

## Energy 3 Unit 8 Go betweens

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|--------------------|--|
| <b>Time</b>        | 25–30 minutes                            |
| <b>Interaction</b> | Groups of three                          |
| <b>Preparation</b> | Photocopy worksheet and cut into 6       |
| <b>Aim</b>         | To practise reported speech and commands |

### Procedure

- Put students into groups of threes (try to make sure groups are mixed, for example, not all boys or girls). Tell them they are going to play a game called 'go betweens'.
- Set the scene: a teenager and a parent are having an argument. The argument is so bad they have stopped talking to each other, and a third person, the 'go between', has to carry messages between the two people who are arguing.
- Elicit a couple of things that a parent or teenager might say in an argument, for example, *You can't stay out after midnight!* or *Go to your room now!* Then elicit their forms as reported speech or commands, for example, *She told him he couldn't stay out after midnight.* and *He told her to go to her room.*
- Tell each group to choose who is the parent, the teenager and the go between. (Tell students they will all have a go at being the go between). Give the first set of go between cards to each group.
- Demonstrate the task with one group. The parent stands on one side of the room and the teenager stands on the other side of the room. (With large classes, you can do this by sitting students at different tables.) The go between has to take messages between the arguing pair. The parent starts. After three goes, there are no cues, but the students should keep the argument going. The aim is to try and get the two people to agree.
- Set a time limit of five minutes to play the game. As students play the game, listen and note significant errors to correct later.
- At the end of 5 minutes stop the game. Ask if agreement was reached. Give out the second set of go between cards (boyfriend/girlfriend) and tell the students to change roles. You might like to do a short slot of correcting more basic errors with reported speech and commands here.
- Play the game as above, again noting errors with reported speech and commands. After 5 minutes stop and ask which pairs were able to resolve the argument and why.
- Give out the third set of cards, and tell students to swap roles, making sure the go between hasn't played that role in the previous two games. Set a time limit of 5 minutes. Monitor and note errors.
- Round-up: either write up or read out some errors from the game to play a competition. Students put their hands up when they think they can correct the error. They score 1 point if they can correct the error. If they can't, they have to miss a turn.

## Energy 3 Unit 8 Go between

### Go between – situation 1

### Parent

- Your room's a mess – go and clean it.
- You won't get any pocket money if you don't clean it!
- I can't do all the cleaning – that's not fair!
- .....

### Go between – situation 1

### Teenager

- Do I have to? I did it last week.
- That's not fair.
- What do you want me to do about it?
- ...

### Go between – situation 2

### Boyfriend

- You were late – by two hours!
- Why didn't you phone?
- You're always late – I don't like it.
- ...

### Go between – situation 2

### Girlfriend

- My mum's car broke down.
- My phone wasn't working.
- I'm not – I was on time last week! You're not right all the time!
- ...

### Go between – situation 3

### Neighbour 1

- Can you ask your son to stop playing his drums late at night?
- I need to sleep! I have to get up at six o'clock to go to work.
- I have to work weekends sometimes!
- ...

### Go between – situation 3

### Neighbour 2

- He needs to practise – he's in the school band.
- But it's the weekend
- I know! You wake us up early a lot on Sundays!
- ...