

1. Definitions challenge

Task:

How many words can you define in 60 seconds?

Useful language:

It's something which...

It's someone who...

It's a place where...

It's when you...



Extra Roles: timekeeper, definition checker, grammar checker

2. Creative gap-fills

Task:

Come up with imaginative words to fill the gap.

The afternoon in the airport was the
_____ part of the holiday.

Format:

2 teams, 5 attempts each to predict other answers

3. Mini-interviews from grammar questions

Task:

Check answers → ask follow-up Qs

6 Rewrite the sentences using the adjective in brackets and *too* or *enough*.

- 1 He isn't tall enough to reach the shelf. (short)
He's too short to reach the shelf.
- 2 Skiing holidays aren't cheap enough for me. (expensive)
- 3 My dad's old car is too dangerous to drive. (safe)
- 4 The storm was too weak to cause much damage. (strong)
- 5 My shoes aren't clean enough to wear to the party. (dirty)
- 6 The sky's too cloudy to see the moon. (clear)

Mini-interviews from grammar questions

→ Add a twist: *True or False?*

7 Write questions using the superlative form of the adjectives.

1 what / interesting subject / at school / ?

What's the most interesting subject at school?

2 who / attractive actor / in the world / ?

3 what / funny comedy / on TV / ?

4 what / interesting city / in your country / ?

5 who / bad singer / in the world / ?

6 what / dangerous animal / in the world / ?

8 SPEAKING Work in pairs. Ask and answer the questions in exercise 7.

4. Cause-and-effect brainstorming

Task:

Complete the text. Make sense of the story. Speculate with *might have / may have / could have*

A boy (stand) at a bus stop. He (hold) a watermelon in both hands. The bus (come) and a girl (get) off. She (say) something to the boy and (walk) away.

The boy (thank) the girl, (put) the watermelon on the ground, and (start) running in the opposite direction.



5. One-word dialogues

Task: Work in pairs. Perform the dialogue twice.

A: Hey

B: Hi

A: OK?

B: No

A: Problem?

B: Knee

A: Painful?

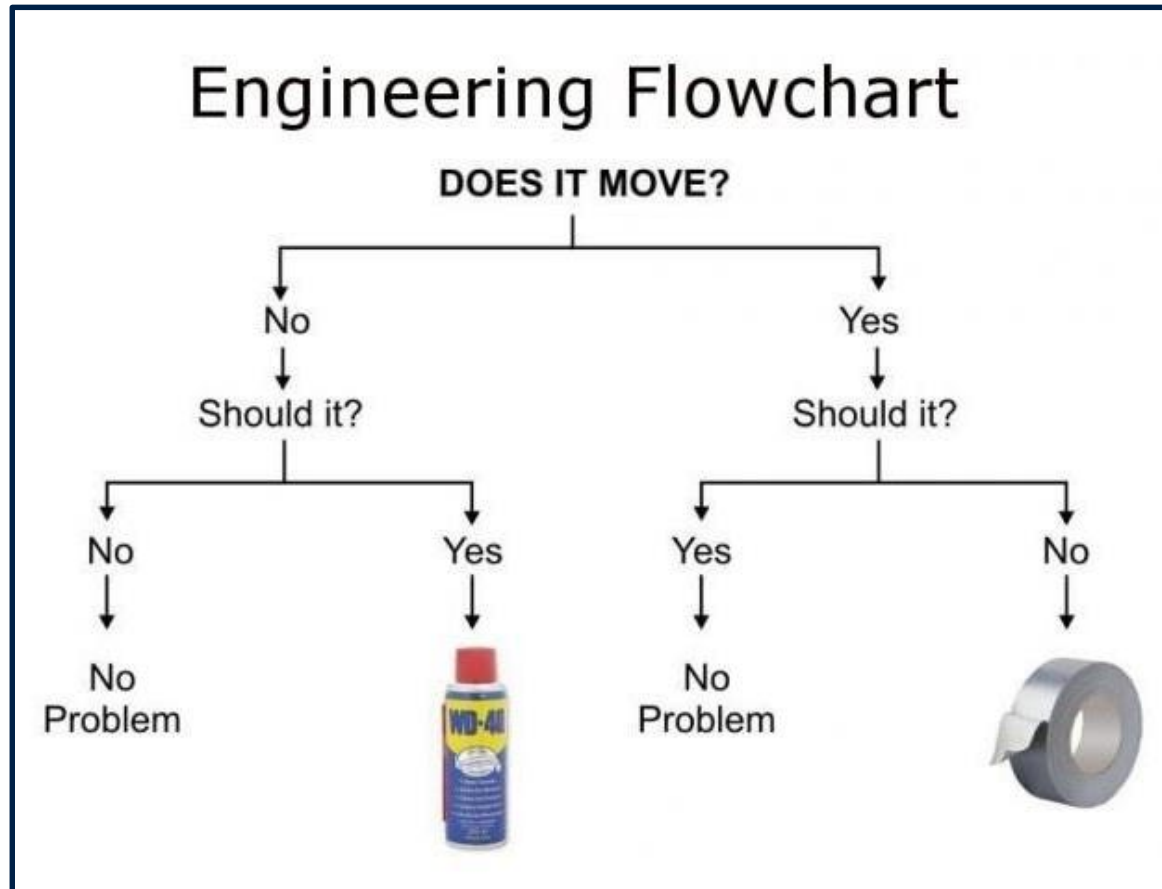
B: Nightmare

A: Basketball?

B: Maths!



This is a flowchart



6. Grammar flowcharts

Task: Turn grammar reference rules into flowcharts

too and enough

4.6 *Too* comes before an adjective. *Enough* comes after an adjective.

This jacket is *too* small for him.

This jacket isn't big *enough* for him.

4.7 *Enough* comes before a noun.

He can't buy it. He hasn't got *enough* money.

The sky is _____ cloudy to see the stars.

We haven't got _____ time.

The sky is _____ cloudy to see the stars.

We haven't got _____ time.

too or enough?

START

Is there an adjective
before or after the gap?

yes

no

Is the adjective before
or after the gap?

Is there a noun after
the gap?

before

after

yes

no

enough

too

enough

life's not fair :(

The dog doesn't want _____ biscuits.

3.2 *some* and *any*

We usually use *some* in affirmative sentences and *any* in negative sentences and questions. We use them with plural nouns and uncountable nouns.

There are *some* traffic lights at the end of the road.

There's *some* pasta on the table.

The dog doesn't want *any* biscuits.

They haven't got *any* money.

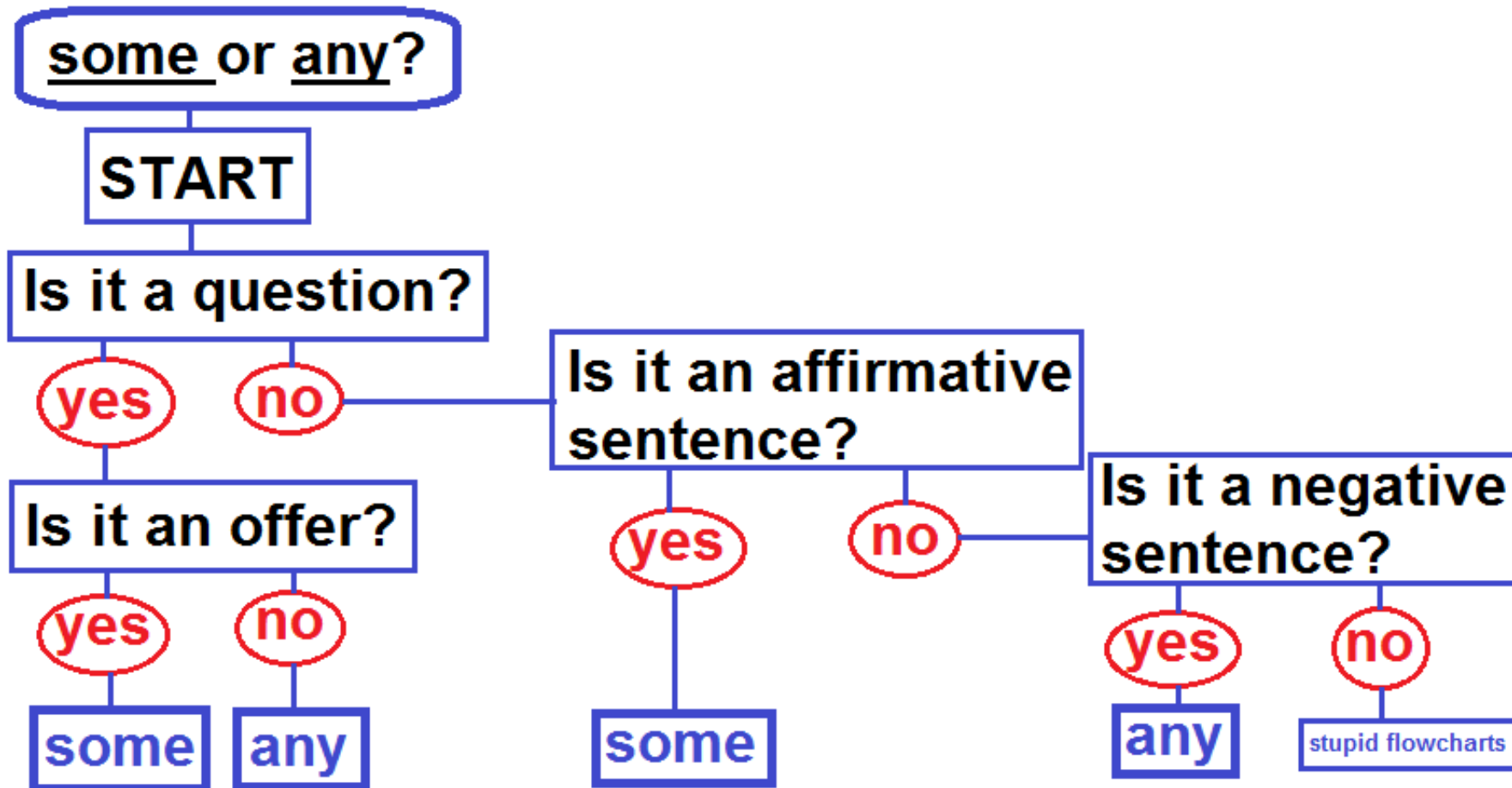
Are there *any* cinemas in your town?

Do you need *any* help?

We usually use *some* when we offer or ask for something, even if it is a question.

Would you like *some* tea? Can I borrow *some* money?

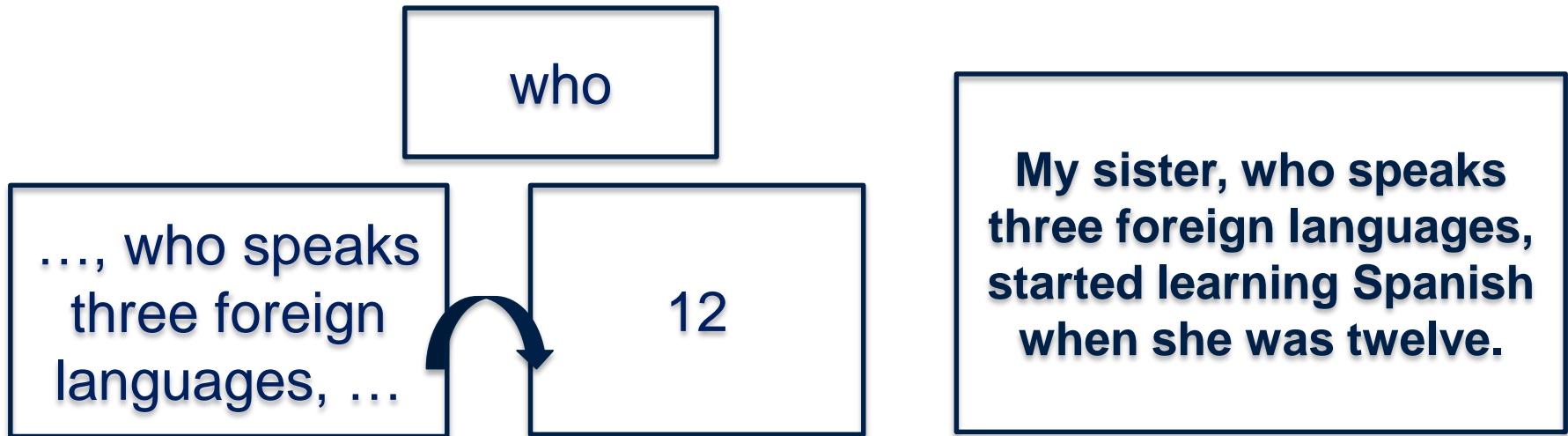
The dog doesn't want _____ biscuits.



7. Relative-clause roulette

Task:

- Use numbered cards
- Write non-defining relative clauses on cards
- Create a grammatically correct sentence



8. Images from sentences; sentences from images

Task:

- Draw comic strips to explain sentences
- Write sentences to 'decode' others' pictures

a.) When she came home,
he cooked dinner.

b.) When she came home,
he was cooking dinner.

a.) When he came home,
he saw that she was
leaving.

b.) When he came home,
he saw that she had left.

9. Exclusive answer-cards

Task:

Use an answer-card as a bargaining chip

It **1** seem as if count and mass nouns are **2** labels for hunks and goo, but that underestimates **3** our language and our minds. **4** a language, it's **5** unpredictable **6** a kind of matter is referred to with a count or a mass noun. We have *noodles* (count) **7** *macaroni* (mass), *beans* (count) but *rice* (mass), **8** both *hairs* and *hair*, leading Richard Lederer to ask in *Crazy English* **9** a man with hair on his head has more hair **10** a man with hairs on his head.

Pinker, S (2007) *The Stuff of Thought* p168

10. Text correction with surprise audio

Task:

- Read and make three corrections
- Listen and note any other differences

Come closer and see. **See** into the trees. Find the girl if you can. Come closer and see. **See** into the dark. Just follow **your** eyes. I hear her voice calling my name. The sound is deep in the dark. I hear her voice and start to run into **the** trees. Suddenly I stop, but I know it's too late. I'm lost in a forest all alone. The girl was never there. It's **always the same**. I'm running towards nothing – again.

“A Forest” – Nouvelle Vague (originally by The Cure)

Grammar activities that teenagers won't hate

Re-cap

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2. Creative gap-fills
3. Mini-interviews from grammar questions
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7. Relative-clause roulette
8. Images from sentences; sentences from images
9. Exclusive answer-cards
10. Text correction with surprise audio