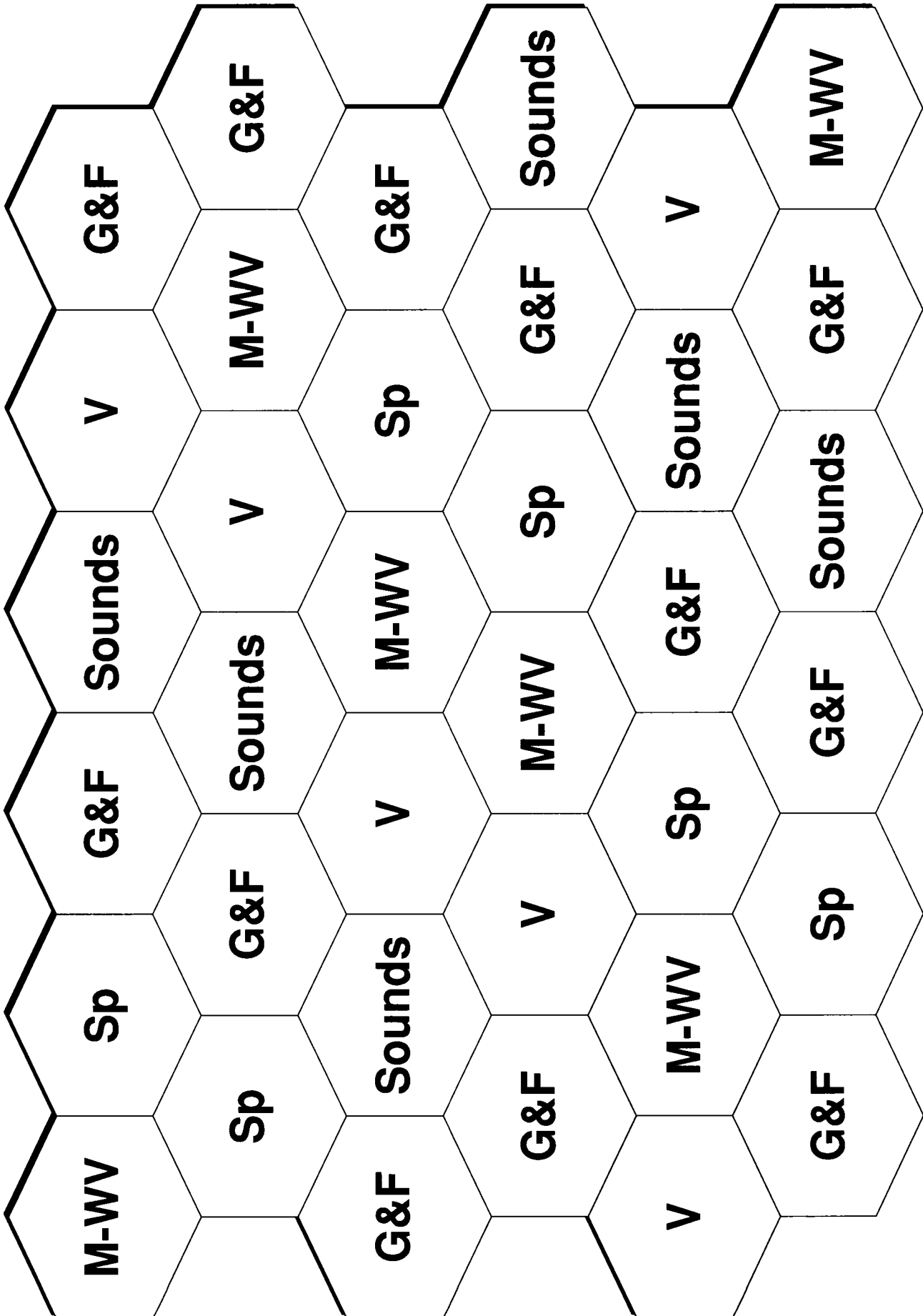
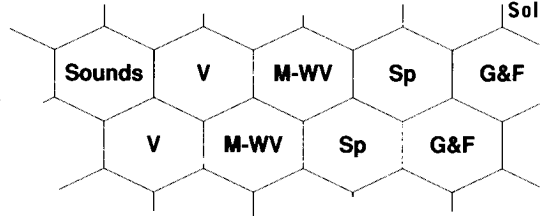


Hexagon Race

Game board





Hexagon Race

Questions

Multi-word Verbs (M-WV)

Referee: ask, 'Which multi-word verb can you use in this sentence?', read the sentence and then read the underlined words again.

- Our cat has a good relationship with our dog. (gets along with)
- She used to be better at English than me but now I am drawing even with her. (catching up with)
- I stopped riding horses when I fell off and broke my leg. (gave up)
- The bird left the ground and flew into the sky. (took off)
- I think I'm becoming ill with a sore throat. (coming down with)
- The dog stole its owner's dinner and carried it away. (ran away with)
- He always supports his younger brother if he's in trouble. (stands up for)
- He's finding it difficult to accept his problems. (face up to)
- She decided to take the TOEFL exam. (go in for)
- While I was away for the weekend, my refrigerator stopped working and everything in it spoiled. (went bad)

Spelling (Sp)

Referee: ask, "How do you spell ...?" and just say the word.

extraordinary	delightful	exciting
appalling	frightening	rhinoceros
jealous	whale	pigeon
tortoise	beautiful	satellite

Vocabulary (V)

Referee: ask, "What is the word for ...?" and read out the definition.

- the story of a movie. (plot)
- the type of movie which is set in the future and uses special effects. (science fiction)
- a black and white animal which lives in China. (panda)
- an insect with beautiful colorful wings. (butterfly)
- the material an elephant's tusk is made of. (ivory)
- a safe place for whales. (whale sanctuary)
- a person who illegally hunts wild animals. (poacher)
- a vegetable which makes you cry. (onion)
- a popular newspaper with lots of pictures. (tabloid)
- a television or radio comedy series in which the same characters appear in different stories each week. (sitcom)

Grammar and Functions (G&F)

1. Referee: ask, "What is the adverb from the adjective .." and read out the adjective.

extraordinary (extraordinarily)	funny (funnily)
happy (happily)	clumsy (clumsily)
terrible (terribly)	pretty (prettily)
beautiful (beautifully)	emotional (emotionally)

2. Referee: say, "Report what the person said" and read out the direct speech.

"I like watching programs about wildlife on television."
(She/He said she/he liked watching programs about wildlife on television.)

"I'm staying home this evening."
(She/He said she/he was staying home that evening.)

"I feel really good today."
(She/He said she/he felt really good that day.)

"I'll send you a postcard next week."
(She/He said she/he would send me a postcard the following week.)

"How often do you go to the movies?"
(She/He asked me how often I went to the movies.)

"Who is your teacher?"
(She/He asked me who my teacher was.)

"Are you tired?"
(She/He asked me if I was tired.)

"Have you done your homework?"
(She/He asked me if I had done my homework.)

"Does your sister look like you?"
(She/He asked me if my sister looked like me.)

"OK, I'll help you with your homework tonight."
(She/He agreed to help me with my homework that night.)

"Would you like to go with me to Boston next weekend?"
(She/He invited me to go to Boston the following weekend.)

"Would you like another piece of cake?"
(She/He offered me another piece of cake.)

Sounds

Referee: write the word and ask, "How do you say it?"

puzzled	knitting	laugh	strawberry
heart	cruel	poet	tears
wrap	bear	pretty	herbs
cathedral	thief	leisure	

Teacher's Notes

Hexagon Race Worksheets Progress Check **21-25a** and **21-25b**

NOTE: Use Worksheets Progress Check 21–25a and 21–25b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a game by answering language questions correctly.

GRAMMAR AND FUNCTIONS

Review: formation of adverbs, reported speech

VOCABULARY

Review: types of movies

Animals

Media

PREPARATION

Make one copy of Worksheet 21–25a (game board) and Worksheet 21–25b (questions) for each group of up to 11 students in the class. If you are using this Resource Pack to supplement a course other than *Move Up Intermediate Student's Book*, you will need to prepare review questions that are relevant for your class.

TIME

30 minutes

PROCEDURE

1. Ask the students to work in groups of up to 11 students and to divide their groups into two teams and a referee. If possible, the referee should be a student with good pronunciation.
2. Give one game board to each group and explain that the object of the game is to get a line of connecting hexagons, either from the top of the board to the bottom or from one side to the other. A team gets a hexagon by answering a question correctly and the letters inside the hexagons refer to the category of questions they have to answer.
3. Give one copy of the question sheet to the referee in each group—they should keep the questions and answers hidden.
4. Teams decide what sort of mark they are going to use when they win a hexagon (for example, a check or an X).
5. Before they start playing, explain how to play using the instructions on the back of Worksheet Progress check 21–25b.
6. The students are ready to play the game. While they are playing, go around to each group and make sure they are playing correctly. The referee may need help with the "Sounds" category of questions.

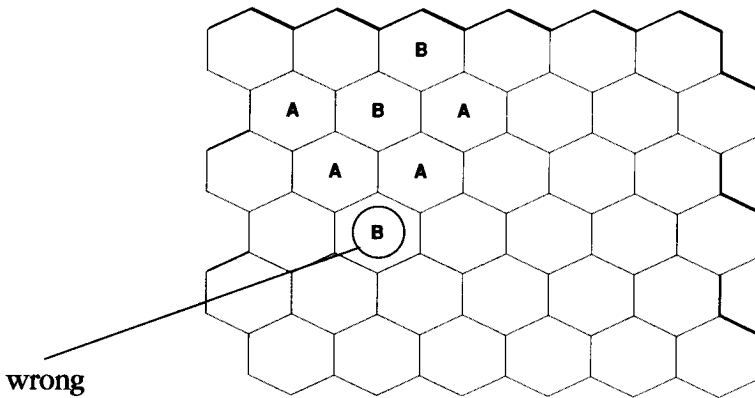
Teacher's Notes

Hexagon Race Worksheets Progress Check **21-25a** and **21-25b**

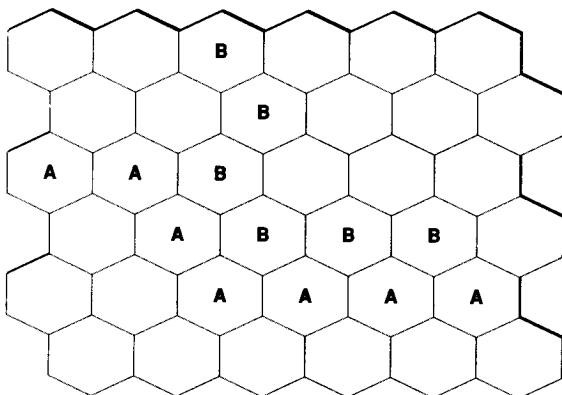
NOTE: Use Worksheets Progress Check 21-25a and 21-25b for this activity.

HOW TO PLAY THE GAME

1. The referee tosses a coin to decide which team starts the game.
2. Team A chooses a hexagon from the top row of the game board. This is where their line will begin.
3. The referee asks a question from the corresponding category and team members have one minute to discuss the answer.
4. If they give the correct answer, they can put a mark in their hexagon.
5. Team B chooses a hexagon from the vertical row on the left or the right of the game board and answers a question from the relevant category. If they give the correct answer, they can put a mark in it.
6. Teams can now choose any hexagon provided it touches one side of a hexagon which already has their mark in it. (See example 1 below.)
It is a good idea to try to block the other team. (See examples 2 and 3 below to see how you can force the other team to change direction.)
7. The first team to get a line of hexagons from top to bottom or from one side to the other is the winner.

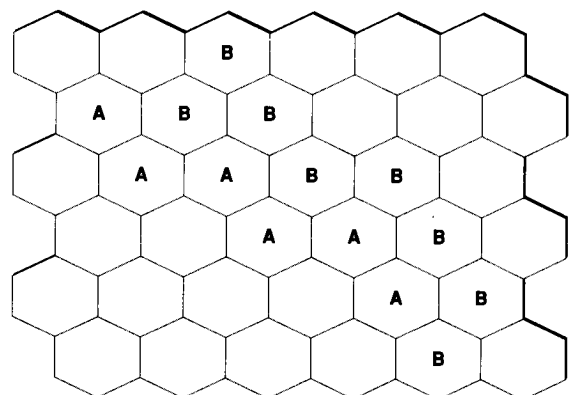


Example 1



Example 2

Team A wins with a line from one side to the other



Example 3

Team B wins with a line from top to bottom