

8.1 Frankly Speaking

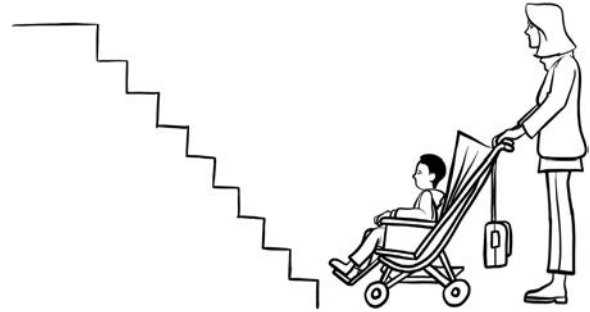
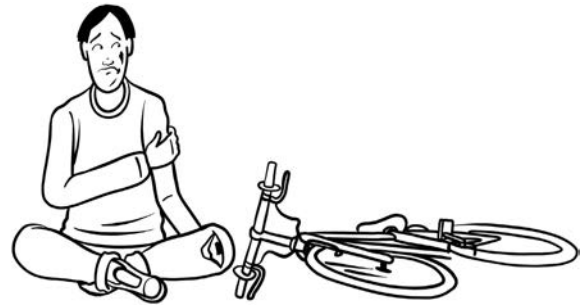
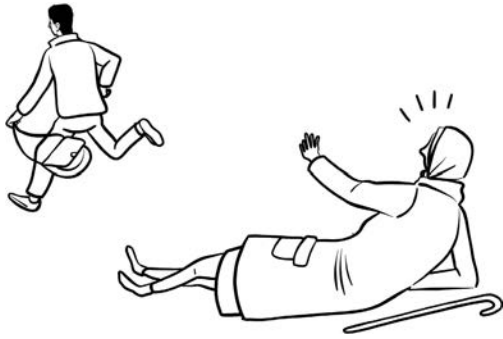
Topic cards

Sports	Travel	Sleeping	My favorite book
My family	My country	Study	Role models
Science	Being young	Food and eating	A day out

Adverbial cards

Interestingly,...	Frankly,...	Hopefully,...	Confusingly,...
Worryingly,...	Depressingly,...	Remarkably,...	Unfortunately,...
Basically,...	Apparently,...	Surprisingly,...	Hopefully,...
from time to time	every now and then	once in a while	pretty regularly
Incredibly,...	Remarkably,...	Personally,...	Carelessly,...
simply	seriously	presumably	Carefully
probably	practically	actually	Eventually
hardly ever	only very rarely	always	Generally

8.2 Teenage Superheroes



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.

8.2 Teenage Superheroes

Aim

To practice showing sympathy and offering help

Language

Sympathizing, offering help and positive solutions, relating stories

Time

Approximately 30 minutes

Preparation

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

Procedure

Part 1

- Put students into groups of three to six. Hand out the pictures. It is not absolutely necessary to cut them up, but taking one picture at a time will help keep the discussion focused.
- Put the pile of pictures face down on the table. Tell students to pick up the first picture and to discuss:
 - what they think happened;
 - what they would do if they saw someone in this situation;
 - what they would say (if anything).

Fast finishers

- Ask them to discuss in which situation they could be of most/least help and why; and/or if they have seen or been involved in any similar situations.

Part 2

- Now put students into pairs. Hand out one picture to each pair, who must not show it to anyone else.
- Each pair should write a dialog between a helper and the main person in the picture, with between five and eight turns for the helper and between five and eight for the character. This means that they may have to continue beyond the basic "helping" exchange.
- At the end, ask a few to act out their dialogs.
- Finally, give some feedback on the performances, correct errors on the board, and teach any new language.

9.1 Quiz Time

Aim

To practice articles and relative clauses

Language

Articles and relative clauses with prepositions

Phrases for doing quizzes

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for each pair of students

Procedure

- Explain to students that they are going to do a general knowledge quiz. Teach them a few phrases often used when doing quizzes (*I don't have a clue, I'm pretty sure, I'm absolutely positive, it's on the tip of my tongue, my mind is blank, take a guess*). You may also remind students of the use of modals (*it must be, it can't be, etc.*).
- Put students into pairs and hand out the worksheet.
- Students complete the questions with ONE word in each space or LEAVE IT BLANK, then answer the questions.
- Give them ten minutes or so to do the quiz and fill in the blanks.
- When time is up, they exchange papers to check each other's answers.
- Read out the questions and elicit the answer from the class. Write the answer and missing words on the board.
- Give one point if BOTH blanks are correct and one point for a correct answer. Do not give half points.
- Students add up their points. Declare the winner.

Extension

- Ask students to write one other question for each category or write four questions for an entirely new category.
- Collect these questions and use them to do another quiz. Read them out and get students to write their answer.

Answers

- | | |
|---------------------------------|--------------------------------------|
| 1 –; – / that; 12 | 9 the; by; the UN |
| 2 Of; –; spiders | 10 by / through; –; apartheid |
| 3 whose; which / that; gazpacho | 11 the; –; 30 |
| 4 –; the; turkey | 12 in; whom; 1963; Lee Harvey Oswald |
| 5 At; –; North | 13 whose; of; Einstein |
| 6 the; the; Paraguay | 14 a; where; Ivan the Terrible |
| 7 In; an; Finland | 15 an; the; Malala (Yousafzai) |
| 8 over; a; the Philippines | 16 for; a; Adele |