

Tweaked Vocabulary Task

In this vocabulary exercise I'd probably either print and cut out the words (a lot of work) or project them in an unordered cloud. Ss first task would then be to simply order them into 'positive' and 'negative'.

In a second step, Ss are instructed to work in pairs to construct sentences using the words in the form of "I feel guilty, because... (I haven't done my homework)". The other person is then to 'one-up' them by using another negative adjective, or to sympathise with them using a positive one, e.g. 'Well, I am relieved you didn't do your homework, because I didn't do it either'. Do this until all words have been used up.

Features and Remembering

I restructured the task so they would first be able to order the words into larger (very loosely connected) fields. This should help somewhat with remembering them. Apart from this, speaking the words out loud also helps them remember them.

The sentence construction is then much more *open-ended* than the original, and promotes *creative, student-centred* production of the language, as well as *interactivity*. Most of them are *active at once*, rather than working in silence. One might even add a competitive element by making the first pair to string together all sentences the winners. This might be hard to control and enforce, though.

1 ADJECTIVES

a Match the feelings and the situations.

- 1 ☐ 'I'm very **offended** /ə'fendɪd/.'
 - 2 ☐ 'I feel a bit **homesick** /'həʊmsɪk/.'
 - 3 ☐ 'I'm a bit **disappointed** /dɪsə'pɔɪntɪd/.'
 - 4 ☐ 'I'm very **lonely** /'lɒnli/.'
 - 5 ☐ 'I'm incredibly **proud** /praʊd/.'
 - 6 ☐ 'I'm really **nervous** /nɜːvəs/.'
 - 7 ☐ 'I'm very **grateful** /ɡreɪtfl/.'
 - 8 ☐ 'I'm **shocked** /ʃɒkt/.'
 - 9 ☐ 'I'm so **relieved** /rɪ'li:vɪd/.'
 - 10 ☐ 'I feel a bit **guilty** /'ɡɪlti/.'
- A You discover that you have a brother you had never known about.
B You haven't visited your grandparents for a long time.
C A stranger gives you a lot of help with a problem.
D You are abroad and you think someone has stolen your passport, but then you find it.
E You don't get a job you were hoping to get.
F You go to study abroad and you're missing your family and friends.
G You move to a new town and don't have any friends.
H You are going to talk in public for the first time.
I Someone in your family wins an important prize.
J A friend doesn't invite you to his wedding.

English File, p. 157 Vocabulary Bank (from p. 45, exercise 2b)

Tweaked Grammar Task

7 MINI GRAMMAR

the...the... + comparatives

The **more space** there is between your name and surname, the **more you wish** to keep separate these two parts of your personality.

The **more illegible** your signature is, the **less assertive** you probably are as a person.

Use the + comparative adjective or adverb to show that one thing depends on another, e.g.

- The sooner we start, the earlier we'll finish. = how soon we will finish depends on when we start.
- The colder it is, the more clothes you need to wear to keep warm. = how many clothes you need to wear depends on how cold it is.

a Rewrite the sentences using *the...the* + comparative.

- 1 If you study a lot, you learn a lot.
The _____, the _____.
- 2 If we leave soon, we'll get there earlier.
The _____, the _____.
- 3 If you have a lot of time, you do things slowly.
The _____, the _____.
- 4 If you are fit, you feel good.
The _____, the _____.

b Complete the sentences in your own words.

- 1 The more money you have,...
- 2 The sooner you start your homework,...
- 3 The faster I speak in English,...
- 4 The less you sleep,...

English File, p. 11 Mini Grammar

The biggest change here is to the last exercise, where they apply the grammar. Ss are instructed to form groups of 4 (or whichever number suits you best). They now have to make chains of comparatives. Example: "the more I learn the more I know", the next student then says e.g. "the more I know the more I forget" etc. Each student picks up the last part of the previous student's construction and uses it to make a new one. To make this more playful and dynamic, the group who does the round three times (or whichever number suits you best) wins.

Features and Remembering

Ss will remember the construction better because they associate it with *creative* fun, and because of the *repetition*. Not only did they have to listen to what their neighbour said, they also have to expand on it in a way that makes (some) sense. It also promotes simple *recall* of adjectives in comparative form (to a limited degree). The task also has a *clear outcome* with a goal and is *open-ended*.