

**Type of activity:** group work

**Focus:** the second conditional, vocabulary connected with different cultures; listening and speaking skills

**Level:** elementary - intermediate; lower secondary

**Time:** 30-40 minutes

**Preparation:** Make a copy of Student's Worksheets 1-3 for each group of 3 students. Cut the worksheets up into cards. Optional: Make a copy of Student's Worksheet 4 for each group of 4-8 students and cut it up into cards.

### Procedure:

1. Play *Hangman* with the term *challenge* by writing dashes for each letter on the board and getting students to call out different letters. If the letter is part of the target word, write it over the appropriate dash. If it is not, draw the gallows, etc. When students guess the term, elicit its meaning, e.g. *something difficult that needs a lot of skill and determination, especially something that you have never done before*. Ask students for examples of challenging situations that travellers face on holidays abroad, e.g. related to food, greetings, language, customs, transportation. Find out if students have any first-hand experience of such challenging situations.
2. Explain that students are going to play a psychology-based game connected with challenging travel experiences. Pre-teach the following words: *cockroaches, available, chopsticks, haggis, to hitchhike, hidden, ice cold, security checkpoint, B.A.S.E. jumping, fjords*. Divide students into groups of three and ask the members of each group to take the roles of Student A, B and C. Give each group a copy of Student's Worksheets 1-3, cut and separated into Student A's, Student B's and Student C's cards.
3. Students B and C place Student A's cards in a pile face down. They take one card at a time, read the question on it, and individually decide how Student A would act in the given situation. They need to choose a definite *yes* or *no* answer and justify their opinions. When both have stated their opinions, Student A reveals how he/she would act in the situation. There is no point in lying, as the Student A gets no points for revealing his/her reactions. If Student B or C (or both) guessed correctly, he/she gets a point. The game continues until there are no cards left for Student A.

4. Students A and C then repeat the game, discussing about the questions meant for Student B, after which Student B reveals his/her reactions. Once they have finished, the game is repeated with Student A and B talking about Student C. The player with the most points at the end wins the game. Congratulate him/her on his/her psychological skills, i.e. the ability to predict his/her classmates' reactions.

### Extension

Students use the cards to play another psychology-based game. Divide students into groups of 4-8, making sure no one works with the same partners as before. Each group has one complete set of question cards from Student's Worksheets 1-3 and a set of answer cards from Student's Worksheet 4. Each player is given three question cards, and the remaining cards are placed face down. The answer cards are also placed face down in a different pile. Explain the rules:

- One player takes an answer card without showing it to anyone. He/She decides which person is likely to give that answer to one of his/her questions. He/She then asks the question to the chosen player.
- If this person's answer matches the answer card, the asking player gets rid of both the question card and the answer card.
- If the answer does not match, the asking player puts away the question and answer cards but must take another question and answer from the face-down piles. Then it is another person's turn.
- The winner is the first person to get rid of all his/her question cards.