them out loud to see who bid the most.