

Weird Science

Level: Lower-Intermediate / Intermediate

Aims

Introduce new character adjectives
Provide fluency practice using character adjectives

Procedure

1. Ask students (ss) if they have seen the film 'Weird Science' of the television series. Ask them to explain what the film was about and elicit descriptions of the two main characters.

The film is about two High School friends (Wyatt and Gary) who use a powerful computer to transform a doll into a real woman with the characteristics they enter into the computer – and it works! Wyatt is tall, blond, imaginative but not too bright. Gary is smarter shorter and quieter than Wyatt.

2. Hand out worksheets making sure that for every A sheet there is a corresponding B sheet. Ask ss to read the grey box and explain to you in their own words what they must do.

In pairs they must take it in turns to read out the boxes at the bottom of their sheets which are examples of the adjectives in question. The listener must guess the correct adjective from the adjectives surrounding his/her crossword. When both A and B have completed the crossword they can work out their computer's message to them by extracting the numbered letters in the crossword to complete the message.

3. Pair ss off into A/B pairs and monitor for correct pronunciation and make sure they are doing the activity correctly and not just counting the letters and boxes. When they have finished make sure they have all been able to discover the message:

Student A = YOU ARE SMART
Student B = YOU ARE CLEVER

4. **BALLOON DEBATE:** Now, tell the ss that as a reward for discovering the message their computer has given each of them the opportunity to design their own IDEAL FRIEND. Individually ss must decide on the **TOP 5** character adjectives that shall constitute their IDEAL FRIEND. Make ss do this in pencil if possible and insist they have good reasons for their choice of adjectives as they will have to defend their choice later. I would suggest 8-10 minutes for this. Hover and help any ss that require different adjectives.

5. Once all ss have completed their list put ss into pairs and ask them to do the same as in 4 above. Tell them that together they should show each other their lists and offer explanations for their choices. They must then come up with 5 adjectives that they both agree on – they can NOT compromise. They can use the adjectives from their combined lists or if they don't agree they may use totally different adjectives. Again they must be able to justify their choices and MUST agree. This should stimulate discussion with emphasis on persuasion and negotiation skills.

6. After 10-15 minutes put two pairs together and ask them to do the same then put two groups of four together and so on until you end up with all the class debating on the five best character adjectives that would describe their IDEAL FRIEND. Depending on the size of the group you may want to start with pairs instead of individuals in order to avoid adding too many stages to the debate before the plenary debate.

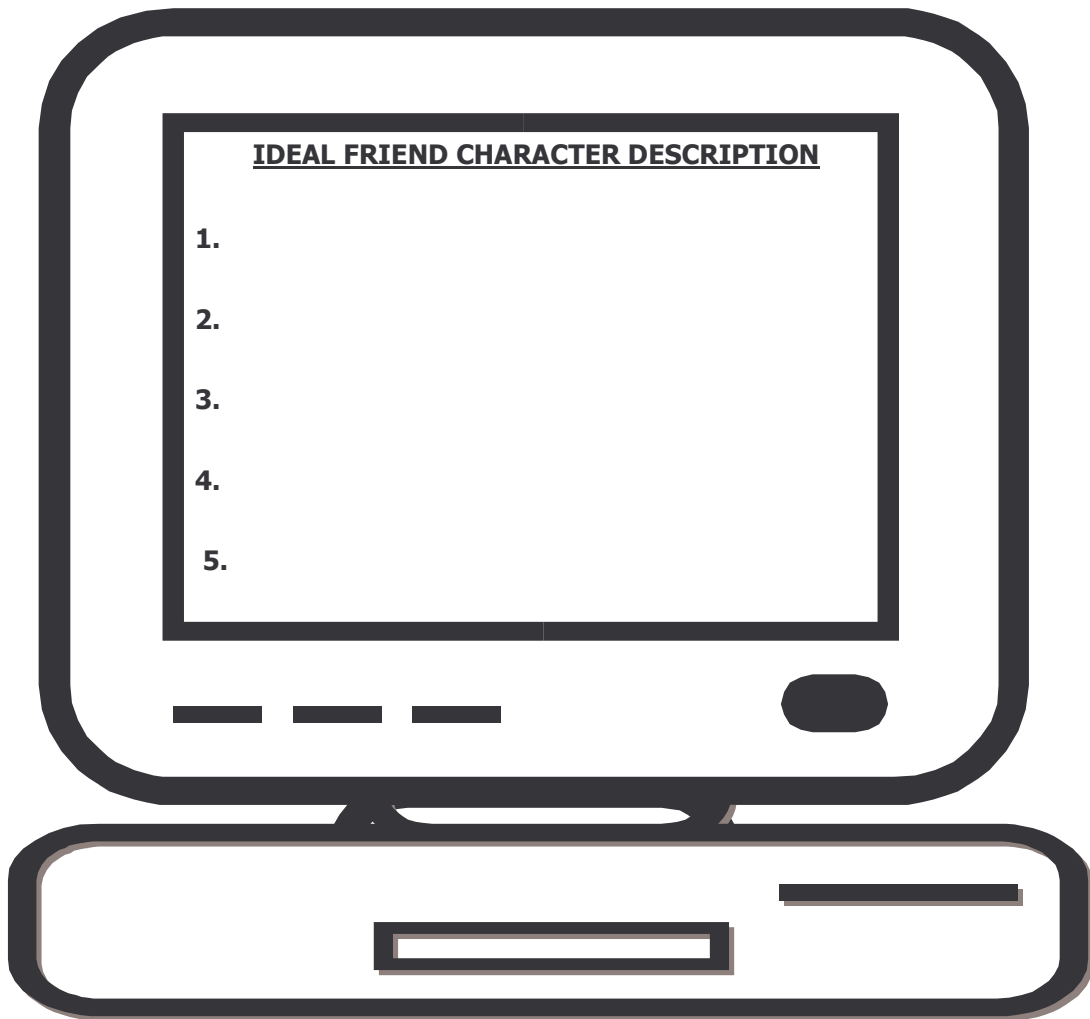
After this debate you could ask ss to describe themselves or each other. This always helps to break the ice in first lessons.

Weird SCIENCE

Now that you have discovered the message, your computer has given you a once in a lifetime opportunity to use all the information it has collected to:

CREATE YOUR OWN **IDEAL FRIEND**

All you have to do is complete the information required and press ENTER and in four minutes and after a big explosion your 'IDEAL FRIEND' should walk in through the door. However, you must all agree on the characteristics. What's more, the computer knows if you're telling lies so don't say you agree if you don't. If you lie the experiment won't work. GOOD LUCK



IDEAL FRIEND CHARACTER DESCRIPTION

- 1.
- 2.
- 3.
- 4.
- 5.