

Game 1

In this lesson, students will:

- play a board game to review vocabulary and grammar from Units 1–4.

Resources: Classroom Presentation Tool; Flashcards 1–8, 16–23, 31–39 and 48–57; Workbook page 36

Materials: one coin per pair of students, one game piece for each student, 11 large pieces of paper, tape for attaching the pieces of paper to the floor

Warm Up

- Use the Lesson 1 flashcards to do a quick vocabulary and grammar review from Units 1–4. Shuffle all the flashcards and place them facedown on the table. Put students into two or four teams, depending on the size of the class.
- Turn over and hold up one card at a time. Ask teams to take turns to say three sentences about the item. For example, hold up the *skateboard* flashcard and say *This is a skateboard. It's got four wheels. I haven't got a skateboard.*
- Make sure each team is given the same number of opportunities. Award one point for each correct response. Add up the points at the end to find the winning team with the most points.

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- Take a coin into the classroom. Hold up a real coin for students to see, if possible one with a leader's head on one side and say *Look! A coin*. Show students one side and say *Look! Heads. We call this side 'heads'*. Write *Heads = 1* next to it. Repeat the procedure with *Tails* and write *Tails = 2*. Hold up a few game pieces for students to see. Say *Look! Game pieces*. Draw a few smaller circles on the board. Write *Game pieces* next to them. Leave the drawings on the board. Give each pair of students a coin and a pair of different-coloured game pieces to play the game. If you haven't got game pieces, ask students to use rubbers, paper clips or other small objects.
- Put students into pairs, A and B. Ask each pair to share a book. Ask them to open their books to page 45. Read the instructions aloud and focus students' attention on the game.
- Hold up the Student's Book. Say *Look! This is a game*. Then point to *Start* at the bottom left and say *You start here. Put your game pieces here*. Then point to the end and say *Finish. You end here*. Trace the direction they have to move in with your finger. They move up the stepping stones, then down, then back up again.
- Demonstrate how to play the game. Use a Student's Book that you hold up. Invite a student to the front of the class and give him/her a game piece to hold by the *Start* space. Say *You start* and give the student a coin to flip, demonstrating if necessary.

- Say [*Heads*] according to how the coin fell and then say *Move your game piece [one space]*. Indicate that the student should hold it by the correct photo and then ask him/her the question on the photo. If the student answers correctly, say *Good. Leave your game piece there*. If the answer is incorrect, say *No* and move the student's game piece back to *Start*.
- Give students simple instructions to play the game, pointing and modelling as you explain. Say *Take turns. Student A throw the coin*. Throw the coin and say *Heads! That's one! Move the game piece one space*. Point to the question. Say *This is a question. You have to answer the question your partner asks*. Make it clear that Student B asks the question. If Student A answers incorrectly, ask him/her to put the game piece back on the stone it was on before.
- Ask students to play in pairs. Walk round the classroom, monitoring them while they play the game and helping where necessary. The first student in each pair to reach the *Finish* space wins.

Optional Activity

- Play a real stepping stone game in the classroom. Divide the class into two teams, A and B. Ask students on each team to write eight questions/statements like the ones in the Student's Book, for example, *Do we catch the ball in tennis? Name two things in a house*. In the meantime, prepare eleven large round pieces of paper (stones). Write *Start* on one, *Finish* on another, *Go back to Start* on one and the numbers 1–8 on the others.
- When students have finished their questions, ask each team to stand on opposite sides of the classroom and clear the centre. Arrange the paper stones along the centre of the room.
- Ask each team to choose a student to walk on the stones. Ask both students to go to the *Start* stone.
- Ask students to play as instructed above. Invite a student on Team A to flip a coin and say to their student by the stones *One space* or *Two spaces*. Student A moves accordingly. Invite a student on Team B to ask Student A their question 1. If Student A answers it correctly, he/she stays on the stone. If the answer is incorrect, he/she goes back to the stone he/she was on (*START* in this case). Then invite Team B to flip a coin and instruct their student how far to move. Invite Team A to ask the question to Student B. If at any point both students are on the same stone, ask them to stand on either side of it.
- The team with the first student to reach *Finish* wins.

Wrap Up

- Ask students to write the answers to the game questions in their notebooks. Walk around to monitor as they are doing this to check and offer help as necessary.

Additional Practice: Workbook page 36