

4.1 Grammar Auction

You have \$10,000 to spend. Decide which sentences are correct. Try to buy as many correct sentences with your money as you can. If you think a sentence is wrong, make a note of what you think the correct sentence should be.

- 1 Members of expeditions like Hudson and his son are expected to have been left behind to die in a remote wilderness.
- 2 A hole had been made in the wall of the tomb, but the roof collapsed while a larger entrance tunnel was being created.
- 3 It's probable that humans don't ever go to the moon again.
- 4 It can't have been cheap. It must've cost at least a thousand dollars.
- 5 It's estimated that around two million people visit the site next year.
- 6 She must still be at home. I guess she can't be feeling very well.
- 7 The papers were generally considered to have been lost forever until they were found in a basement last year.
- 8 The design has been massively improved, and further changes are being made all the time.
- 9 I can't believe they managed to do it. It must have been really complicated.
- 10 The stone circle is generally thought to have been erected around 5,000 years ago.
- 11 It's highly unlikely that the artifacts are genuine. It's more probable that they're fakes.
- 12 It's believed that the disease, estimated to have killed around 200 million people, first appeared in the 1340s.
- 13 They're saying it might have crashed. It must not have been designed very well.
- 14 You can expect to be contacted once a decision has been made.
- 15 I'd definitely be interested in getting a hold of one, but it's bound to not be cheap.

4.2 Who goes in the spaceship?

Nelson Mandela South African president	Yuri Gagarin astronaut	Marie Curie scientist	J. K. Rowling writer of <i>Harry Potter</i>
Bethany Hamilton World champion surfer	Gandhi leader of India	Lionel Messi soccer player	Shakira singer
Vladimir Putin Russian president	Angela Merkel German leader	My math teacher	My mom
Che Guevara revolutionary leader	Michelle Obama First Lady of US	Sheryl Sandberg COO of Facebook	Beyoncé singer
Bill Gates CEO of Microsoft	Ronaldo soccer player	Serena Williams tennis player	Hui Ruoqi volleyball player
Thomas Edison inventor (light bulb)	Sigmund Freud father of psychoanalysis	Narry Kim professor of microbiology	Kim Kardashian TV celebrity

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.

Answers

The wrong sentences are:

- 1 Members of expeditions like Hudson and his son are ~~expected~~ **known / believed / thought** to have been left behind to die in a remote wilderness
- 3 It's probable that humans ~~don't ever~~ **won't ever / will never** go to the moon again.
- 5 It's estimated that around two million people **will** visit the site next year.
- 9 I can't believe they managed to do it. It ~~must well~~ **have been** really complicated.
- 13 They're saying it might have crashed. It ~~must not~~ **can't** have been designed very well.
- 15 I'd definitely be interested in getting a hold of one, but ~~it's bound to not be cheap~~ **it's bound to be expensive / it definitely won't be cheap.**

4.2 Who goes in the spaceship?

Aim

To practice fluency and debating skills

To develop ideas of role models

Language

Modals and second conditionals

Phrases for disagreeing and justifying (*No way! That's crazy! How can you say that! Surely, ... Can't you see that ... etc.*)

Time

Approximately 30 minutes, including Extension

Preparation

A copy of one set of cards for each group of three, five, or seven students, cut up

Cards completed with four local heroes and celebrities, or left blank for students to add in their own choices

A timer for each group

Procedure

- You may wish to remove cards, but you don't have to. Students will have to improvise. This is part of the game.
- Put students into groups of three, five, or seven. Try to keep the numbers odd because of voting (but don't worry if one group is even). The larger the group, the fewer turns students will have, but the more students there will be to judge each debate.
- Hand a set of cards to each group. If you have left the blank cards blank, ask students to add names of people (living or dead) they think of as role models.
- Students shuffle the cards and place them face down in the center.
- The first student picks up the first card and the next player picks up the next card. They both show the others.
- Now tell the class to imagine that the Earth is dying and there is only one place left on a spaceship taking a thousand people to start a new life in space. They should debate who of the two people in the cards should be taken. Set a time limit for the discussion of two to three minutes.
- When time is up, stop the discussion. Tell the rest of the group that they can each ask one question to each of the two players. Then they should vote on who to take.
- The winner keeps their card, and the loser puts their card at the bottom of the pile.
- The next two students pick their cards and the game proceeds in the same way.

- 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.