TT7-3

Giving something new a shot

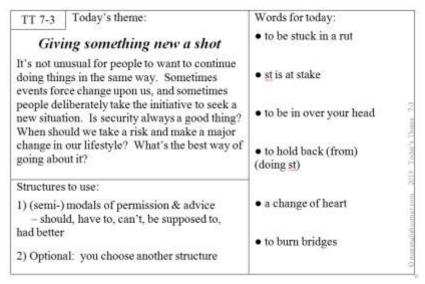
SUGGESTED GENERAL APPROACH

- Introduce the topic / opening question
- Hand out cards / go over the vocabulary
- Grammar option
- Read passage (any questions)
- Optional writing or preparation before speaking
- Students discuss in groups
- Follow-up and feedback

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POSSIBLE OPENING QUESTIONS TO GET THE BALL ROLLING

- ▶ Have you ever deliberately changed your job or decided to study something different? Was it difficult to make that decision?
- ► Would you like to stay in the same job until you retire?
- ► Have you ever felt you wanted to try something new but felt you couldn't? What?



2 EXAMPLES OF OPTIONAL GRAMMAR STRUCTURES TO BE INCLUDED IN THE SPEAKING

Modals & semi-modals of permission and advice

Modals

- We *should* think about the consequences before making a major decision.
- She *has to* remember that her decisions affect other people too.
- Let him try it for a while. If it doesn't work out, he can keep looking.
- We can't depend on things staying the same. We have to adapt to the new ways.

Semi-modals

- We are supposed to be responsible to them, but they don't seem to take any responsibility for us.
- I had better start looking for another job. I don't think this company is going to last much longer.

NOTE: You don't have to give them a whole class on modals before doing this activity but if you think your students may not be clear on some of them, simply provide the students with an example or two and let them try them out while they're speaking.

3 OPEN-CLASS QUESTION(S) TO TIE THINGS UP

- ► How can we prepare for change? What can help us deal with future changes?
- ► Should there be a course or two in the school system helping students look at taking 'educated risks'? What would be in that course?
- ▶ What do you think? Is change good for its own sake, or is it sometimes better to continue doing things in the same way all the time?