

First Lesson COMP-1

Focus	Speaking Assessment.						
Materials	Attachments (School Rules).						
Aims of the lesson	<table border="1" style="width: 100%;"> <tr> <td style="width: 5%;">1.</td> <td>By the end of the lesson students will have filled in and handed in their enrolment forms</td> </tr> <tr> <td>2.</td> <td>By the end of the lesson students will have been assessed in their speaking skills</td> </tr> <tr> <td>3.</td> <td>By the end of the lesson students will know about school rules</td> </tr> </table>	1.	By the end of the lesson students will have filled in and handed in their enrolment forms	2.	By the end of the lesson students will have been assessed in their speaking skills	3.	By the end of the lesson students will know about school rules
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2.	By the end of the lesson students will have been assessed in their speaking skills						
3.	By the end of the lesson students will know about school rules						

LESSON PLAN

Phase	Time	Activity	Total time
First 30 minutes			
1	30'	<p>Welcome Packs and Enrollment Forms.</p> <p>Ask Ss to not look at the School Rules yet as they will be used in a later activity.</p>	30'
Second 30 minutes			
2	10'	<p>Introduction. Ask each student to think of a question they would ask somebody when they meet them for the first time, as long as they are willing to answer the same question themselves!</p> <p>In turns, each student asks you their question, but before you answer it they have to answer it themselves. Ss are not allowed to ask a question that has already been asked by somebody else. Write these on the board.</p> <p>Make sure the list of questions includes basic questions about name, age, nationality, family, likes and dislikes. Add as many questions as needed.</p> <p>This activity will help you generate speaking prompts and quickly identify the Ss you might have to focus on during the assessment phase.</p>	40'

3	20'	<p>Speaking Assessment. Split the class into small groups and ask each group to work at a different desk cluster. Ask each group to discuss in which order questions on the board should be asked to somebody you are meeting for the first time. Give Ss about 3 minutes for this. Then instruct the Ss to ask each other the questions.</p> <p>As Ss speak, monitor and fill in the speaking assessment sheet (attachment 2). Ask Ss any extra questions if you need to.</p> <p>There should be enough time for you to assess all the Ss. However, if a group has finished long before the other groups, ask them to come up with questions they would NEVER ask somebody when they meet them for the first time. Tell Ss you will answer them later if they are not too embarrassing!</p>	60'
Last 30 minutes			
3	30'	<p>School rules game. Split the class into 5 groups. Give each group two slips of paper with a school rule written on each one (attachment 1). Ask each group to invent a short scene to describe each of their rules. Give Ss 7-8 minutes for this.</p> <p>Next, ask each group to perform their first scene in front of the whole class. Ask the rest of the Ss to guess what the rule might be. You can turn this into a game and award points to the groups who guessed right.</p> <p>After every group has performed their first scene, ask Ss to guess what the remaining rules might be. Finally, ask groups to perform their second scene and ask the rest of the class to guess again.</p> <p>As a conclusion, ask the whole class to tell you the whole list without looking at their slips of paper. Now Ss may look at the School Rules in their welcome packs.</p> <p>If you need a filler at the end, ask Ss to improvise short scenes to show rules for the teacher and you will have to guess what they are.</p>	90'

Attachment 1

School Rules!

1. English! You are here to learn English. Speak it as much as you can and DO NOT use your own language in lessons.
2. Be on time! Make sure you are not late for class, for activities or for excursions.
3. Be respectful and tolerant towards each other and all staff and Group Leaders. UKLC will not accept any bullying, harassment or abusive behaviour.
4. Be polite to everyone! Use "please" and "thank you".
5. Notice board! Look at the notice board every morning to see what the activities are for the day, remember what group you are in, and be on time!
6. Do not smoke in the boarding house, an alarm will sound if you do! All the Centres are completely no smoking.
7. Noise! After evening activities you must return to your boarding house. You can chat to your friends but after 11pm there must be quiet in the house!
8. At this college we have a "Ground Rules" policy. If you misbehave then you will get a warning, if it happens again we will ring your parents and if you still do not behave WE WILL SEND YOU HOME.
9. Damages. If you break something or cause damage then you will be asked to pay for it. If nobody tells us who caused the damage, the whole group will pay together.
10. Fire Drill. There will be a fire drill in your first few days. When you hear the alarm you must stop what you are doing and get out! We will have a competition to see which house/class is the fastest.

E-safety COMP-2

Focus	E-safety.
Materials	Attachments, Wifi in the classroom (if possible).
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will be more aware of dangers they may encounter on the Internet 2. By the end of the lesson students will have learnt new lexical items related to digital communication

LESSON PLAN

Phase	Time	Activity	Total Time
1	10'	Introduction. Ask Ss what questions you would usually ask somebody when you first meet them (e.g. Where are you from?, What are your hobbies?). Elicit one or two examples then splits class into groups of 3/4 students and ask them to come up with a few more. Set a time limit of 4-5 minutes. You can make this into a competition amongst the groups and see which one has come up with the most questions.	10'
2	10'	Speaking. Ss ask you some of these questions then after a few questions T tells Ss that now they will have to come up with questions about personal information that they would <i>never</i> answer/ask when they first meet somebody.	20'
3	10'	Speaking. Ss ask you these questions.	30'
4	10'	Speaking. T asks Ss how many of these questions they would be happy to answer. Next, how many of these questions they think they would be able to find an answer to if they went to the person's Facebook page without being their friend. T asks Ss to discuss this in their groups and, if possible, to actually check it on their Facebook page with their phones.	40'
5	10'	Speaking. T asks Ss why they think it is a problem when strangers are able to look them up and find out about their lives (answer: because they could be dangerous people with bad intentions). T asks Ss what other things could be dangerous on the Internet. Ss brainstorm in groups of 3/4. T sets	50'

		a time limit for this (2-3 minutes). T asks for feedback and writes the dangers Ss have come up with on the whiteboard, putting them in three circles each representing a secret category (Netiquette, Being Safe, Cyberbullying). T puts each example in the right category but does not tell Ss what the meaning of the three circles is. T asks Ss to read all examples in each circle and asks them what these have in common. Finally, T reveals the three categories either by eliciting them from the Ss or by telling them.	
6	15'	<p>Speaking. T gives out pictures illustrating dangers on the Internet (attachment 1), one to each group. Ss in their groups discuss the danger depicted in their picture and write an e-safety rule starting with "Don't..." (e.g. "Don't give your password to anyone"). Give Ss 2 minutes for the first picture then get them to swap with another group.</p> <p>After groups have written a rule for each picture T asks Ss to invent an acronym to remember them (i.e. initials of each sentence form a word). N.B. the word formed by the acronym does not need to exist already.</p>	65'
7	15'	<p>Presentation. Each group presents their idea to the rest of the class.</p>	80'
8	10'	<p>Feedback. Gives feedback on good language and mistakes.</p>	90'

Attachment 1



Elle OMG!!!! IT WORKS! If you type your password in a comment box it'll come out as stars! :D ***** Try it below! OMGGG! ITS AWESOME! ♥ I still cant believe it works! LOL

22 hours ago · [Comment](#) · [Like](#)

[View all 8 comments](#)



Jo Hahahahahaha

7 hours ago · [Like](#) · [Delete](#)

Write a comment...



WARNING!

YOUR COMPUTER IS INFECTED:

System Detected (2) Potentially Malicious Viruses: **Rootkit.Sirefef.Spy** and **Trojan.FakeAV-Download**. Your Personal & Financial Information **IS NOT SAFE**.

To Remove Viruses, Call Tech Support Online Now:

DOWNLOAD



Laura Cute

28/06/2015 17.46

Hi beautiful 😊 how're you doing today? You free later for a meet up? 😊

Hi beautiful 😊 how're you doing today?



Remi Garr

17.48

??? fine, but who are you?



Laura Cute

28/06/2015 17.48

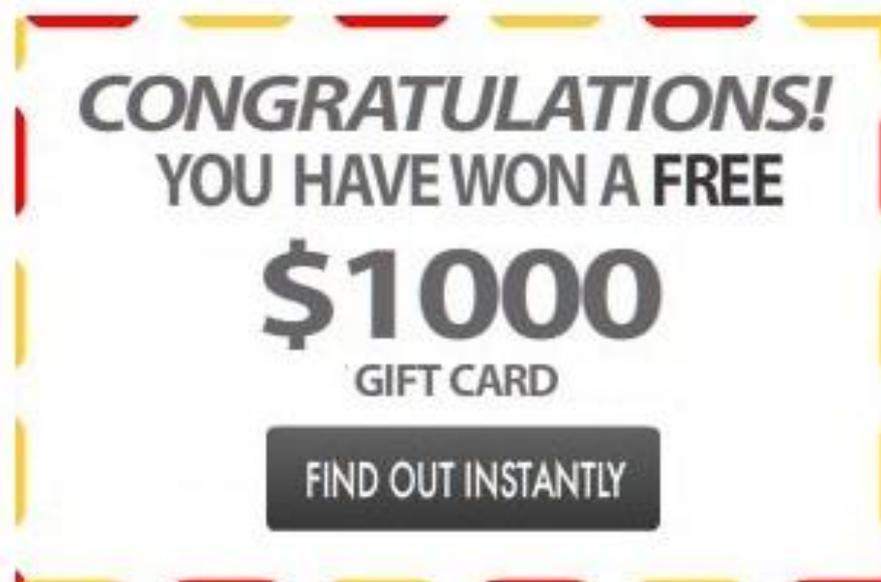
You know who I am. Want to meet up later? 😊

Hey?

You there?

Do you read my messages?

📧 Messenger



Phonemes and Rhymes

F&F-1

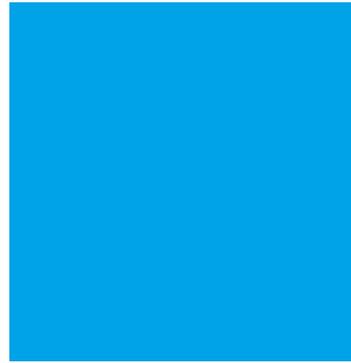
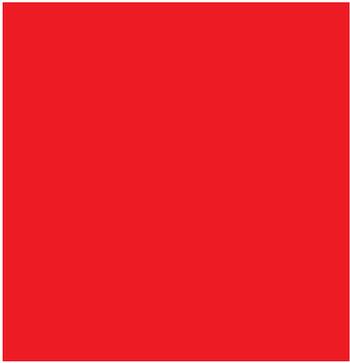
Focus	Phonemes and rhymes.
Materials	Attachments, Projector.
Aims of the lesson	1. By the end of the lesson students will be able to recognise a variety of minimal pairs and replicate them in controlled speaking practice.

LESSON PLAN

Phase	Time	Activity	Total time
1	10'	Introduction. If you have a group of mixed nationalities, introduce the topic by asking Ss to work in mixed trios and test each other on difficult words to pronounce in their own language. Can their partners pronounce them correctly? Tell Ss that they are not testing each other's memory, so encourage them to choose difficult but rather short words. It's about the sounds, not about the length of the word. Ask each trio which word in their group was the most difficult to pronounce and let them test you on it. Ask them how well you do.	10'
2	20'	Total Physical Response: Listening. Show Ss attachment 1 on the board. Just show them the red and blue square. It's a good idea to change the colour of the text below the two squares to white, so Ss can't see it yet and you can reveal each item one at a time. Ask Ss to form a line parallel to the board, all facing it and to touch hands with the people next to them, one on the right and one of the left. Now choose a student that will start the game. Tell that student that you are going to tell them a colour (either red or blue) and that when you say red they are going to gently slap the hand of the person on their left; if you say blu they are going to gently slap the hand of the person on their right. Next, you are going to say another colour again and the person who has just been slapped has to slap either on their right or on their left. If the last person on the right hears blue (i.e. can't slap anyone on their right), they move to the other end of the line and slap the person on their right. The opposite will happen when the person on the far left hears red: they will move to other end of the line and slap the person on their left.	30'

		<p>Colours are easy to tell apart, but this is just to help students get the hang of the game.</p> <p>Next, tell Ss you are going to move to sounds! Again, if they hear the word on the right they will slap the person on their right and vice versa. This time around though, if they think the person slapping them is wrong, they should try and avoid their slap! Keep practising a single item several times, go back and forth through the line and make sure Ss can really tell the difference after a bit of practice.</p> <p>Minimal pairs present in the attachment address a wide range of pronunciation difficulties. You are encouraged to add any pairs that you think would be good for your particular group of students, based on their experience and nationality. This will need a bit of research in advance.</p>	
3	15'	<p>Brainstorming: rhymes. Now ask Ss to work in small groups and find as many words as possible that rhyme with the words from attachment 1. An idea for doing this would be to print the attachment and give two or three words on a sheet to each group and ask them to write rhymes on the back. Give Ss one minute then ask them to change their words with another group's. Keep doing this until everybody has had a chance to add rhymes to the sheets.</p> <p>Give feedback on the rhymes and write them on the board in clusters. Are they all correct? If there are some incorrect rhymes you can play the game from phase 2 again and practise the two different sounds.</p>	45'
4		<p>Writing. Finally, ask Ss to work in trios and use the rhymes they have come up with to write a short poem/rap about a topic. You should be the one choosing the topic beforehand. Try and choose a topic Ss will be interested in. This could be an excursion they have recently been on, an evening event they have particularly enjoyed or a popular member of staff.</p> <p>Ask Ss to read/sing their compositions in front of the whole class. You may also decide to copy and keep any especially good compositions for your next FUNology & FUNetics lesson.</p>	

Attachment 1



f **FREE** 1 **THREE** θ

ʌ **MUCH** 2 **MATCH** æ

æ **BAD** 3 **BED** e

ɒ **NOT** 4 **NOTE** əʊ

iː **BEAT** 5 **BIT** ɪ

ʃ SHOP 6 CHOP tʃ

s SINK 7 THINK θ

v VEST 8 BEST b

l LESS 9 YES j

ɑ: HEART 10 HAT æ

ɜ: WORK 11 WALK ɔ:

w WEST 12 VEST v

Someone like you F&F-2

Focus	Listening to a song, connected speech.
Materials	Attachments, projector, Internet connection.
Aims of the lesson	1. By the end of the lesson students will be able to recognise some phenomena of connected speech (e.g. assimilation, elision) and replicate them in controlled speaking practice.

LESSON PLAN

Phase	Time	Activity	Total time
1	15'	<p>Introduction. Tell Ss they are going to listen to a song called "Someone like you". Write the title on the board. Ask Ss to work in trios or small groups and talk about what the song might be about. As Ss are speaking, add words to the title to form the complete chorus to help Ss guess what the song might be about.</p> <p>Suggested steps:</p> <p style="text-align: center;">Someone like you I'll find someone like you Never mind, I'll find someone like you. Never mind, I'll find someone like you. I wish nothing but the best for you.</p> <p>At this point Ss will have made reasonable guesses or will have recognised the song. Ask Ss who do know the song to try and sing the chorus (i.e. what's written on the board). If they're not comfortable singing, ask them to read it as close to the original as possible. Encourage the whole class to give it a try. Finally, sing the chorus yourself as feedback on the correct pronunciation.</p> <p>Make sure you pronounce the chorus just like the singer. That is:</p> <p>Neve(r) min(d), ah-ll find someone like you. Ah wish nothing bu(t) the best f(or) you.</p>	15'

		<p>Here is the proper phonological transcription: /nevə main əl faɪnd sʌmwʌn laɪk ju: ə wɪʃ nʌθɪŋ bət ðə best fə ju: /</p> <p>Sing it or just repeat it a few times so that Ss can appreciate the differences between their way of pronouncing it and yours. Really slow down and pronounce each word separately, but make sure you still pronounce each word as the original (i.e. as connected speech).</p> <p>Ask Ss to help you identify and circle all the strange phonological phenomena (but don't call them that!) that occur in the chorus. Until you get something like this:</p> <p>Never mind, I'll find someone like you. I wish nothing but the best for you.</p> <p>Tell Ss that as they have noticed words in English are not pronounced always the same. The same word may be pronounced in different ways depending on the words around it.</p>	
2	10'	<p>Listening in a vacuum. Tell Ss that before listening to the song you are going to read some parts of the song to them and you'd like them to simply write down what they hear. But do warn them! This is not a normal dictation. You'll be dictating chunks of one or two words together just like they are pronounced in the song.</p> <p>Next, dictate the following, taking a few seconds for each chunk and repeating it once or twice. For your convenience, I also included the time when the singer pronounces each chunk in the song.</p>	25'

		<p>that you're /ðætʃɔ:/ (00:18) that you /ðætʃu:/ (00:22) found a /'faʊn ə/ (00:24) gave you /'geɪvjə/ (00:36) I didn't /a'ɪɪn/ (00:39) out of /'arəv/ (00:58) but I /'bərəɪ/ (01:00) couldn't /'kərən/ (01:01, 01:03) for me /fə mi:/ (01:07) forget me /fə'geʔ mi:/ (01:27)</p> <p>Do not write the phonemic symbols on the board, these are just for you to more accurately pronounce each chunk.</p> <p>Ask Ss to compare answers with their partner. Give them some time to discuss and finally ask them to tell you what each chunk represents. Write all the answers on the board, keeping one line for each answer. E.g., for the first one:</p> <p style="text-align: center;">LECTURE, TEACHER, THAT YOU</p> <p>Remember to not give away the answers yet!</p>	
3	15'	<p>Listen and identify. Now it's time to listen to the song. Leave the list of possible answers visible on the board and let them listen to the song. As a first task, simply ask Ss to recognise the chorus. Tell them to say "STOP!" when they first hear it. When they do, go over the pronunciation again and make sure they can appreciate the difference between the way they would've pronounced it and the way the singer does. So, what is the song about? Were they right in their guesses?</p> <p>Here is the link to the song:</p> <p>https://www.youtube.com/watch?v=hLQI3WQQoQ0</p>	40'

		<p>Next, play the song from the beginning and ask Ss to say "STOP!" each time they think they heard each of the chunks. Tell Ss the chunks are sung in the song in the same order as they appear on the board. Give each student a copy of the lyrics to help them (attachment 1).</p> <p>Every time someone says "STOP!" play the bit again and ask the whole class to decide if that's correct and finally give your feedback. Circle the right answer on the board or add it if nobody had guessed it.</p> <p>Once the song hits 01:30, there won't be any more chunks to recognise, so you can just tell Ss to relax and just listen. Some chunks will be repeated throughout the rest of the song and they can spot those if they want to.</p> <p>Give feedback on any chunks the Ss didn't get and if you've got extra time ask Ss if they've heard any other ones.</p>	
4	20'	<p>Writing and Speaking. Ask Ss work in pairs and imagine a possible conversation between the singer and the person she is talking about in the song? What would that be like? Ask Ss to write down a short dialogue between the two. How does the story end? Tell Ss to use as much connected speech as possible. Tell them they'll be awarded a point for each occurrence of connected speech they use in the dialogue.</p> <p>Ask pairs to perform their dialogues in front of the class and ask the rest of the class to identify examples of connected speech and award points.</p> <p>If you have some extra time or if phase 3 took a bit too long you can have Ss sing the song as a Karaoke activity. Here's a link you can use:</p> <p>https://www.youtube.com/watch?v=Cgdes6lFjzM</p>	60'

Attachment 1

I heard that you're settled down
That you found a girl and you're married now.
I heard that your dreams came true.
Guess she gave you things I didn't give to you.

Old friend, why are you so shy?
Ain't like you to hold back or hide from the light.

I hate to turn up out of the blue uninvited
But I couldn't stay away, I couldn't fight it.
I had hoped you'd see my face and that you'd be reminded
That for me it isn't over.

Never mind, I'll find someone like you
I wish nothing but the best for you too
Don't forget me, I beg
I'll remember you said,
"Sometimes it lasts in love but sometimes it hurts instead" x2

You know how the time flies
Only yesterday was the time of our lives
We were born and raised
In a summer haze
Bound by the surprise of our glory days

I hate to turn up out of the blue uninvited
But I couldn't stay away, I couldn't fight it.
I'd hoped you'd see my face and that you'd be reminded
That for me it isn't over.

Never mind, I'll find someone like you
I wish nothing but the best for you too
Don't forget me, I beg
I'll remember you said,
"Sometimes it lasts in love but sometimes it hurts instead."

Nothing compares
No worries or cares
Regrets and mistakes
They are memories made.
Who would have known how bittersweet this would taste?

Never mind, I'll find someone like you
I wish nothing but the best for you
Don't forget me, I beg
I'll remember you said,
"Sometimes it lasts in love but sometimes it hurts instead".

Never mind, I'll find someone like you
I wish nothing but the best for you too
Don't forget me, I beg
I'll remember you said,
"Sometimes it lasts in love but sometimes it hurts instead" x2

Design your own Monster CONV-1

Focus	Designing a monster, body parts, Speaking.						
Materials	Paper and pens; post-it notes and stickers (optional); monster song (optional)						
Aims of the lesson	<table border="1" style="width: 100%;"> <tr> <td style="width: 30px; text-align: center;">1.</td> <td>By the end of the lesson students will have broadened their lexis related to body parts.</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>By the end of the lesson students will have broadened their knowledge of descriptive adjectives to talk about appearance and personality.</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>By the end of the lesson students will be better able to describe a monster of their own creation, using both relevant lexis and relevant grammatical structures fit for the task.</td> </tr> </table>	1.	By the end of the lesson students will have broadened their lexis related to body parts.	2.	By the end of the lesson students will have broadened their knowledge of descriptive adjectives to talk about appearance and personality.	3.	By the end of the lesson students will be better able to describe a monster of their own creation, using both relevant lexis and relevant grammatical structures fit for the task.
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LESSON PLAN

Phase	Time	Activity	Total time
1	15'	<p>Introduction. Put the students into 3s/4s. Elicit 3-4 body parts as an example then hand out 15-20 slips of paper to each group and get them to write down one body part on each piece of paper. Monitor and help with spelling and questions.</p> <p>If you need to review body parts first you could have some written on stickers or post-it notes and get groups to label a body outline (on the board or on two A3 sheets of paper) or a volunteer student.</p> <p>Collect in all the slips of paper. Elicit / feed-in: a monster (n). Concept check and make sure that students all understand what a monster is, i.e. big, ugly and frightening.</p> <p>Work from the meaning to the word (rather than vice versa, i.e. What's a monster?) when you're eliciting vocabulary items. The simplest way of eliciting the vocabulary would be to show the students a monster (ideally with different body parts to simultaneously demonstrate what they're going to do next). Type 'monster body parts' into Google images.</p>	15'

2	20'	<p>Creating a monster. Redistribute the slips of paper to each group at random. It doesn't matter what body parts they get (or who wrote them), only that you hand out the same number to each group. Now tell the students they're going to draw their own monster and they <u>must</u> use all of the body parts they have on their paper (if they have six eyes, they draw a monster with six eyes. Hand out poster paper. Monitor and be available to help if the groups require it.</p>	35'
3	25'	<p>Presentation. Tell the groups to give their monster a name and prepare to describe it to the other groups. There are a number of ways you could manage this. Each group could take it in turns to present their monster to the rest of the class. Alternatively, you could split each group in half, with one describing the monster and the other circulating around the class to hear the presentations. You could also put the pieces of paper around the walls and ask the groups to look at each one and think of 2-3 questions that they would like to ask about them.</p> <p>Depending on the level of your group you could get the students to name their monster, describe its friends and enemies, describe its personality, diet, habitat, likes and dislikes, etc. Use the context of the monster to recap previous work, i.e. What's your monster doing now? Describe your monster's family.</p> <p>Extra activity: Monster Dating. Some classes could go through the activities faster than you expect them to. If you find yourself with some time on your hands, get each group to write out a profile for a dating site / lonely hearts ad for their monsters. Display / photocopy / swap the information and have the groups choose the best boy/girlfriend for their monster (or the least suitable). If you wanted to do this, you could stipulate that that groups draw male or female monsters in the first stage so you have equal numbers of both. You could also set up a speed dating roleplay in smaller groups where each person represents their monster. Male monsters = think of information about you. Female monsters = think of questions to ask.</p>	60'

Desert Island CONV-2

Focus	Designing a desert island, Speaking.
Materials	A3 paper ad coloured pencils.
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will have broadened their vocabulary related to the topic of desert islands and survival. 2. By the end of the lesson students will be better able to express their opinions and justify them. 3. By the end of the lesson students will be better able to present and describe an island of their own creation.

LESSON PLAN

Phase	Time	Activity	Total time
1	30'	<p>Introduction. Students in 2s/3s. Choose one job you would like to do and one job you wouldn't like to do. Tell your partner why. Feedback. Now get each student to choose one job. Don't tell them why they're doing this. Write the name of the student on the board next to the job they choose (nobody can choose the same job). Let the weaker students choose first as they're more likely to go for doctor, police officer, etc.</p> <p>Tell the students that as a reward for their excellent work with the song UKLC have agreed to fly them anywhere in the world they'd like to go. Where? Tell them that they're on the plane now (you could ham this up by pretending to be a flight attendant. Anything to drink, sir? Can you put your seat up? Sssh! Can you hear the engine?). The bad news is we've all crashed on a desert island. The good news? Everyone's alive and the island has enough food and fresh water for everyone. The island is a wonderful place (you can sunbathe, don't have to get up early or study English etc) BUT you really miss your family (and there's no Facebook!) and so you've decided that two people are going to look for help. How? (elicit a raft and highlight how dangerous it is for the two people, i.e. huge ocean, no compass, sharks, etc.) Very important: nobody wants to leave the island themselves. Everyone thinks that someone else should go. "How can we decide who should stay and who should go? We can use your jobs."</p>	30'

		<p>Give each student 4-5 minutes to think of 3-4 reasons why they should stay on the island (you could model this using one of the jobs that hasn't been chosen by anyone). You'll need to monitor and help the students who've chosen less obviously useful jobs. A footballer, for example, might be fitter than a doctor. He can help with building things and doing manual labour.</p> <p>Depending on the size of your class, you can either do the next stage with the whole class or in 2 groups. Students take turns to explain why they should stay on the island. Make sure the listeners ask questions at the end (You said....but.... How can you.....? What will you use to.....?). When each student has finished speaking (and there are no more questions), the rest of the class writes their name and 'Stay' or 'Go' in their notebook.</p> <p>Count up the votes for each student at the end. The two with the highest number of 'Go' votes have to leave the island (If you do this in 2 groups then the student with the highest number of votes in each group goes).</p>	
2	30'	<p>Designing an island. Tell the students you have some wonderful news – the two people who left the island found a ship, everyone was rescued and now you're all huge celebrities. Make 2 groups – reporters and survivors (either equal numbers or one reporter for two survivors but include the 2 who left the island in the survivors' group). Briefly elicit the kind of things people will want to know about, i.e. Was it dangerous? How did you survive? Give preparation time for the reporters to think of questions and the survivors to think of their answers. Pair up reporter / survivor and ask questions. Feedback on what the reporters found out.</p> <p>Put students in groups of 3s/4s. Now tell the students you have even better news. They're so rich they've joined together with the people in their group and bought the island. What kind of things could you do with it? Turn it into a resort, etc. Hand out A3 paper. Give students about 20 minutes to design their island and give it a name. You could elicit / feed in some expressions for agreeing / disagreeing, making suggestions etc before they start.</p> <p>Extension Activities. Once they have their islands you can use it as a ready-made context for a number of language points. They could present their island ideas and decide which one is best. They could also try and 'sell' their island to other groups (make an advert or a description for a holiday brochure) – There is It's got... at lower levels or things like extreme adjectives</p>	60'

		<p>for higher-level groups (Good weather or fantastic weather?).</p> <p>They could also design rules for their island, i.e. You can / can't / mustn't / don't have to.... Roleplay meeting new people on the island or create news stories. Predict the future of the island, i.e. It will have.... It might be.... Talk about their plans and intentions for the island. They have the design but you're going to decide what gets built on the island, Each group has to present what they're going to build and when, i.e. By this time next year, we'll have....We're going to.... If we get the contract, we'll.... Make laws and punishment for the island. Negotiate new developments. Roleplay tourists complaining about their holiday. Buy and sell things for the island by bargaining with other groups. A budget meeting about what to spend (£50 million) on. An attack and defence plan for your island.</p>	
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Dragon's Den CONV-3

Focus	Invention creation, Speaking.
Materials	YouTube videos (optional) for presentation, post-it notes, coloured pens and large paper posters.
Aims of the lesson	<ol style="list-style-type: none"> 1. By the end of the lesson students will be able to describe an invention of their own creation by using relevant lexis and grammatical forms (e.g. it's efficient, it's cheap, the invention is able to...). 2. By the end of the lesson students will be able to explain and defend their ideas, especially when trying to convince an audience.

LESSON PLAN

Phase	Time	Activity	Total time
1	15'	<p>Introduction. Start by putting the students in groups of 3 or 4. Hand out post-it notes and get the students to think of problems they have in their everyday lives, i.e. (too much) homework. Set a time limit and get the students to write down one problem on each post-it note and stick it to the wall/board. The winning group is the one with the most problems at the end. You could then progress into a discussion of which problems are more serious or trivial / which problems are only for teenagers, etc.</p>	15'
2	10'	<p>Video. Now tell the class they're going to watch a short video about a common problem. Set the task before watching: What's the problem? How does he solve it?</p> <p>http://www.youtube.com/watch?v=ozzjQQFOkt0</p> <p>(Wallace can't sleep so invents a machine called the Snoozatron which fluffs up his mattress, brings him a hot water bottle, plays a lullaby (lulls him to sleep), etc.) If the students haven't got the solutions the first time, you could have a handout prepared with different ways of getting to sleep. Watch again and tick the things you see.</p> <p>After they've watched you could discuss whether they ever have this problem. What do you do when you can't sleep? Does counting sheep work? Is the snoozatron a good idea? Who would play the 'sheep' in your house?</p>	25'

3	20'	<p>Invention creation. Refer back to the problems they thought up at the start of the class. Tell the groups to choose one. Now tell them they're going to invent a new product to solve the problem.</p> <p>Give the groups time to sketch out a rough design of their product. Make sure everyone has something to do so you don't end up with half the learners standing around watching someone draw for ten minutes. For instance, two students could be responsible for the design of the product while a third works on a logo or a company name and another describes the material and cost, etc.</p> <p>The groups could also come up with a slogan for their product. You could introduce this through an example they'll all know (McDonald's 'I'm lovin' it'). Discuss what makes a good slogan: short, catchy, easy to remember, has a positive message, tells you something about the company and fits in with the image it wants to give, e.g. I'm lovin' it is informal, friendly, etc.</p> <p>When the groups have finished, they could present their idea to another group / half the class / the whole class.</p> <p>Now introduce the Dragon's Den concept. Draw attention to key features of the concept: they have to pitch their idea to an audience, demonstrate the product and answer questions about how much it costs to make, what the retail price is, how it works, how many they've already sold, etc.</p>	45'
4	15'	<p>Performance. Tell the students some real dragons are going to come in. They have money to invest in a products but only if they're impressed with what you've designed and how well you can present it. Give time for the groups to come up with their pitches. Impress on the groups the importance of audience: how are they going to get the investors interested in their work? What questions might they need to answer? Before the dragons come in you could do another rehearsal with groups taking on the roles of inventors/dragons.</p> <p>Invite group leaders, activity staff and the centre management in to be the dragons. The groups need to</p>	60'

		present their inventions and tell them how much money they need. You could give the dragons specific roles as in the real show, i.e. ask difficult questions, etc.	
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Murder Mystery **CONV-4**

Focus	Creating stories in the past as alibis, Speaking.
Materials	Realia (i.e. objects) for the introduction (see phase 1).
Aims of the lesson	1. By the end of the lesson students will be able to use focus language effectively to relate a series of invented events. Focus language will involve the Past Simple but will change depending on level (e.g. regular and irregular past forms for elementary, passive forms for pre-intermediate, modals to describe probability for intermediate or up: it must've been used to... He might have...)

LESSON PLAN

Phase	Time	Activity	Total time
1	20'	<p>Introduction. Bring 8-10 objects in to the class (anything will do). Elicit the name of each object. Tell the students they're all connected in some way. How? Elicit some guesses. Tell the students all the things were used in a murder and they need to decide how.</p> <p>Split students into groups of 3. Tell them they have 10-15 minutes to decide how of the things is connected to the murder and to think of as reasons to support their ideas. Don't monitor too intrusively while they're working but be available to help with vocabulary requests and note down examples of good language and errors to deal with later.</p> <p>When the groups have finished tell them they're going to explain their ideas to the rest of the class. They need to decide who's going to speak (one person or take turns?). You could elicit / feed in some language here. Are you sure or is it only your opinion? The ...was used to.... It must have been used to.... It might / could have been used to..... We're not sure but maybe it was used to....</p> <p>Give the students 3-4 minutes to prepare their presentation. Each group takes it in turns to present. Tell the other groups to listen carefully. Are their ideas the same as yours? Have they missed out anything important? Vote to decide which solution is the best (if the groups have similar ideas, you could keep a running count of what they think each object was used for. For example, 3 groups (out of 5) think the... was the murder weapon so that solution wins.</p>	20'

2	40'	<p>Coming up with Alibis. Recap what we know so far. There's been a murder, we have lots of evidence and we know how these objects are connected to the crime. We have a murder victim. What do we need now? Elicit: a murderer / criminal. Tell students you have some shock news for them. The police think that one of the students in this room is the murderer!!</p> <p>What you do next depends on the size of your class. With smaller groups, you can split the students into pairs. Tell them the police know the murder was committed between 9-11.30pm last night. Of course, all the students have an alibi – they were with their partners the whole time. "You have about 10 minutes to work together and make your alibi. You'll need to tell the police exactly what you were doing between 9 and 11.30 pm. Remember your alibis should match and you'll need to give the police as much information as you can." Make sure all the students make notes while they're coming up with their alibis as they'll need to refer to them later. When everyone is finished, divide each pair into As and Bs. As go to one side of the class, Bs the other. The students take turns to interview each other (make sure they ask follow-up questions to get as much info as they can). "Make notes of the answers as you're going to compare with your partner when you're finished."</p> <p>When all the interviews have been done, the students get back in their original pairs and compare their notes. The pair whose alibis don't match are the murderers (or the murderer and his/her accomplice).</p> <p>With bigger groups, you can divide the class into suspects and detectives. With a class of 16, for example, make 4 detectives and 3 groups of 3 suspects. While the 3s are planning out their alibis, take the detectives to the other side of the classroom and get them to think of questions to ask. You then split the suspects into As/Bs/Cs and allocate a detective to each group (you can pair up two weaker students as detectives with one of the groups). The detectives interview the suspects then get back together and check the alibis. While they're doing this, you could get the suspects to work together to think of an excuse for committing the murder ("If the police arrest you, you'll need to have a good reason. Maybe it was self-defence or you didn't mean to do it, etc.").</p> <p>Really ham up the announcement about the police being outside. They won't believe you but if you don't</p>	60'
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		sell the idea behind the next task to the students then there's a danger it will go flat very quickly. Also make sure that the detectives ask lots of follow-up questions and that all the suspects make notes while they're planning their alibis. If they don't make notes, none of the alibis will match. Even with notes, there'll be inconsistencies in their alibis as long as the detectives ask lots of questions (especially about small details).	
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