

7.1 Building Noun Phrases

Work in pairs. Add the words and phrases to create complete, complex sentences.

1 In light of the problem there is a need

widespread	in many cities
radical	of traffic
for a change	controlling car use
on the way cities are organized	that have rising car ownership
in government thinking	and the rules

2 Anthony Trollope stars in *Guys* 3.

British	the final movie in a series
hilarious	directed by Jane Willis
Oscar-winning	who go undercover
<i>Keisatsu</i>	based on a Japanese movie
the actor	about two cops
the comedy	

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START

<p>1 TEAM Say eight words that always have a negative connotation and eight words that always have a more positive connotation.</p>	<p>2 Speak continuously on the subject of the challenges of urbanization or riding a bike as a way to commute.</p>	<p>3 Say two complete sentences about going to school in Japan, two more about the US, and two about Istanbul.</p>
<p>4 Write a single complete sentence of twenty words about commuting or sustainable cities.</p>	<p>5 You trip: Go back one space.</p>	<p>6 TEAM Say eight questions you could ask in a survey about public transportation in your town/city.</p>
<p>7 Speak continuously on the subject of biomimicry.</p>	<p>8 CHALLENGE! Who can come up with the most verbs ending in <i>-ize</i> or <i>-ify</i>?</p>	<p>9 Say five facts connected to commuting in Mexico City.</p>
<p>10 Technological advance: go forward three spaces.</p>	<p>11 Write a single complete sentence of twenty words about driverless cars or bicycle paths.</p>	<p>12 TEAM: Write eight short questions and answers that include ellipsis and substitution.</p>
<p>13 Speak continuously on a subject that the other team chooses.</p>	<p>14 Beginning to get tired! Miss a turn.</p>	<p>15 CHALLENGE! Who can write down the most verbs ending in <i>-ate</i>?</p>
<p>16 Prepare for the home stretch: No activity.</p>	<p>17 TEAM Say ten words that have different stresses as verbs and nouns, and give examples of how to use each one.</p>	<p>18 Write a single complete sentence of 20 words about how to tackle congestion or your trip to and from school.</p>
<p>19 Say seven phrases you could use to introduce findings in a report and complete each one so that it's about transportation.</p>	<p>20 You drop the baton. Go back three spaces.</p>	<p>21 Speak continuously for a minute on the subject of the importance of green spaces or improving energy efficiency.</p>

FINISH

7.1 Building Noun Phrases

Aim

To develop students' understanding of noun phrases and to practice using them

Language

Aspects of noun phrase creation: adjectives, relative clauses, prepositional phrases, etc.

Time

Approximately 30 minutes

Preparation

A copy of the worksheet for each pair of students (There are two copies of the same worksheet on the photocopiable page.)

Procedure

- Put students in pairs and give each pair a copy of the worksheet. Students have five minutes to add the words and phrases to the basic sentences so they make sense and write them down.
- Go around the class to check that they are doing the activity correctly. Tell them if a sentence is wrong (but don't say in what way) and get them to rework it.
- When time is up, ask a pair to say their sentences.
- Write the answer on the board and, as you do so, draw attention to how we often extend the noun phrase with prepositional phrases, relative clauses, adjectives etc., and discuss possible variations.

Extension

- Have a competition to create long sentences.
- Read out the first sentence below. In pairs, students write the longest sentence they can as they did in the first exercise, by adding any words they want EXCEPT a new verb phrase, i.e., without changes to the basic structure of the sentence. Give them two to three minutes.
- When time is up, ask students to add up their words. The ones with the longest sentence say their sentence or write it on the board. If there is a problem, explain what it is and then ask the pair with the next highest number and continue until you find the pair with the longest correct sentence. They get five points.
- Now dictate the next sentence and continue as before.

The number is growing.

The creation is causing a problem.

The solution is technology.

People live in Bournemouth.

The government has introduced a law.

James Miller is giving a talk.

There's an exhibition at the museum.

Suggested answers (there may be some variations)

- 1 In view of the widespread problem of traffic in many cities that have rising car ownership, there is a need for a radical change in government thinking on the way cities are organized and the rules controlling car use.
- 2 The British Oscar-winning actor Anthony Trollope stars in the hilarious comedy *Guys 3*, the final movie in the series directed by Jane Willis about two cops who go undercover based on a Japanese movie, *Keisatsu*.

7.2 There and Back Again

Aim

To practice general fluency and revise travel vocabulary

Language

A variety of vocabulary, including specific travel vocabulary

Time

Approximately 30 minutes

Preparation

One copy of the game for every four to eight students

One coin or die for each team (a die will shorten the game)

Two counters for each team

A timer for each team

Procedure

- Put students into teams of two to four players each. Then match pairs of teams to play against each other.
- Distribute the worksheet and explain the rules.
- To move, each team either flips a coin or throws the die. For a coin flip, heads moves one place and tails moves either two places or three places (you decide).
- The first player flips the coin and moves. When they land on the square they must perform the activity individually (unless it says **Team**) in one minute. If they do it correctly, they move their counter forward one space. This is the end of their turn and the other team plays.
- If the other team's player lands on the same space and there are two options, they must choose the option which wasn't previously used.
- As teams take turns to play, go around and help with any questions regarding the rules, solve any disagreements, and note down any language to correct later.

Special squares

- **Team:** All the players take part with each team member taking turns to say one or two words or sentences. If they are successful, they go forward two places.
- **Challenge:** Each team chooses a player to do the activity. The winning team can either move forward one space or move to *the same space* as the other team.

Fast finishers

- They can continue to play to see who can go the furthest until you stop the game.

8.1 Frankly Speaking

Aim

To practice adverbials, especially those that express attitude

Language

Adverbials

Language for discussing specific topics

Time

Approximately 30 minutes

Preparation

A copy of the worksheet for every 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 pile of topic cards and a pile of adverbial cards to each group. Ask students to divide the adverbials equally between themselves.
- Students take the topic card from the top of the pile. They take turns to say a sentence about the topic using one of their adverbial cards. After the first student says their sentence, they put the 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. The winner is the first person to get rid of all of their adverbial cards.
- You can add a rule if you want. At any point a player can challenge another if they think the sentence is incorrect. The player who is wrong picks up an adverbial card.
- As students are playing, go around and help referee on any challenges. Also notice any errors or good examples 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.