

## 45 min Lesson Plan

<b>Class Description</b>	<b>Communicative English A1 – A2 Level First Year Students Ages 16-18</b>	
<b>Terminal Objective</b>	<i>Students will be able to...</i> make offers and invitations using the phrase “Would you like...”	
<b>Enabling Objectives</b>	<ul style="list-style-type: none"> <li>• Show the cues in a sentence that tell the difference between the offer and the invitation (article + noun vs infinitive verb)</li> <li>• Pronunciation of “Would you”</li> <li>• Use of prepositions for time and place to complete offers and invitations.</li> </ul>	
<b>Materials &amp; Equipment</b>	<ul style="list-style-type: none"> <li>• National Geographic Textbook</li> <li>• PowerPoint Slides</li> <li>• Where are my glasses? game.</li> <li>• Choose your sentence card game.</li> </ul>	
<b>Procedures/Activity</b>	<b>What is the TEACHER doing?</b>	<b>What are the STUDENTS doing?</b>
<b>5 min</b> – T welcomes the Ss, explains the lesson	<ul style="list-style-type: none"> <li>• Explain lesson</li> <li>• Play part of a favourite Christmas song</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to explanation.</li> <li>• Listening to warm-up music</li> </ul>
<b>5 min</b> – Discuss the difference between an offer and an invitation	<ul style="list-style-type: none"> <li>• Writing sentences on board for Ss to read</li> <li>• Call on Ss to identify differences</li> </ul>	<ul style="list-style-type: none"> <li>• Reading the sentences</li> <li>• Identifying the invitations</li> </ul>
<b>10 min</b> – Practice pronunciation of phrase “Would you like” as a large group, then in pairs	<ul style="list-style-type: none"> <li>• Show proper pronunciation of “Would you like”</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and repeating</li> <li>• Practicing in pairs, making offers and invitations</li> </ul>
<b>10 min</b> – Where are my Glasses? Preposition review	<ul style="list-style-type: none"> <li>• Explain the game.</li> </ul>	<ul style="list-style-type: none"> <li>• Move around the room, asking questions about where the items are and draw the items in</li> </ul>
<b>5 min</b> - Explanation of 3 prepositions on, at, in for time and place	<ul style="list-style-type: none"> <li>• Explain the prepositions for time and place</li> <li>• Quickly take the Ss through the exercise on prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and do exercise on prepositions</li> </ul>
<b>10 min</b> – Choose your sentence game / exercise	<ul style="list-style-type: none"> <li>• Passing out cards to Ss</li> <li>• Providing feedback to Ss on their pronunciation and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting cards that have sentence pieces</li> <li>• Writing sentences</li> <li>• Reading out their sentences</li> <li>• Listening to feedback</li> </ul>
<b>Evaluation/Assessment</b>	Informal assessment as T moves around classroom assisting Ss, and during games	
<b>Homework</b>	None	

# 6

## Where are my glasses?

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### Type of activity

small groups  
information gap

### Function practised

asking and replying where things are

### Exponent

*Where's/Where are my . . . ?*

*It's/They're in/on/under/on top of/near/next to/in front of/  
behind the . . .*

### Lexical areas

furniture, common household objects and personal possessions

### Essential vocabulary

*radio, pipe, glasses, cushion, paper, umbrella, record, book, glass, socks, football, comb, handbag, pen, cigarettes, gloves, hairbrush, hat, teapot, knitting, cup, shopping basket, slippers, purse; TV, carpet, fireplace, mantelpiece, sofa, armchair, table, chair, waste-paper basket, wall, bookcase, lamp; in, on, under, on top of, near, next to, in front of, behind, to the right/left of*

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### How to use the game

This game can be played in groups of three or four. For groups of three, leave out Jenny.

Copy one set of cards for each group.

Divide the students into groups of three or four and give out the cards.

Tell the students that they belong to a very untidy

family and are always losing things.

The large picture on their card shows their family living room. The small pictures show things they have lost.

**The object of the game is for each player to find out from the others where these things are, and to draw them in on his/her picture.**

One player should begin the game by asking, *Where is/are my . . . ?* and naming one of the lost objects.

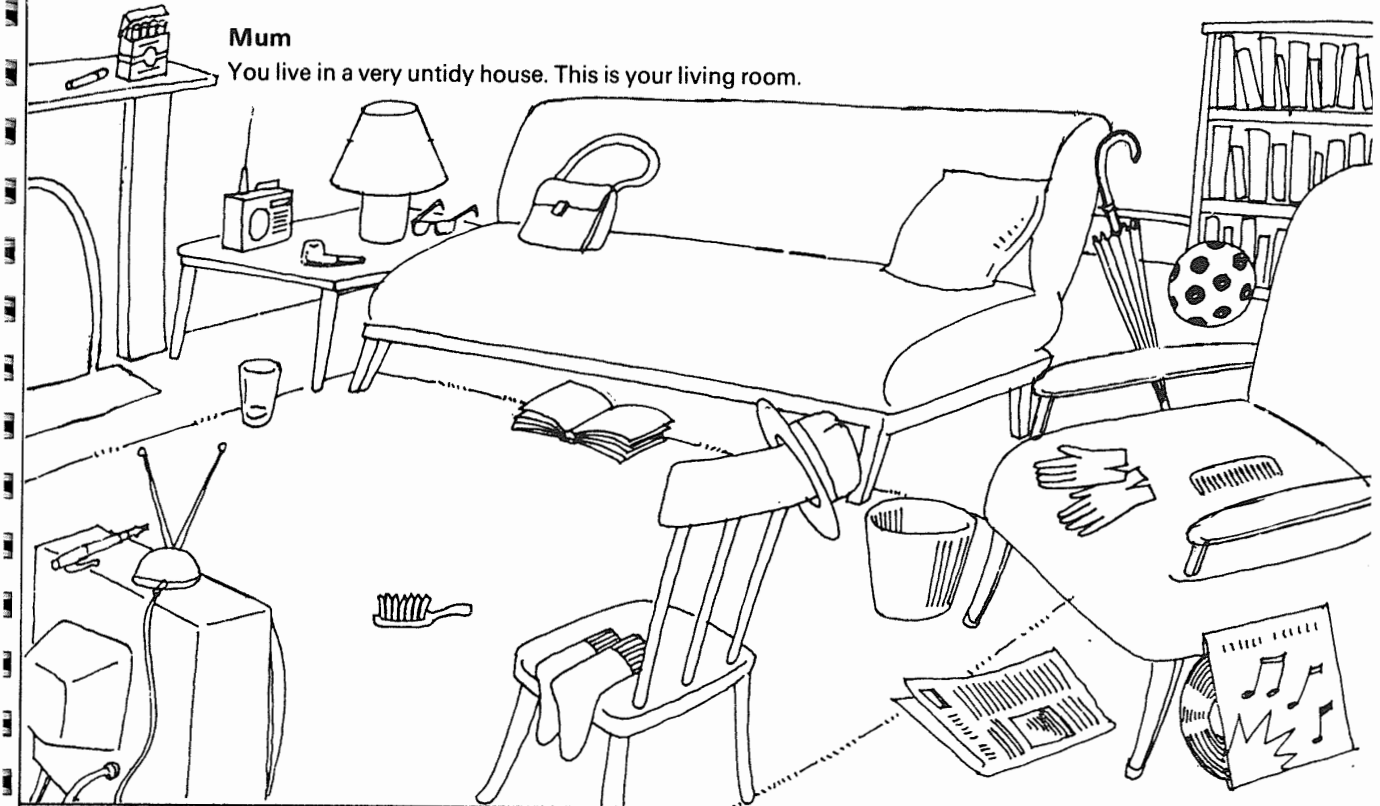
The first player to answer gets the next turn.

# 6 WHERE ARE MY GLASSES?

Elementary Communication Games, © J Hadfield 1984

**Mum**

You live in a very untidy house. This is your living room.



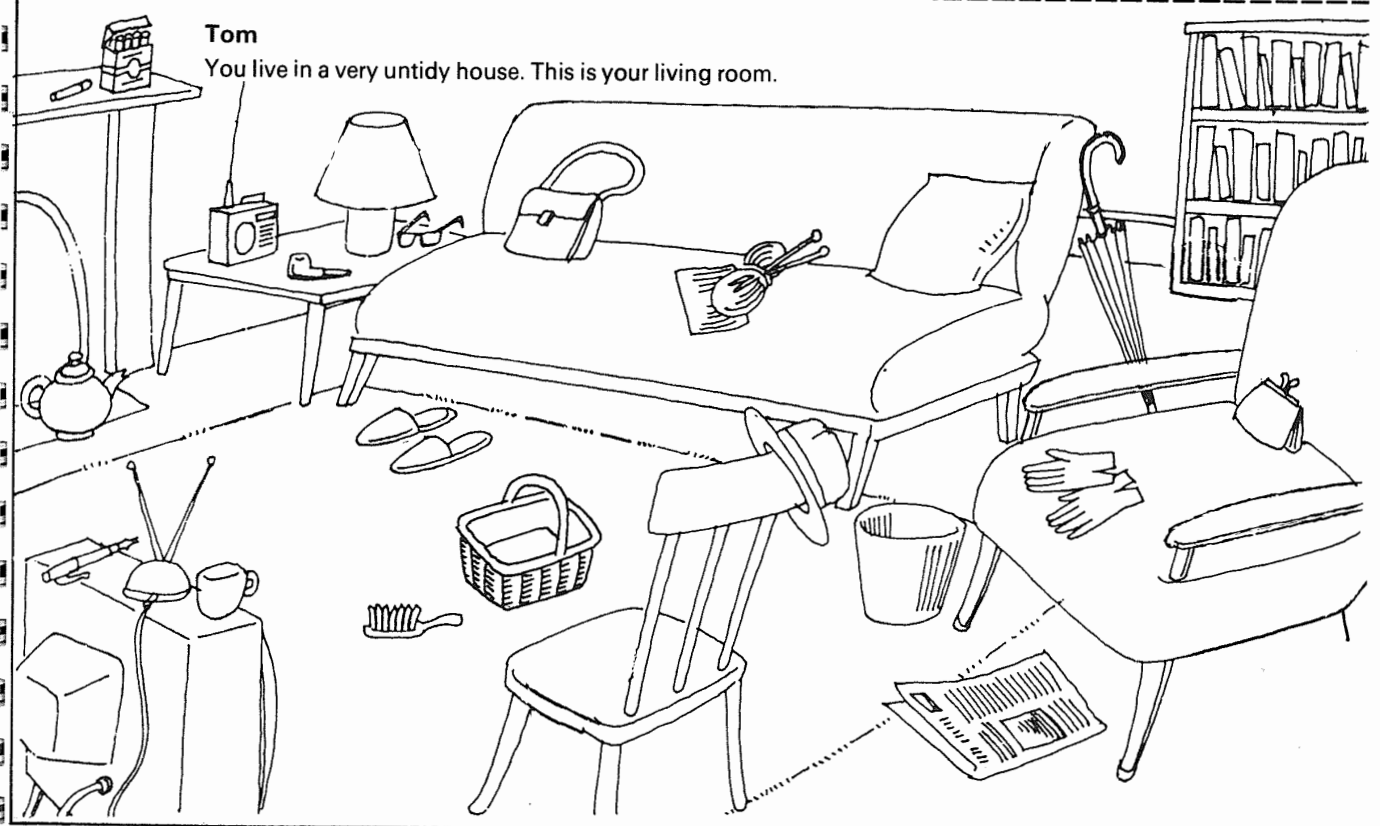
You have lost these things:



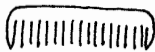
Ask the others where they are!

**Tom**

You live in a very untidy house. This is your living room.



You have lost these things:



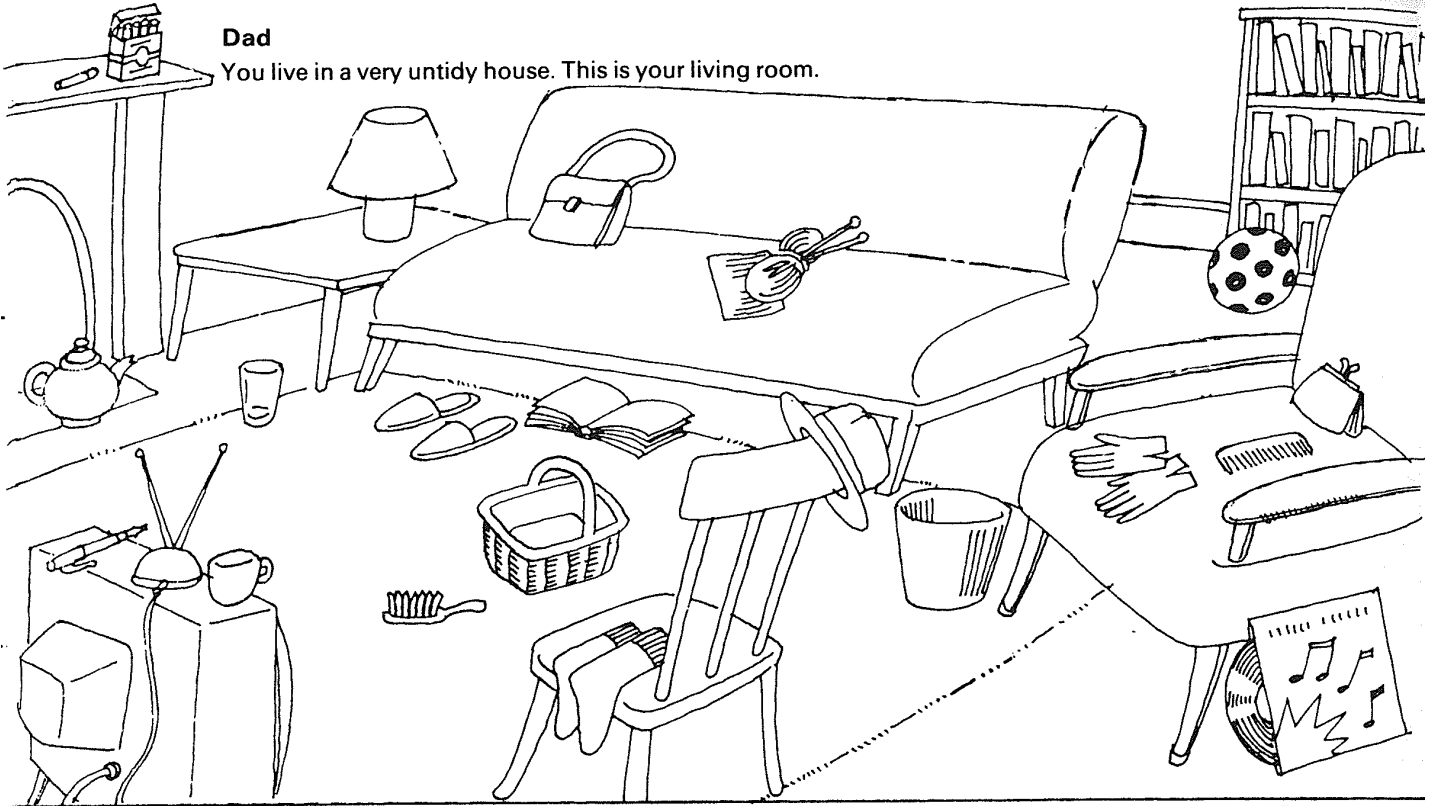
Ask the others where they are!

# 6 WHERE ARE MY GLASSES?

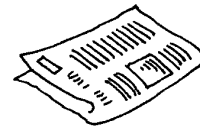
Elementary Communication Games, © J Hadfield 1984

**Dad**

You live in a very untidy house. This is your living room.



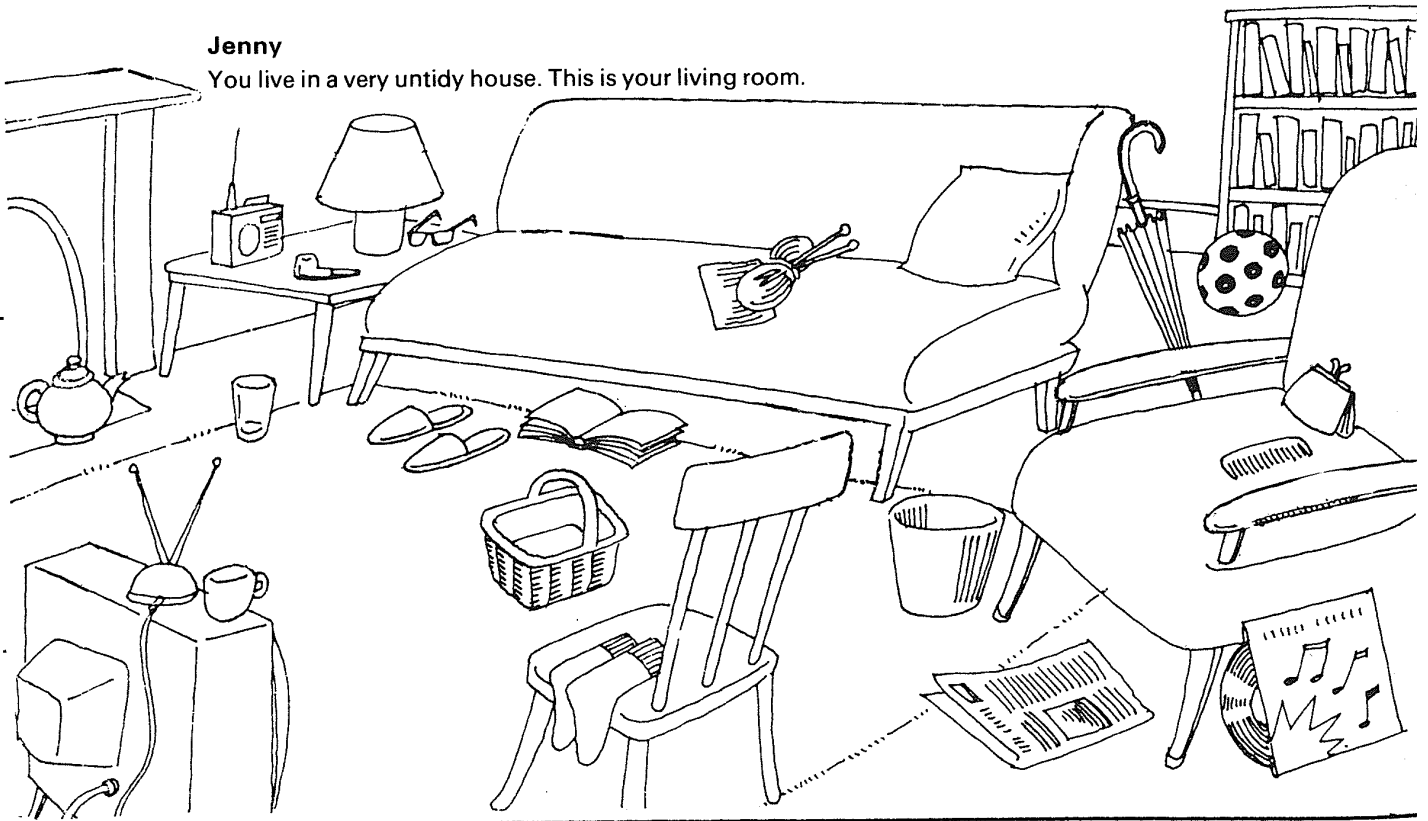
You have lost these things:



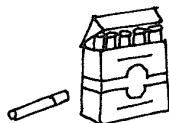
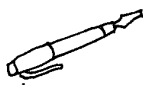
Ask the others where they are!

**Jenny**

You live in a very untidy house. This is your living room.



You have lost these things:



Ask the others where they are!