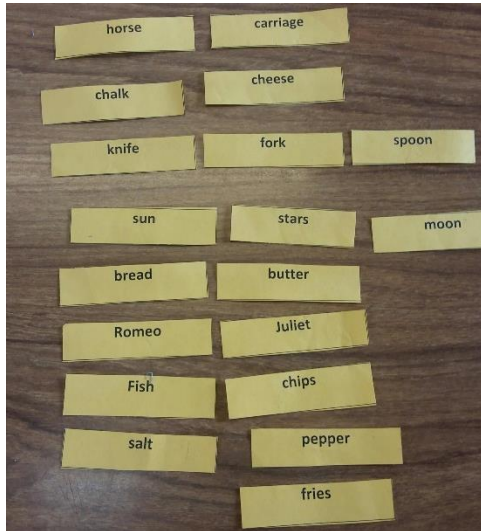


Warmers/Fillers:

- Name+picture that describes you/your state -> in pairs explain to each other -> mixed pairs: talk about the person you talked to before -> present the one you were told about to class
- Find someone who (templates) – design questions from last lesson
- Regrouping activities (word pairs, compound nouns, etc.)



hamburger & fries; cups & saucers

- Running dictations
- Shouting/whispering dictations
- Picture hide and seek (1 min study pic -> then write down what you remember; in pairs write down 5 questions about items hidden -> ask questions to other groups; in pairs find one hiding place -> other groups have to ask questions and find item)

Pronunciation

English file third edition – phonetic chart (download)

https://elt.oup.com/elt/students/englishfile/pdf/nef_int_bookmark_col.pdf?cc=us&selLanguage=en



Alphabet chart with difficult words -

A	B	C	D	E	F
Chips	March	Kitchen	Skin	Chin	Cheek
G	H	I	J	K	L
Chic	Chair	Cheese	Check	Choose	Catch
M	N	O	P	Q	R
Arch	Share	Seas	Kiss	Wash	Shoes
S	T	U	V	W	X
Cash	Ships	Watch	Mission	Deep	Dish
Y	Z				
Miss	Which				

In pairs/teams: dictate a word to your partner, concentrating on pronunciation

Words can be changed: minimal pairs; topic; challenging words; irregular verb forms; etc.

Listening/ follow-up writing (dictogloss)

- Lead-in: close your eyes and imagine the setting of the story (e.g. arctic)
- In Pairs: talk about what you saw, smelled, etc. -> anything you have in common
- T reads the text/story (anecdote) – Ss just listen
- T reads text again – Ss take notes (weaker students – give them number of lines)
- Ss compare notes and use the notes to reconstruct the text (convey the meaning and *style* of the text)
- Depending on the text: grammar issues (past simple, past progressive); text styles (formal email- letter of application, business letter, blog); you could also put in register mistakes to be spotted (informal words in formal letter of application)
- Could be extended: write alternative ending

Listening – Challenging (heavy Scottish accent-meeting Sean Connery)

Priming/hook into the lesson:

- Slide with some pics to get students talk (in this case: Sean Connery, James Bond, Cup Cakes, Newspapers, ... pretty much everything to get them talking, but some items that already have to do with the listening task) -> *Tell your partner which of these you are or aren't a fan of.* -> follow up: what do you have in common/ report back to class
- Could be a good intro to “celebrities” -> follow up: who would you like to meet

Predicting:

- T tells students what the listening is about/situation: Ss have to predict what the woman might say to Sean Connery -> pair work/group work – notetaking
- T collects notes from groups, put on BB
- Alternative: each group writes their predictions on a poster, put up in class

Pre-Teaching Vocab

- T pre-teaches difficult vocab: eliciting words by describing situations, giving examples, ...

1st Listening:

- Students listen and check how many of the predictions they made/collected as a class on BB are true
- Alternative: groups check their own predictions; which group has the most predictions ticked off

2nd Listening:

- Specific questions – See HO (15 Social English)
- Listening file: The day I met Sean Connery Part 2:
<https://www.youtube.com/watch?v=I7aqxdpS4Ww> (0:43 to 3:51)
Ideas: 1st listening – just sound; 2nd listening – video; 3rd listening – video with subtitles (for vocab activities)

Follow-up speaking activities:

- Role play (you could focus on functional language, purposeful)
- As this is an actor from an older generation -> who would you like to meet and why?
- If you were to meet your favorite you-tube/movie star which three questions would you ask?
- Imagine you are the person having met Sean Connery. Tell a friend about it! (1st pers.)
- Retell as an anecdote. (3rd pers.)
- Retell the story from Sean Connery's perspective.
- Continue the conversation (cp with video).
- Group/Pair work: If you hosted a dinner party who would you invite (4 people)? (What would the menu be?)

Other follow-up activities:

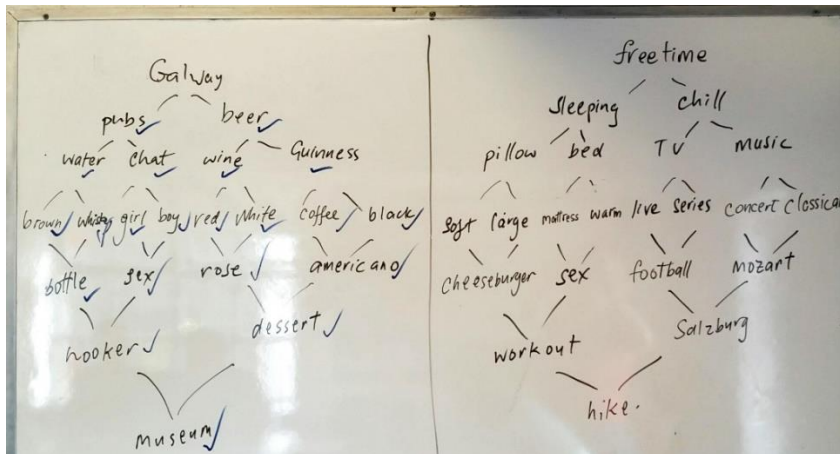
- Vocab recycling: how many new expressions can you remember, write them down
- Choose 10 new words from the listening and create a crossword
<http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>
- Choose ONE new word/collocation/chunk you particularly like and write an ACROSTIC poem, e.g. tartan wrapped
- Work with transcripts/subtitles: find collocations: give one part -> find matching words; personal vocab list; word formation: give verb -> find noun (e.g. reveal -> revelation); further ideas see script p.26

Vocabulary activities:

Variation of running dictation: put up words of unit in class/on walls; Ss get in pairs and have a sheet of paper on their back; S1 runs to get a word, comes back to S2, says the word and writes it on the sheet; Ss must get as many different words as possible.

Vocabulary diamond: start with one word and continue with associations (see pic) -> follow up: **writing a story** with the words, using them all, but only one per sentence and only once. -> follow up: read the story as **gapped dictation** to other groups: groups have to **guess** the missing word (give each group an animal sound for buzzing)

e.g. Story Galway – Group work



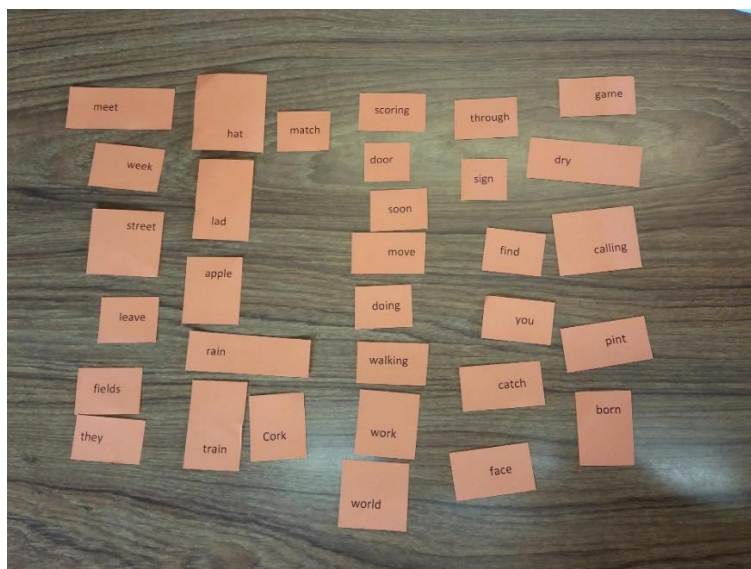
We went to **Galway**. There we found a lot of **pubs**. We decided to go into one and we saw a lot of different flavors **of beer**. There was a friendly **boy** behind the bar. We ordered a pint of **Guinness**. Then we saw a **girl** carrying something fancy looking on a tray. It was a **bottle**. So, we decided to swap to **wine**. We chatted to her and she recommended a glass **of white**. We noticed there was no **water** served with it, so we left.

Just outside we saw an interesting **museum**. We walked there over **the brown** river. It was a **Whiskey** distillery. The building was all in **black**. We continued to the harbor and saw a **hooker** leaving. It had **red** sails. We saw a dog and went to the owner, the **Americano**. We asked for the **sex** of it.

Finally, we went to a café and had a **coffee**. Then we had a **rosé**. And as **dessert** we had some cake.

Pronunciation-listening-song activity (script p. 41/42)

- Vocabulary cards – Ss match them in columns according to vowel sounds (in groups) -7 columns
- Listen to song and grab the card if you hear it. (compete within group)
- Song: <https://www.youtube.com/watch?v=bp3UsU5pQT8>
- Explore text for vocabulary (collocations, idioms, etc.)



Back chaining - drilling

- Write a long difficult sentence on the BB → talk about stress and liaison → start drilling the sentence from the back to the front of the sentence/always adding one word
- Do a race: who is the fastest? Start at the same time; warm-up: in slow motion, then normal speed
- Aim: building up confidence in pronunciation/sentence stress pattern; prepare for listening/improve listening skills (lexical junks, connected speech)

Speaking

1. Practicing intonation in a conversation:

Put following on BB/projector:

___ like ___?

___ often go ___?

___ have ___?

___ watch ___?

Me neither!	I don't believe it!	Me too!	No way!	What a coincidence!
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- Ask S to complete the questions.
 - Ask them to a partner. Use expressions in box to react to their answers. Act out! Exaggerate! Intonation!
2. Take an English-speaking persona (you tube/film) – find a short utterance - copy accent - practice

Story in a bag: Prepare bags with objects. Students get bags and have to identify the items and use them in a story.

Error correction basketball

Errors being made in class (speaking activities): T collects them during lessons → writes some sentences (8-10) on the BB → Ss get in teams/pairs → in turns each group can choose a sentence they feel safe to correct, if correction is right they get a point, plus they can score an extra point by shooting a ball in a basket (waste paper)

Reading

Primers:

- Dice Icebreakers (see HO) to introduce the topic/ elicit vocabulary
- Quotes from text on classroom wall – walk around and talk about the quotes (pair work)

Reading:

Text from the Irish Times (From a soft day to bucketing down, feel free to rain on our parade) – tasks on HO

Resources:

<http://hancockmcdonald.com/materials>

story dice (buy at flying tiger) <https://flyingtiger.com>

New Vocab

Sth/so keeps me on my toes – the need to stay alert/concentrated/focused

I have gone quite crooked here – when writing/a bit messy handwriting

Hangry (hungry+angry)

A grand soft day - stillness/mysterious/no rain/diffused rain

Rain: drizzling, pouring, torrential downpour, slashing (inf)

Barren land – unprofitable (also barren effort, barren routine)

You are the scribe – you take the notes

To run rampant – to be excessive, wild

(It's all) smoke and mirrors - something intended to disguise or draw attention away from an often embarrassing or unpleasant issue

To hike rent - to raise in amount sharply or suddenly

To **concoct** (the backstop, a recipe) – prepare by combining raw material

Reticent – not talkative, reserved, withdrawn, introvert

Exorbitant (stress!)

Twitch(y) – to move jerkily

Fidgety

To have a sweet tooth – to like sweets

A cafe, coffee shop (not coffee house)

He wasn't rude or dismissive (WF- dismiss, dismissal)

Sonorous – deep and full voice

Ginormous (gigantic+enormous)

Wee (scott.) – small -> see you in a wee while, in the wee hours of the morning/evening (very early/very late)

To have meaningless small talk

Manky (coll) – dirty and old -> manky shoes, manky picture, manky bathroom, many bed/sofa, etc.

Tartan – checkered pattern

To flare the nostrils, flared jeans – to gradually become wider

To flare/a flare – a fire or blaze to signal or attract attention

Crinkly eyes – small wrinkles

Peckish – somewhat hungry

To sneak a biscuit - take and hide secretly

To contrive – to arrange

Clattery computer/keyboard

Blackboard lunch (meals just on a BB)

Head wind (from the front); tail wind (from the back)

Chillaxed (chilled+relaxed)

A look-alike (doppelgänger)

They are like chalk and cheese (completely different)

To have beef with someone – to get angry with so

What's the beef? – What's it all about? What's the hazzle?

Starvation wages – very low wages

Wherever it lands on (expression when throwing/rolling the dice) – rolling the dice (also idiomatic expression for taking a chance)

Black rain (nuclear fallout)

To drain the emotional baggage

Take a shot, shoot a basket

Spartan (adj) furniture