

TRUE OR FALSE

YOUR TRUE OR FALSE

1 _____

2 _____

3 _____

UK FACTS TRUE OR FALSE

1 The English drink the most tea in the world.

☐ True ☐ False

2 The British built the first railways in the world.

☐ True ☐ False

3 The population of England is 30 million.

☐ True ☐ False

4 The most popular food in Britain is fish and chips.

☐ True ☐ False

5 The British royal family came from Germany.

☐ True ☐ False

6 Great Britain is made up of 3 countries.

☐ True ☐ False

7 The United Kingdom is made up of 4 countries.

☐ True ☐ False

8 Big Ben is a clock tower.

☐ True ☐ False

9 London had the second underground system (subway).

☐ True ☐ False

10 The British flag is made up of 3 different flags.

☐ True ☐ False

BRITISH FOOD

How much do you really know?



1

Do you like it? ☐ Yes ☐ No

Score 1 - 10:

Describe it:

What British food do you know?



4

Do you like it? ☐ Yes ☐ No

Score 1 - 10:

Describe it:

2

Do you like it? ☐ Yes ☐ No

Score 1 - 10:

Describe it:



What are the five senses?

1

2

3

4

5



3

Do you like it? ☐ Yes ☐ No

Score 1 - 10:

Describe it:



6

Do you like it? ☐ Yes ☐ No

Score 1 - 10:

Describe it:



LANGUAGE HELP

Some helpful language from the course

INTRODUCTION EXPRESSIONS:

Good morning/afternoon/evening, and welcome to our video showing!

My name is and this is, and

This morning/afternoon/evening we are going to show you

Thank you for listening.

OPINIONS:

I think that...

I'm sure that...

I believe that ...

In my opinion

I (don't) agree with that...

I (don't) think that's right....

PAST TENSE HELP:

I **played** tennis yesterday.
(if there is a time)

I **have played** tennis. (general
- one time in my life - no time
detail)

I **was playing** tennis, when a
bird **flew** into me. (2 actions in
the past - one happening just
before the other)

ADVERBS/ADJECTIVES:

The cat is **running** slowly.
Verb + adverb

That is a **slow** cat
Adjective + Noun

Remember: Many adverbs are
adjectives with **LY**.

SELLING LANGUAGE:

I know you can't believe your eyes!

It's the offer of a lifetime!

Only ----- left!

Get yours while stocks last!

This is your last chance to get
this fantastic deal!

Don't miss out!

You'll regret not buying this!

It's an unbelievable price!

This price won't be beaten!

You think that's good??? Wait
until you see this!

...and that's not all....

Coursebook - Impact | Day 1 : Lesson 3 - Describe it

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Materials needed: Adjective & Adverb flashcards (pictures of beach, city etc...)

Activity / Game

Time

LEAD IN

3-5 mins

Open this lesson by asking the class if they know what an adjective is.

- Elicit a few examples from the class for points (only take one colour as an example). Take answers from students who put their hands up (don't encourage shouting out answers as it becomes difficult).
- Now ask them to describe something in the room – again for points.

ADJECTIVE GAME

5-10 mins

After this, give each group the picture of a city in Korea at night, or the Cambodia beach.

- Look at the clock, or get your phone ready. Tell them that they have 2 minutes to write down as many adjectives as they can think of to describe that picture. **Make it clear that they only need one person to write for each team.** Make it clear that they will only get points for adjectives other teams haven't got (they need to think outside the box a little) Build up a bit of tension, then say GO! – When the time is up, go through the adjectives of each team. Remember, they only get points for unique adjectives. As the teams read out their adjectives, ask the others if they have it. If yes, they all cross it off their lists. If no, a point.

ADVERB GAME

5-10 mins

Follow the same process as above, but this time about adverbs. They will not be so comfortable with the concept of adverbs. Be careful to explain the usage properly e.g. adjectives describe nouns/things, adverbs describe actions (verbs). **Elicit a few examples, and explain that a lot of adverbs are adjectives with LY added.** Take some more full sentence examples from the class, and ensure they are aware that adverbs often come after the verb (not always but for this lesson it's fine) e.g. The boy is sitting quietly.

- Once clearer, give them one of the adverb flashcards (sitting in a library/car driving), and play the same game as the adjectives — Before the start, give them the tip that it's easiest to think of a what is happening/what the people are doing in the picture first (e.g. think of a verb) before they think of an adverb.

STAND UP, SIT DOWN, SIT ON THE TABLE GAME

10-12mins

This is a fairly simple game using adjectives, adverbs and nouns.

- Explain to the students that if you say an adjective they must stand up. If you say an adverb, they must sit down. If you say anything else (nouns are easiest here), they must sit on the table. If they get it wrong, or are the last to move, they are out. Last student standing wins a point for their team. The aim of the game is to do the correct movement every time. You can do a warmup few words, saying them slowly, so that everyone knows what is going on (CCQ – Ask what they have to do for adjective, adverb, anything else)
- Then, the real rounds begin to see which team is the winner. The key to making this game as fun as possible is by changing the volume, pace and pattern that you deliver the words. Start slower, get faster and faster, louder, softer, pause... hold for a few seconds then say another few words quickly etc...Also, a fun tactic is to say the same two words over and over again for a few times, so that they repeat a movement, then change the word to one that means they stay in the same place. It's also good fun to have a silly noun word to use frequently.

SPEED GAMES

10+ mins

Get one member from each team — Line them alongside each other facing the board. They'll all need a bit of chalk/pen — If no board, simply use chairs with a pen & paper on them.

- Now, ask them to write an adjective starting with the letter B — Fastest to do it wins —Repeat with other letters, adjectives and adverbs as long as the kids like it!
- If there is time left, you can use the cartoon strip in the book — Get them to write what is happening in each picture (one at a time) using adjectives and adverbs – Fastest wins.