

## Unit 3, Task 5 Jumbled grammar

*Jumbled lesson plan*

**a** Hold up photo of girl asking boy a question. Tell class she's asking him *Would you like to go to the cinema?* and write q on board.

**b** Ls listen to tape to confirm their answers to matching task. Ls check answers in pairs.

**c** Practise question and answers using *Would you like to...?* with individual Ls and L-L.

**d** Ask Ls what they think the boy might reply to question and write up some of their ideas. Try to elicit responses in book p.88 (*'Yes, I'd love to'; 'Sorry, I...'*)

**e** Check Ls understand and/or explain that *would* is used as an invitation here.

**f** In closed pairs, Ls try to find out what their partner would like to do at the weekend, using the question *Would you like to...?*

**g** Ls look at listening task (p.88) and try to match questions with answers in their book before they listen - guessing the answers. (e.g. of question and answer in book *'Would you like to come swimming?' 'Sorry, I'm going to the disco.'*)

**h** Ls listen to four conversations on tape and follow the language in the box on p.88.

**i** Ls look at the box on p.88. (Box contains questions and answers with *Would you like to...?* e.g. *'Would you like to come to a party tomorrow?' 'Yes, I'd love to.'*)

**j** Ls write down for themselves four activities they would like to do at the weekend. Elicit example. Write on board: e.g. *I would like to see a film.*

**k** Play tape of four conversations, this time version with gaps in; Ls listen and fill in the gaps.

**l** Elicit and check answers to gap-filling listening task.

**m** Aims of lesson: listening for specific information; introducing and practising *Would you like to...?*; making and responding to invitations.

**n** Materials needed: tape recorder, photo of girl talking to a boy, textbook, teacher's book, tape.

## Game cards (1)



<p><b>TEACHER CARD</b></p> <p>You feel a bit ill today.</p>	<p><b>TEACHER CARD</b></p> <p>A colleague taught the previous lesson and should have taught your class how to use the present continuous tense. Halfway through your lesson, you realise that he did not do that.</p>	<p><b>SURPRISE CARD</b></p> <p>It's extremely hot today and your learners say they don't feel like doing English.</p>
<p><b>TEACHER CARD</b></p> <p>You left your lesson plan at home on your desk.</p>	<p><b>TEACHER CARD</b></p> <p>You have forgotten to bring your chalk and you need to use the blackboard for a presentation.</p>	<p><b>SURPRISE CARD</b></p> <p>It's the last day before a major holiday and no-one wants to do the last exercises in the book.</p>
<p><b>TEACHER CARD</b></p> <p>You have five minutes before the lesson ends and you have nothing left to do.</p>	<p><b>TEACHER CARD</b></p> <p>You are teaching a listening lesson. You thought you had found the place on the tape beforehand, but you get hopelessly lost and can't find the text.</p>	<p><b>SURPRISE CARD</b></p> <p>You are about to teach a lesson on reading but have just heard that the director will visit your class in order to hear how well the students can converse.</p>
<p><b>TEACHER CARD</b></p> <p>A colleague has to meet a parent and asks you to take over her 40-minute lesson just five minutes before it starts.</p>	<p><b>TEACHER CARD</b></p> <p>You heard just before the lesson that one of the learners in the class has had an accident and is in hospital.</p>	<p><b>SURPRISE CARD</b></p> <p>About ten minutes into the lesson, three learners arrive late. They say they have been in the head teacher's office.</p>
<p><b>TEACHER CARD</b></p> <p>You have over-planned and you haven't managed to cover everything in your lesson plan.</p>	<p><b>TEACHER CARD</b></p> <p>You suddenly realise you forgot to copy an important text for the class.</p>	<p><b>SURPRISE CARD</b></p> <p>The photocopier has broken down and you couldn't copy vital material for your lesson.</p>

See also Game cards (2) on page 88.


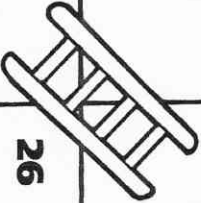
## Unit 13, Task 7 Lesson planning snakes and ladders

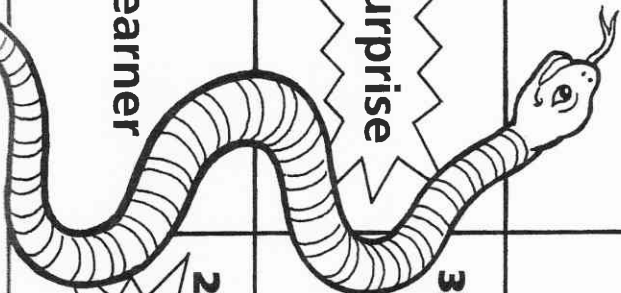
*Game cards (2)*

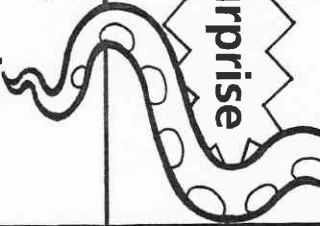


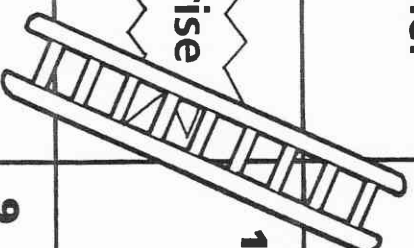
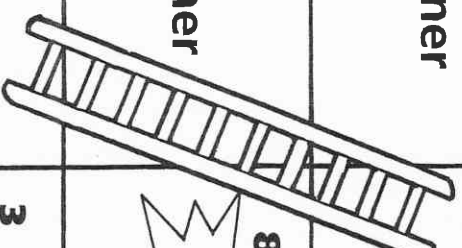
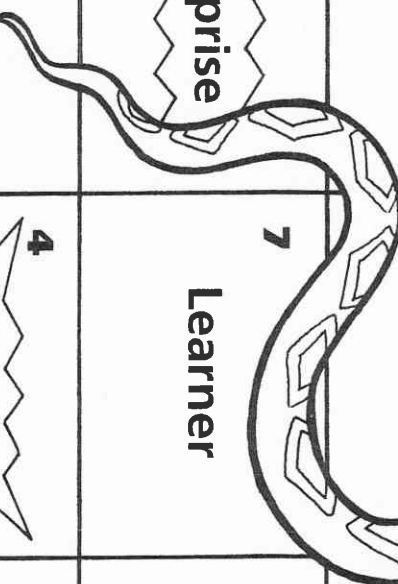
<p><b>SURPRISE CARD</b></p> <p>The video recorder works with picture only, no sound.</p>	<p><b>LEARNER CARD</b></p> <p>Your class is doing a pair work activity using past tense questions; you suddenly realise that they are making lots of mistakes.</p>	<p><b>LEARNER CARD</b></p> <p>You draw a picture on the blackboard but the learners don't understand it.</p>
<p><b>SURPRISE CARD</b></p> <p>You are called to the telephone in the middle of your lesson.</p>	<p><b>LEARNER CARD</b></p> <p>One of your learners says she feels ill and wants to leave the room.</p>	<p><b>LEARNER CARD</b></p> <p>Over half of your learners have not brought their books to the lesson.</p>
<p><b>SURPRISE CARD</b></p> <p>It's snowing really heavily today and public transport has come to a standstill; half of the learners are late or not coming today.</p>	<p><b>LEARNER CARD</b></p> <p>As you are setting up a group work activity, to last for half of your lesson, the class tells you they have done it before.</p>	<p><b>LEARNER CARD</b></p> <p>You based a part of your lesson on homework, but over half the class hasn't done the homework you set.</p>
<p><b>SURPRISE CARD</b></p> <p>Your learners had some tough exams yesterday and don't feel like English today.</p>	<p><b>LEARNER CARD</b></p> <p>Just before your lesson, you hear that half of the class is absent; they are re-taking a test in another subject.</p>	<p><b>LEARNER CARD</b></p> <p>Halfway through your lesson, a learner points out that you forgot to correct the homework which they prepared for today.</p>
<p><b>SURPRISE CARD</b></p> <p>Someone was supposed to copy a text for you but she forgot; you have to teach the lesson without that text.</p>	<p><b>LEARNER CARD</b></p> <p>One of your learners doesn't understand your explanation about the future tense; you feel you are wasting precious lesson time.</p>	<p><b>LEARNER CARD</b></p> <p>Three learners have forgotten to bring a pen or pencil to your lesson.</p>

- Rules**
- 1 Play in groups of 4-6.
  - 2 Everyone puts their counters together on the square, THE START OF THE LESSON.
  - 3 Throw the dice: the highest scorer begins.
  - 4 The first player throws the dice. If you throw 4, move your counter 4 squares, if you throw 3, move 3 squares, etc.
  - 5 If you land on a Teacher square, take a TEACHER CARD; if you land on a Learner square, take a LEARNER CARD, and so on. Give a possible solution to the problem that you find on your card. If everyone in your group accepts your solution, you can stay where you are; if it is not a satisfactory solution, you must return to where you were on your previous turn.
  - 6 If you land at the bottom of a ladder, you climb to the top. If you land on the head of a snake, you must slide down to the bottom of the snake.
  - 7 The winner is the player who reaches THE END OF THE LESSON first.

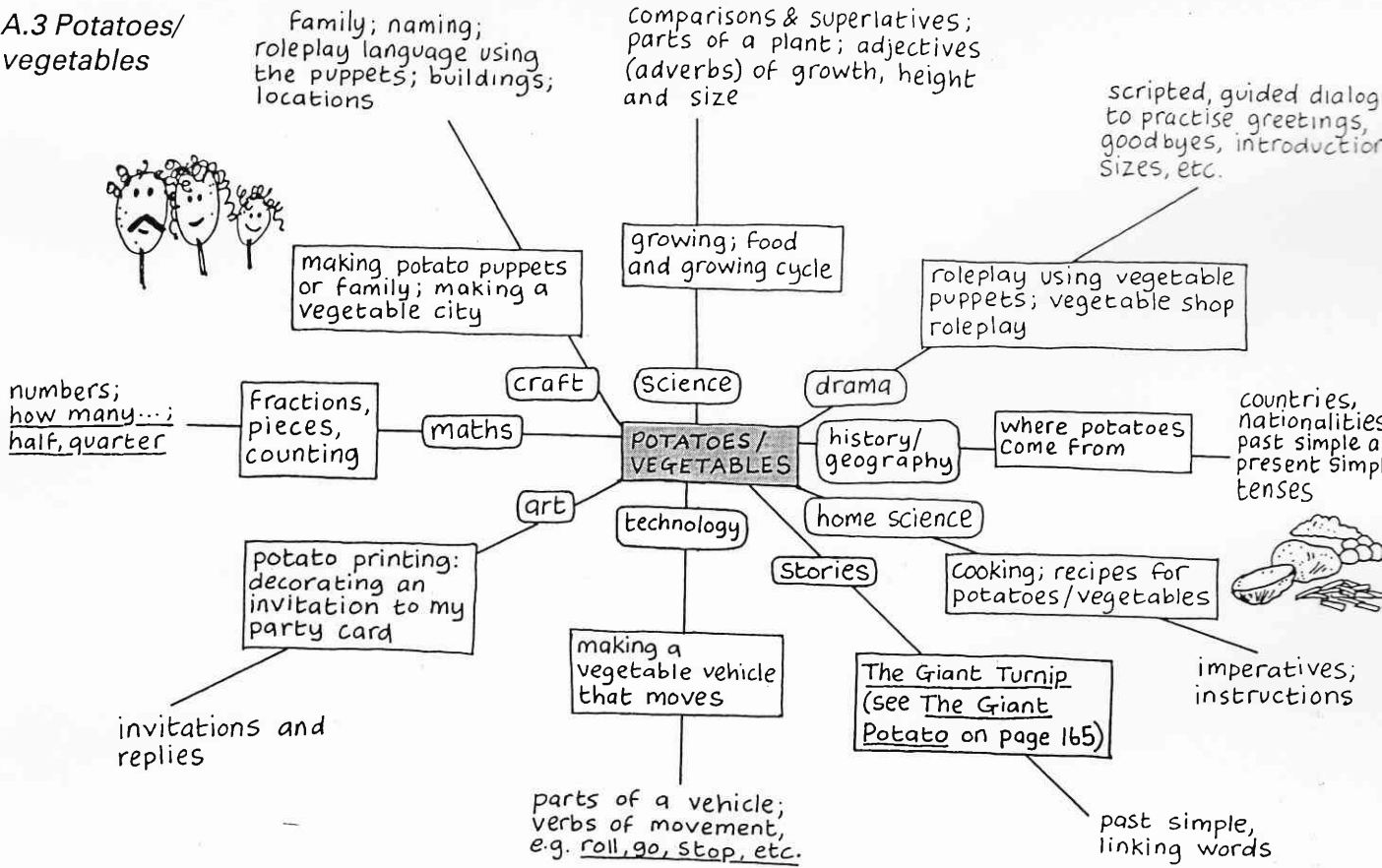
The end of the lesson

<p>40 Teacher</p>	<p>39 The fire bell rings</p>	<p>38 Teacher</p>	<p>37 Learner</p>	<p>36 Surprise</p>
<p>31 Teacher</p>	<p>32 Surprise</p>	<p>33 Learner</p>	<p>34 Learner</p>	<p>35 Teacher</p>
<p>30 Everyone is sent home early because of dreadful weather</p> 	<p>29 Learner</p>	<p>28 Surprise</p>	<p>27 Your lesson is so well-planned it goes brilliantly</p> 	<p>26 Learner</p>



<p>21 Surprise</p> 	<p>22 Learner</p> 	<p>23 Surprise</p>	<p>24 Teacher</p>	<p>25 Surprise</p>
<p>20 Teacher</p>	<p>19 Teacher</p>	<p>18 Learner</p>	<p>17 Surprise</p>	<p>16 An important visitor arrives and all the lessons are cancelled</p> 
<p>11 Surprise</p> 	<p>12 Learner</p>	<p>13 Teacher</p>	<p>14 Learner</p>	<p>15 Teacher</p>
<p>10 Your learners ask for an extra lesson</p>	<p>9 Teacher</p> 	<p>8 Surprise</p> 	<p>7 Learner</p>	<p>6 Teacher</p>
<p>1 Teacher</p>	<p>2 It's your birthday and your class is behaving perfectly</p>	<p>3 Learner</p>	<p>4 Surprise</p>	<p>5 Teacher</p>
<p>The start of the lesson</p>				

A.3 Potatoes/vegetables



A.4 Islands

