

Chicken or the Egg Teacher's Notes

1. Tell your students that you are going to ask them to discuss a question which has been puzzling humankind since the Ancient Greeks: Which came first - the chicken or the egg?
2. Divide the class into two groups, eggs and chickens. The eggs think of reasons why the egg came first while the chickens think of reasons why they came first.
3. Pair an egg with a chicken and give them a few minutes to explain their reasons and decide who was most convincing. Then have a class vote on which came first.
4. Now tell students that they are going to watch a video called [Chicken or the Egg](#). Put students in A/B pairs sitting back to back, with A facing the screen. Turn the sound off. Tell students that you're going to play a clip and A is going to describe to B what's happening while it's happening - make sure your instructions are clear and that students know they have to give a running commentary. Tell A that if they don't know the word for something, they have to find another way to say it.
5. Play the clip from the beginning to 00:55 and A tells B what's happening. Afterwards, everyone watches the clip with sound, and notes down vocabulary to ask about. B tells A how well they described the scene and then everyone asks vocabulary questions. (You could tell the class that they must ask a minimum of 8 questions before moving on.)
6. Repeat step 5, this time with B facing the screen and describing to A. Play from 0:55 to 01:56. Ask students if they think the story will have a happy or an unhappy ending.
7. Divide the class into two groups. Tell one group they should finish the story with a happy ending while the other should finish it with an unhappy ending. It is not enough to give a one-sentence ending - tell them that their ending has to be detailed enough to fill the remaining time of the cartoon, approximately a minute.
8. Pair a happy student with an unhappy one and they tell each other their stories. Then they watch the video and compare. Did they enjoy the video? Now which do they think comes first - the chicken or the egg? If they could only choose one, which would they choose - bacon or eggs?
9. By this time, the board should be full of vocabulary. Tell students to take a photo of it and put their phone out of sight (If anybody doesn't have a camera on their phone, they should ask a classmate to email the photo to them.)
10. Divide the class into teams of four or five. One person in each team has their back to the board while the other members of the team can see the vocabulary-covered board.
11. Rub out one of the words or phrases on the board. The people who can see the board define that word or phrase to their teammate who is facing away. The objective is to get him or her to say the word with correct pronunciation and the first one to do so gets a point for their team. Repeat with the remaining vocabulary, changing the guesser every few words.
12. Homework:
 - Send students the link to [this video](#) (*Which came first - the chicken or the egg?*) to watch at home. How many of the reasons from step three are mentioned?
 - Students look at the photo of the board, choose their favourite item of vocabulary and double check meaning, pronunciation and use. They write a sentence using it, and do the same for their next four favourite words or phrases. They bring their sentences to the next class and compare with a partner.