**LESSON 11: 2D**

**1. WARM-UP: revision of modals and their substitutes (10 min)**

**-** (pairwork): Ss name at least three things they:
***had to do
were not allowed to do
were supposed to do but didn’t do
did not have to do
could do/couldn’t do***when they were little.
E.g. *I was not allowed to watch television after 8 pm; I could not speak English when I was little;* etc.

**2. GRAMMAR REVISION: gradable and non-gradable adjectives (15 min)**

- (pairwork), Ss remind themselves of the rules for gradable and non-gradable adjectives

- (pairwork), instructions: cross out the wrong option.

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| --- | --- | --- |
| 1.  | It's a(n) ~~absolutely~~ / really / very nice day, isn't it? |  |
| 2.  | I thought the film was absolutely / quite / ~~extremely~~ amazing. |  |
| 3.  | It's absolutely / ~~very~~ / really marvellous news. |  |
| 4.  | The forecast is looking pretty / quite / ~~totally~~ promising. |  |
| 5.  | We were really / ~~totally~~ / very unlucky at the races. |  |
| 6.  | I'm getting ~~absolutely~~ / quite / really bored with this book. |  |
| 7.  | She was ~~extremely~~ / pretty / totally amazed to see him there. |  |
| 8.  | We got really / totally / ~~very~~ soaked in the rain. |  |
| 9.  | He's ~~absolutely~~ / extremely / pretty clever for his age. |  |
| 10.  | Her first day at work was ~~extremely~~ / pretty / quite disastrous. |  |
| 11.  | We had a really / ~~totally~~ / very pleasant day by the seaside. |  |
| 12.  | They were really / totally / ~~very~~ astonished at the news. |  |

**3. REVISION - RUNNING DICTATION: the topic of sleep (25 min)**

- revision of the topic "sleep", put copies of the short article on sleep below up around the walls of the classroom; put the students in pairs or small groups - the aim is for one of the students in each pair to walk/run to read the passage on the wall. They remember some of the passage (usually up to three words) and walk/run back to their partner. They quietly dictate what they remember to their partner, who writes it down. They then swap roles. Over several turns they will build the whole passage. The winning pair is the team that finishes first - although the T needs to check for mistakes. If there are mistakes, they must keep walking/running to check.

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| --- |
| Sleep is essential for human life. We can actually live longer without food than without sleep. Most people spend about a third of their life sleeping. That means during our life we will spend about twenty-five years asleep. While the average person sleeps about seven hours a night, some people can manage with as little as four hours. We don’t all need the same amount of sleep. Sleep plays an important part in our performance at school and at work. A number of reports have shown that children who get a good night’s sleep do better in school. Obviously, one reason for this is that if you are very tired you cannot focus. However, there is another important reason. Scientists believe that sleep is important for our memory. While we are asleep our brain deals with information we have learnt and sleep helps strengthen our memories. |

**4. FUNCTIONAL LANGUAGE AND LISTENING (25 min)**

- (T to Ss): lead-in, discussion, extended activity based on SB/ex. 1:

1. Who do you go to for advice?
2. Do they give good advice? Why? Why not?
3. Who comes to you for advice?
4. Do you give good advice?
5. Do you follow your friend’s advice?
6. What’s the best / worst advice you’ve ever received?
7. Does advice help? Or do most people ignore it?
8. Sometimes advice can make you less decisive. Do you agree?
9. Do you think some people are too proud to ask for advice?
10. **What language can you use to give advice/respond to advice/show concern?**

- (pairwork): SB/ ex. 3, listening, Ss read the statements in conversation 1 and listen, check their answers, the same for conversation 2, Ss correct false sentences

- (pairwork) SB/ ex.4, Ss match the headings (giving advice, responding to advice, showing concern) with sample language

- (individual work/pairwork) SB/ex. 5, Ss decide which speaker sounded more concerned, the the drills follow SB/ex. 6

- (pairwork), SB/ex. 7, Ss rewrite hints into grammatically correct sentences

**5. ROLEPLAY (15 min)**

- (pairs), S1 talks about a problem (selects randomly cut up slips of paper with problems on them), S2 responds and shows concern, then they swap the roles. Example situations:

1. I have two VIP tickets to see a famous pop-icon on the same night as my mother in law’s 50th birthday party.
2. I found a wallet in the street with €2000 in it.
3. I am a great chef, I want to open 300 restaurants and get rich but I have no money.
4. I got very drunk at the office Christmas party and kissed my boss.
5. My best friend’s ex girlfriend/boyfriend wants to go on a date with me.
6. I am the manager of a big company. I have a vacancy for a salesman and my son wants the job, but he has no experience.
7. I saw my best friend’s girlfriend kiss another man.
8. I have invited 20 people over for a big dinner party, they are arriving in 20 minutes. I was going to cook a big roast turkey but I put the oven temperature too high and it burned! The dinner is ruined!
9. I share a flat with a friend and she keeps borrowing my things without asking. At first it was just little things like books and DVDs but now she’s started borrowing my clothes and when I want to wear my favourite dress for example, I find it on her bedroom floor unwashed!

- continuation – Ss can come up with their own/real problems and ask for advice

**6. HW**

- WB and Ss finish the remaining activities in SB

**2D**

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| 4.  | The forecast is looking pretty / quite / totally promising. |
| 5.  | We were really / totally / very unlucky at the races. |
| 6.  | I'm getting absolutely / quite / really bored with this book. |
| 7.  | She was extremely / pretty / totally amazed to see him there. |
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**3. REVISION - RUNNING DICTATION: the topic of sleep**

**4. FUNCTIONAL LANGUAGE AND LISTENING**

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- continuation – Ss can come up with their own/real problems and ask for advice