

## 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

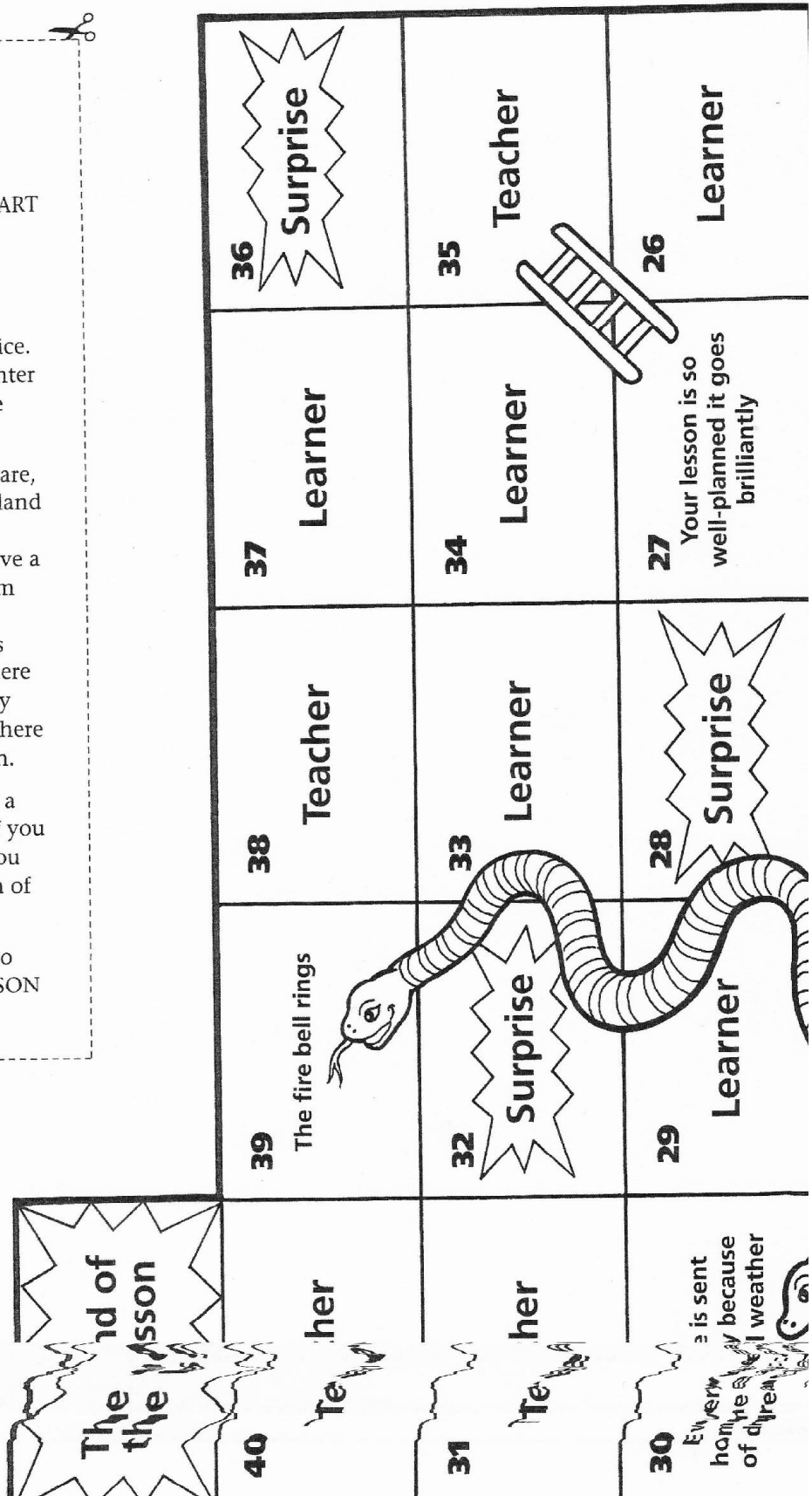
*Game cards (2)*

<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>

# Unit 13, Task 7 Lesson planning snakes and ladders

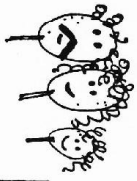
## Rules

- 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.



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

# A.3 Potatoes/vegetables



family; naming; roleplay language using the puppets; buildings; locations

comparisons & superlatives; parts of a plant; adjectives (adverbs) of growth, height and size

scripted, guided dialogue to practise greetings, goodbyes, introductions, sizes, etc.

making potato puppets or family; making a vegetable city

growing; Food and growing cycle

roleplay using vegetable puppets; vegetable shop roleplay

numbers; how many...; half, quarter

Fractions, pieces, counting

maths

craft

Science

drama

history/ geography

where potatoes come from

countries, nationalities; past simple and present simple tenses



art

technology

home science

stories

cooking; recipes for potatoes/vegetables

imperatives; instructions

potato printing; decorating an invitation to my party card

invitations and replies

making a vegetable vehicle that moves

parts of a vehicle; verbs of movement, e.g. roll, go, stop, etc.

The Giant Turnip (see The Giant Potato on page 165)

past simple, linking words

numbers; how many...; half, quarter

Fractions, pieces, counting

maths

craft

Science

drama

history/ geography

where potatoes come from

countries, nationalities; past simple and present simple tenses



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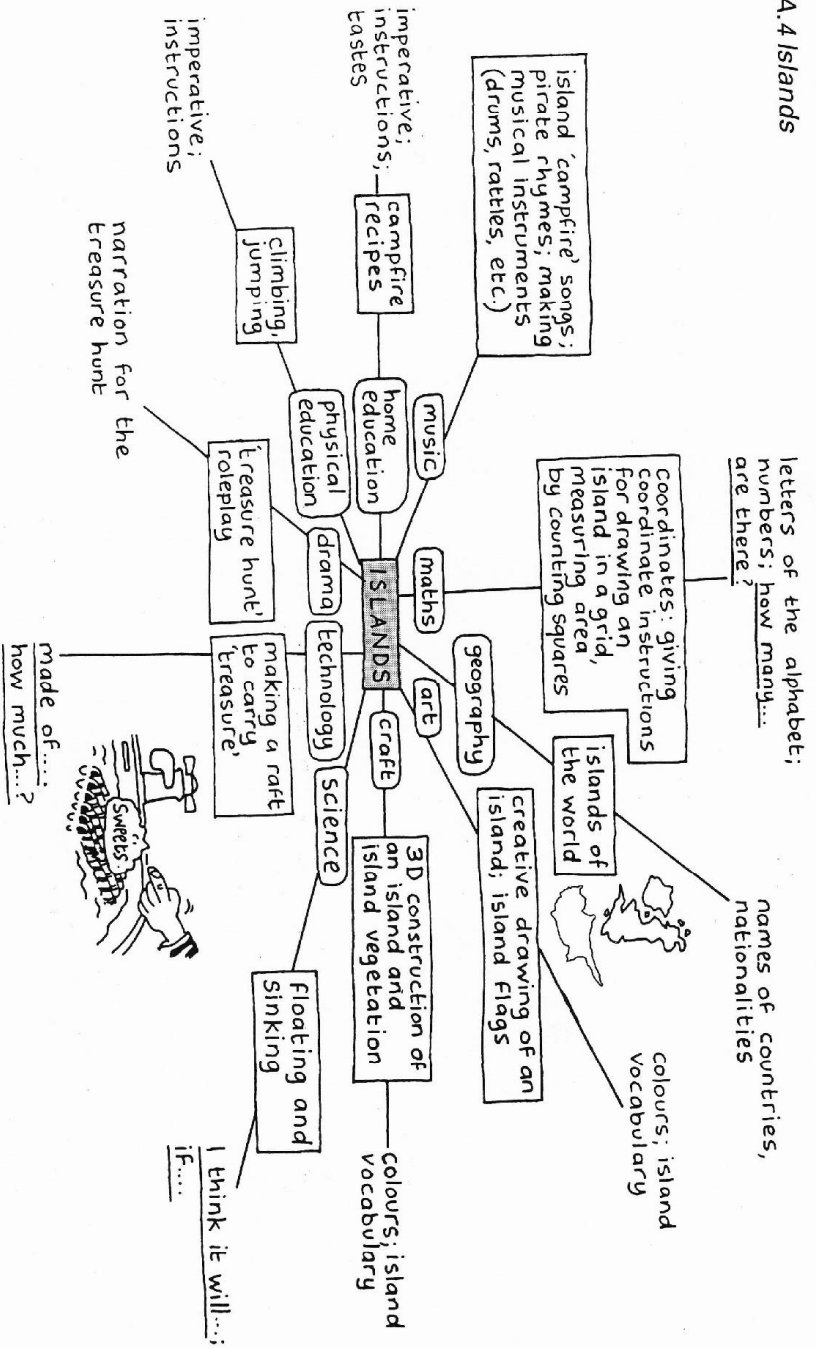
making a vegetable vehicle that moves

parts of a vehicle; verbs of movement, e.g. roll, go, stop, etc.

The Giant Turnip (see The Giant Potato on page 165)

past simple, linking words

## A.4 Islands



### Grammar presentation techniques

Technique	Advantages	Possible problems
1 Using a song text		
2 Using a time line		
3 Reading		
4 Using a picture		
5 Using realia		
6 Personalising		
7 Explaining directly		
8 Practising and presenting	<ul style="list-style-type: none"> <li>- uses Ls' real lives;</li> <li>- clear explanation given</li> <li>- Ls begin with the use, then learn the form</li> <li>- some amusing questions</li> </ul>	<ul style="list-style-type: none"> <li>- Ls might not understand the questions</li> <li>- needs good elicitation techniques from T</li> <li>- Ls have to be used to working in pairs</li> <li>- not much context provided</li> </ul>
9 Discovering		
10 Using a chart		
11 Eliciting		
12 Comparing L1 and L2		



## PRESENTATION TECHNIQUES

## 1 USING A SONG TEXT

The teacher finds a song text which contains a lot of present perfect tenses. She makes a worksheet where some of the present perfect tenses are pasted out and, as the learners listen to the song on the cassette recorder, they try to fill in the gaps. She then asks for the answers, and asks the learners why the present perfect tense is used and not the past tense. She gradually elicits (or explains, if necessary) the use and form of the present perfect tense.

## 2 USING A TIME LINE

The teacher draws a time line on the board, representing the example sentence *I have seen her* as the dotted line | - - - - - | on the diagram below. She tells her class that it is placed between PAST and NOW because it represents the present perfect used for unspecified time: I saw her, but I don't tell you when or where so I use the present perfect tense.

*I have seen her*  
| - - - - - |

PAST ————— NOW ————— FUTURE

## 3 READING

Learners do the following worksheet in groups:

Here is part of Ursula's school report.

## SCHOOL REPORT

## FIELDMORE SCHOOL

Winter term

Name: Ursula Jones Age: 12 Class: 1G

Subject	Mark	Remarks
ENGLISH	A	Very good. Ursula has worked hard this term and has received high marks in her tests. Well done! P.B.
GEOGRAPHY	C	An average mark this term. Ursula likes Geography but has found it difficult this term. She has written an interesting project about the Lake District. H.T.
MATHS	B	Ursula has had a good term; she has worked very hard and has improved a lot. Keep it up! J.O.
SPORT	B	Ursula has enjoyed her dance classes this term and has done very well. She has also done well in gymnastics. P.W.

Read Ursula's report. Are these sentences true (T) or false (F)?

- 1 Ursula has worked hard in Geography. T/F
- 2 She has received low marks in her English test. T/F
- 3 She has written a project about Wales. T/F
- 4 She has not worked hard in her Maths lessons. T/F
- 5 She has danced in the Sports lessons. T/F
- 6 She has done better in Maths this term than she did last term. T/F

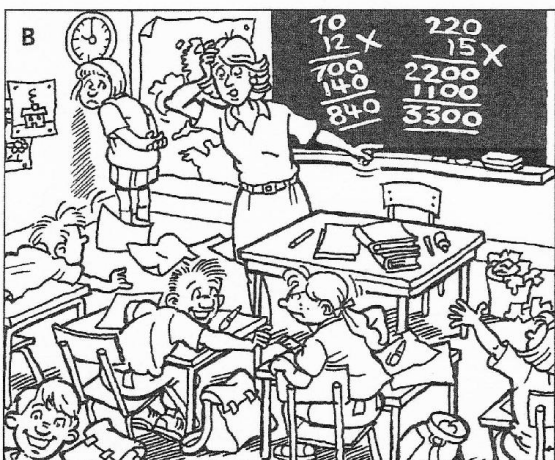
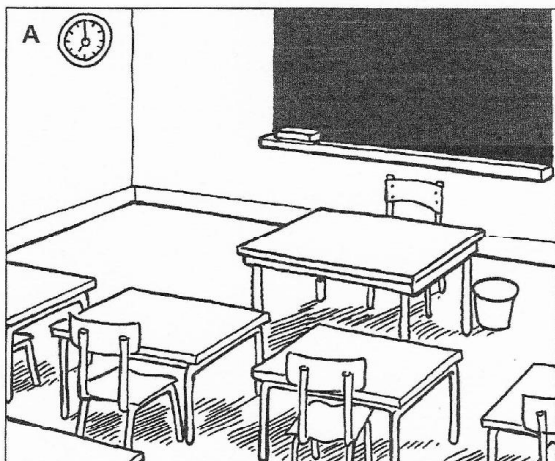
Now write two more sentences about Ursula:

- 7 She has \_\_\_\_\_.
- 8 She has \_\_\_\_\_.



#### 4 USING A PICTURE

The teacher shows the learners pictures A and B below.



The teacher explains that picture B is now and picture A was at 7 o'clock this morning. She makes statements pointing out the differences between the pictures, such as, *In picture B, the children have come to school.* She asks the class to try to make some sentences for themselves in pairs; learners try to make sentences. The teacher elicits their sentences and corrects their mistakes. (Learners are unlikely to make well-formed sentences at this stage because they have never encountered the tense formally before although they are likely to recognise it.)

The teacher asks the learners to repeat some of the sentences that were made during the presentation and writes them on the board. She points out how to form the present perfect tense and explains that it is used when we are talking about events that happened in the past but we don't know exactly when.

#### 5 USING REALIA

The teacher puts some objects on a desk in front of the class: her briefcase, some books, her cup of coffee, her chalk, and some objects from the learners in her class. She then asks the class to close their eyes or turn around for a few seconds, and quickly moves some objects. She asks the class, *What have I moved?* and tries to elicit examples of the present perfect using *You have moved* from them. For example, *You have moved the coffee, You have moved the blue book.* She writes examples of the sentences that she or the learners have provided on the board.

#### 6 PERSONALISING

The teacher writes the names of five people she knows on the board. She tells the class about each of the five people, using a present perfect tense with *just* for each one, for example, *My son has just started school* or *My friend Yuri has just gone to Greece on holiday.* She writes the sentences on the board, explaining that if we use *just* and the present perfect tense, and we don't say exactly when, it means that something has happened in the very recent past.

She explains the third person form of the present perfect tense (*has* plus the past participle) and asks the learners to write down the names of five people they know. The learners then try to use the present perfect tense, writing about the five people in their lives, using the present perfect and *just*.

#### 7 EXPLAINING DIRECTLY

The teacher writes the form of the present perfect on the board and explains to the class that the present perfect is used:

- (i) for unspecified time in the past and
- (ii) when something started in the past and is still true now.

She gives some examples to illustrate, for (i) *I have been to America* and for (ii) *She has lived here for five years.*

### 8 PRACTISING AND PRESENTING

The teacher gives out the table below, asking learners to work in pairs and to ask and answer the questions. The learners are familiar with the vocabulary in the table, but not with the present perfect tense. She does a few examples with individual learners first.

Have you ever seen	an elephant?	No, I haven't.
	your great-grandmother or great-grandfather?	
	a television programme about dolphins?	Yes, I have.
	a UFO or a spaceship?	
	a shooting star?	
	the Mediterranean Sea?	
	the Tower of London?	
	(etc.)	

The teacher gradually elicits the form of present perfect tense questions by asking her class, *What question did I ask you?* Some learners will probably reproduce her question, with prompting. She eventually writes on the blackboard:

#### Present Perfect Tense Questions

*has/have + person + past participle?*  
*(Have) (you) (seen)*

She asks the class when they think these types of questions are used. The learners explain to the teacher what they think. She explains that the present perfect tense is used with *Have you ever...?* to ask general questions about what people have done in the unspecified past.

### 9 DISCOVERING

The teacher asks the learners to look at a reading passage which the learners have studied before as a reading text. The learners then guess in groups which of the following sentences (a) to (g) are *grammatically correct* (C) or incorrect (I) and circle the C or the I next to each sentence:

- |   |       |
|---|-------|
| (a) The children have brought pencils to the lesson.                      | C / I |
| (b) The children has understand Miss Honey's speech about Mrs Trunchbull. | C / I |
| (c) Matilda have begun school a bit late.                                 | C / I |
| (d) The children have just start school.                                  | C / I |
| (e) The lessons has started today.  | C / I |
| (f) Matilda has not been to school before.                                | C / I |
| (g) Miss Trunchbull has been Headmistress for a long time.                | C / I |

Learners then complete the two substitution tables below. If they have problems, the teacher supplies them with the words *have* and *has*, but does not tell the learners where to place the words until they have tried for themselves.

#### THE PRESENT PERFECT: STATEMENTS

Subject	have/has	Rest of sentence
I, you, we, they, the children		_____ school.
he, she, (it), Matilda		

After the learners have completed the table, the teacher asks them to correct the original incorrect sentences (a) to (g). She checks their answers.

### 10 USING A CHART

The teacher draws the following chart on the board:

Name	France	Spain	India	Britain	USA
<i>Rudi</i>		✓		✓	
<i>Liu Feng</i>				✓	✓

She asks different learners in the class, *Have you been to France?* or *Have you been to India?*, completing the table by ticking (✓) the appropriate boxes as the learners give their answers. Once the chart is complete with, say, five learners, she asks the class what question she was asking. She then writes her question on the board and gives a short explanation of the form of the present perfect tense and its question form. She rubs the ticks off the board. Learners then copy the empty table into their notebooks, leaving space for five names and ticks. They then ask each other the question *Have you been to...?* and tick the appropriate boxes in their tables. Afterwards, they write five sentences in their notebooks about the five people they interviewed (for example, *Rudi has been to Spain and Britain*).

### 11 ELICITING

The teacher tells her class what she has done this morning: *I've had my breakfast. I've said goodbye to my children. I've drunk two cups of coffee. I've driven to school.* (etc.) She writes on the board, *What have you done this morning?* and then asks individual learners this question, gradually eliciting present perfect sentences from her learners. If they make mistakes, she corrects them gently. She slowly builds up correct present perfect sentences on the board (*I've fed my dog, I've eaten some bread*) and also writes up some non-contracted forms (*I have fed my dog*, etc.) She then points out that the present perfect tense is used for unspecified past time – if the time in the past when an event happened is not mentioned, the present perfect tense is often used.

### 12 COMPARING L1 AND L2

A French-speaking teacher of English introduces the present perfect tense, pointing out the differences between the use and the form of the present perfect tense in English and the perfect and past tenses in French.

## *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.

## B Classroom teaching

### Planning a grammar lesson

Work in pairs. Complete the lesson plan using the boxes below.

#### Lesson plan

**Aim:** Expressing past habits with *used to* + base form.

Stage	Procedure
Building context	1
2	Teacher says 'David used to play football'.
Highlight meaning	3
4	The teacher repeats the model sentence with natural linking, stress and intonation. The class repeats.
Checking understanding	5
6	The teacher writes the model sentence on the board. Draws a box round 'used to' and writes 'base form' over 'play'.
Summarise 'rule'	7
8	Learners choose an activity they enjoyed as children and then walk round the class asking if other people used to do the same thing.
Report back	9
10	The learners discuss their memories of their first school in small groups.
Report back	The teacher asks some individuals what they talked about. Afterwards she writes some errors she heard on the board and asks learners to correct them.

a	The teacher draws a timeline on the board, showing a period in the past with several crosses within it.
b	Highlight spoken form
c	Highlight written form
d	The teacher asks some individuals how many people shared their interest and corrects errors if they are made.
e	The class talks about what things they enjoyed doing when they were children.
f	Teacher says "used to" + infinitive can be used to talk about things we regularly did in the past, but don't do now'.
g	Freer practice
h	Model sentence
i	Restricted practice
j	Teacher asks 'Did he play football in the past?' (Yes) 'Does he play football now?' (No)

## Teenagers: Grammar: Grammar games

**Type:** Reference material

Some games to help teach grammar to teenagers and young learners.

One approach to teaching grammar, which is especially successful with teenagers, who enjoy more independence and have more English in their heads, is the **discovery** method.

### Example

For the use of 'the' with proper nouns, cut up the following:

Rome	Africa	Beijing
Netherlands	Philippines	USA
Poland	Senegal	New Zealand
Amazon	Nile	Thames
Pacific	Mediterranean	Atlantic
Andes	Alps	Himalayas
Buenos Aires	Asia	Europe

- Jumble them up and hand the words to groups of 3 or 4 students.
- Ask them to organise the words into groups of three and tell you what the groups are e.g. cities, mountain ranges.
- Divide the groups into those which take 'the' and those which don't.
- Come up with the rules = cities do not take 'the', plural countries like Netherlands take 'the'.
- Ask students to expand the activity into: shops, hotels, cinemas, streets... and write up the rules on big sheets of paper to put onto the classroom walls.

Students have been allowed to notice patterns for themselves and come up with 'rules'.



## Context

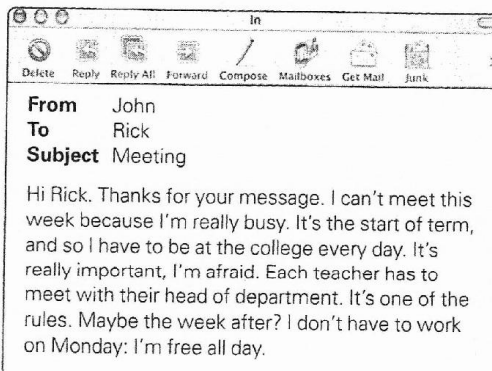
- 1 Meaning becomes clearer in context. But some contexts are better than others. Choose the best context (a-d) to present *have to* (obligation).

- 1 Which context best shows the meaning?
- 2 Which context best shows the form? Why?

a

Amy: Hi, Bella. Would you like to come over tomorrow evening?  
We're having a few friends round to play Scrabble.  
Bella: Gee thanks, but I can't. I have to babysit for my sister.  
Thanks all the same.  
Amy: Never mind. Some other time, maybe.

b



From John  
To Rick  
Subject Meeting

Hi Rick. Thanks for your message. I can't meet this week because I'm really busy. It's the start of term, and so I have to be at the college every day. It's really important, I'm afraid. Each teacher has to meet with their head of department. It's one of the rules. Maybe the week after? I don't have to work on Monday: I'm free all day.

c

I often have to go to London, and when I do I usually stay with friends. Next month I have to go again. This time I'm going to stay in a hotel, because my company is paying. It's also more convenient because it's in the centre of London, whereas my friends live miles out.

d

Ann: Hi, Bill. What do you have to do tomorrow?  
Bill: I have to go to my math class. And then I have to prepare for an exam. What do you have to do?  
Ann: I have to practise the violin. Then I have to go to school. After school I have to do my homework.  
Bill: You've got a busy day!