

# Rain or shine

## Language focus

*It* as subject

Level

Intermediate

Type

Tic-tac-toe

Topic

Weather conditions

Interaction

Teams of two or three

Time

10–15 minutes

Material

Grid and set of cards (one for every two teams)

## Vocabulary

Weather conditions: *cold, hot, windy, cloudy, foggy, raining, snowing, freezing, sunny*

Adjectives: *difficult, easy, hard, impossible, dangerous, safe, expensive, cheap, interesting, exciting, sensible, silly, important, nice, stupid, crazy*

## Comments

This game provides practice with the dummy subject *it* for verbs and adjectives related to the weather, as well as adjectives that may take an infinitive clause as a complement. These structures often pose difficulties for learners whose native language allows for zero subjects. The game focuses on form and accuracy, but also requires creativity, strategy and cooperation within teams.

## Language output

*When it's foggy, it's dangerous to drive on the motorway.*

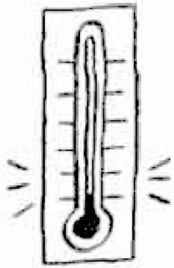
*It's silly to spend the day indoors when it is sunny outside.*

## Procedures

- 1 Before class, separate one grid (top half) for every two teams. Then, cut out the adjective cards (bottom half) and put them inside a bag or envelope, one set for every two teams.
- 2 In class, take one verb or adjective from the grid and one adjective from the cards. Write them on the board with an example of your own, as shown in **Language output**. Elicit a few more examples from the class, drawing their attention to the target structures.
- 3 Divide the class into teams, pair off teams, and hand out the material.
- 4 Playing the game:
  - ▶ Objective of the game: to form a vertical, horizontal or diagonal row of correct answers on the grid (tic-tac-toe).
  - ▶ Teams appoint one player to time the responses and keep the score.
  - ▶ Team A picks a card from the bag or envelope, and chooses one slot in the grid. Before their time is up (let's say, one or two minutes), they must produce a sentence using the word in the slot and the adjective on the card, as shown in **Language output**.
  - ▶ If their sentence is accepted by everyone in terms of meaning and form, they mark the chosen slot as their own.
  - ▶ Teams take turns proceeding in this way until one of them does tic-tac-toe, in which case they score one point, or until all slots have been taken without either of them doing tic-tac-toe.
  - ▶ Have them play the game several times. When you think they have had enough practice, have them add up their points. The team with the highest score wins the game.

### Note on material

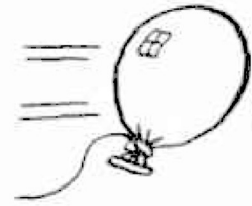
As students will be playing the game several times, they may either use different symbols to mark their slots in each round, or copy the grid, which is easy and quick to do.



**cold**



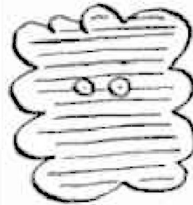
**hot**



**windy**



**cloudy**



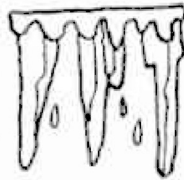
**foggy**



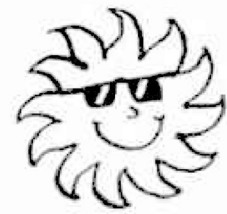
**raining**



**snowing**



**freezing**



**sunny**

**Cards**

**difficult**

**easy**

**hard**

**impossible**

**dangerous**

**safe**

**expensive**

**cheap**

**interesting**

**exciting**

**sensible**

**silly**

**important**

**nice**

**stupid**

**crazy**

# Story board

**Target language:** preparatory *it*

**Activity type:** board game

**When to use:** Use this activity after Lesson 6.3.

**Time taken:** 20 minutes

**Preparation:** Photocopy one worksheet for each pair of students in the class; dice and counters.

## Procedure

Put students into groups of three and give each group a copy of the board, a coin and counters (any small items the students have will do as counters if necessary). On the board write *Heads = 2 moves forward. Tails = 3 moves forward*. One student flips the coin and moves forward the appropriate number of squares from the 'START' square. He/She then completes the sentence by putting the verb in brackets in the correct form. The other students can check that this is correct and ask you if necessary. The student then tells the other group members whether he/she agrees or disagrees with the sentence and why/why not. Each student takes a turn until someone reaches the 'FINISH' square.

## Answers

- |             |              |
|-------------|--------------|
| 1 to read   | 10 to finish |
| 2 to write  | 11 to read   |
| 3 to read   | 12 read      |
| 4 trying    | 13 prefer    |
| 5 enjoy     | 14 hold      |
| 6 to use    | 15 are       |
| 7 to get    | 16 to find   |
| 8 investing | 17 are       |
| 9 to read   | 18 to find   |

# Story board

<p>13</p> <p>It seems that men _____ (<i>prefer</i>) reading books written by men.</p>	<p>14</p> <p>It's annoying that libraries _____ (<i>hold</i>) fewer books and more computers these days.</p>	<p>15</p> <p>It's suspicious that books _____ (<i>be</i>) available to download for free on the Internet.</p>	<p>16</p> <p>It's a relief _____ (<i>find</i>) a book or film that you can really enjoy.</p>	<p>17</p> <p>It's clear that films _____ (<i>be</i>) more engaging than books.</p>	<p>18</p> <p>It's hard _____ (<i>find</i>) really well-written stories these days.</p>	<p><b>FINISH</b></p>
<p>MOVE BACK ONE SPACE</p>						
<p>12</p> <p>It's terrible that young people only _____ (<i>read</i>) texts and websites.</p>	<p>11</p> <p>It's best _____ (<i>read</i>) a book before you see the film.</p>	<p>10</p> <p>It's sad _____ (<i>finish</i>) a book that you've enjoyed.</p>	<p>9</p> <p>It's important _____ (<i>read</i>) regularly.</p>	<p><b>MISS A GO</b></p>	<p>8</p> <p>It's worth _____ (<i>invest</i>) in an e-book reader.</p>	<p>7</p> <p>It's exciting _____ (<i>get</i>) involved in horror stories.</p>
						<p>6</p> <p>It's a pleasure _____ (<i>use</i>) your imagination when reading a book.</p>
<p><b>START</b></p>	<p>1</p> <p>It's interesting _____ (<i>read</i>) non-fiction books.</p>	<p>2</p> <p>It's my intention _____ (<i>write</i>) a book one day.</p>	<p>3</p> <p>It's good _____ (<i>read</i>) deep, meaningful books.</p>	<p>4</p> <p>It's no use _____ (<i>try</i>) to read when you're tired.</p>	<p><b>MOVE FORWARD ONE SPACE</b></p>	<p>5</p> <p>It seems that fewer people _____ (<i>enjoy</i>) reading these days.</p>