

Make War not Love?

Teaching Suggestions and Answers

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Activity 1

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1. Get a student to read the instructions out loud and check that they are clear.
2. Give the students time to match the word partners on their own.
3. Let the students check their answers together, with a partner.
4. Monitor throughout.
5. Stop the activity .
6. Elicit feedback.

Answers: war zone, friendly fire, Geneva Convention, arms race, aircraft carrier, military service, self defence, war crimes, mass destruction, prisoners of war

NB There is no need to explain the vocabulary - the next exercise will do that for you!

7. Do some error correction if necessary.
8. Consolidate pronunciation.

Activity 2

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1. Get a student to read the instructions out loud and check that they are clear.
2. Give the students time to match the word partners on their own.
3. Let the students check their answers together, with a partner.
4. Monitor throughout.
5. Stop the activity .
6. Elicit feedback.

Answers:

- | | |
|----------------------|---------------------|
| 1. aircraft carrier | 6. war crimes |
| 2. prisoners of war | 7. arms race |
| 3. friendly fire | 8. war zone |
| 4. Geneva Convention | 9. mass destruction |
| 5. military service | 10. self defence |

7. Do some error correction if necessary.
8. Consolidate pronunciation.

Activity 3

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1. Put the students into pairs or small groups .
2. Get a student to read the instructions out loud and check that they are clear.
3. Let the students begin their conversation, speaking together in English.
4. Monitor closely. Some questions may generate heated discussion/argument.
5. Stop the activity .
6. Do some error correction .
7. Consolidate pronunciation .

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Activity 4

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Netiquette: Encourage students to change the default subject line once they have written their post.

**PLEASE CHANGE THE SUBJECT LINE
TO INDICATE THE OPINION/S IN THE POST BECAUSE
IN A BUSY THREAD IT HELPS PEOPLE TO DECIDE
WHICH POSTS TO READ!**

1. Go to <http://forum.englishclub.com/projects/> and post thought-provoking and controversial opinions there to promote lively discussion. (The opinions need not be your own!)
2. You could disguise yourself as a student from outside the group and respond to your students' posts to provoke reactions and encourage further discussion.
3. You could print out students' posts and use them in class for error correction purposes.
4. In the **next lesson** have an open class discussion based on the students' opinions (for example: Has anyone changed their mind?) and their experiences on the Forum (for example: How useful did the students find the Forum? Do they prefer spoken or written discussion? Is it easier to have a spoken discussion as a result of participating in the Forum?)
5. Consider joint projects for future discussions of Talking Points on the Forum (school to school, country to country).

Activity 5

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Visiting English language news websites: This is a follow-up activity for the students to do at home or in class. Either way, why not ask them to look for the similarities and differences between the reports on different websites? You could generate an open class discussion on which websites they preferred and why.

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