

Speaking Activity 1 GROUP WORK – Telephone message relay

UNIT 3 – LESSON 1

Target Language	Materials
The future with <u>will</u>	One copy of the worksheet cut into individual cards

PREPARATION (2–3 minutes)

- Go to a student seated in the front row and whisper this message in his or her ear: *Mr. John Smith called. He'll call again at 2:00 this afternoon.* Tell the first student to pass the message on to the student behind him or her, and the second student to pass it on to the next student, and so on.
- After the message has been passed on to about five students, ask the last student who received it to write the message on the board. Write your original message below it. Tell the class to note the differences in the two messages, if any.

PROCEDURE (10–15 minutes)

- Form two groups with an equal number of students. Tell the two groups to form two parallel, single-file lines (one line per group).
- Explain the activity: Students will pass a message along by whispering it to the next person in line. Remind students passing the message to make sure that the other students in the line don't hear the message. Remind them to begin their messages with the sentence *Mr. or Ms. _____ called.*
- Take the cards and go to the back of the room. Call the first student from each line. Draw a card and show it to these two students only. The two must decide together what the

message is, write it down and memorize it, but *not* say it aloud.

- Tell the two students to go back to their lines. On your signal, have them pass the message to the next person in their lines.
- When the message reaches the last student in each line, that student writes the message on the board. When both groups have finished, have the class compare the two messages on the board with the original one. If both sentences are correct, the group that was first to finish gets one point. If one group's sentence is closer to the correct version, that group gets the point, regardless of who finished first.
- After each round, the student who was first in the previous round moves to the end of the line.
- The group with the most points when all the cards have been used is the winner.

OPTIONS/ALTERNATIVES (10–15 minutes)

- Play the game without the cards. The first two students in line (one from each group) create their own message using will and write it down on a piece of paper. On the teacher's signal, they both begin to pass the message along.
- Play and score as above.

Answer Key

Suggested answers:

Mr. Dan Benson called. He will call again this afternoon.

Mr. Barry Lyndon called. He will stay at the Hotel Oxford.

Ms. Iris Chan called. She will meet you in front of the hotel at 1 P.M.

Ms. Eva Mendez called. She will be in New York on Sunday.

Ms. Terry Dane called. She will attend a meeting tomorrow at 11.

Mr. Tetsu Sato called. He will arrive at the airport at 3:00.

(Mr.) Dan Benson



call again

(Mr.) Barry Lyndon



stay

(Ms.) Iris Chan



meet you

(Ms.) Eva Mendez



be

(Ms.) Terry Dane



attend a meeting

(Mr.) Tetsu Sato



arrive

Speaking Activity 2 GROUP WORK – Concentration

UNIT 3 – LESSON 2

Target Language	Materials
The real conditional	One worksheet cut into cards for each group

PREPARATION (1–2 minutes)

- Write the following situation on the board:
If it's sunny tomorrow, we'll . . .
- Tell the class to complete the sentence.
. . . we'll go to the beach.

PROCEDURE (10–15 minutes)

- Put students in groups of two, three, or four.
- Have someone in each group mix up the cards and spread them out facedown on a desk in a grid.
- Explain the game: One student in each group flips over any two cards.
- He / She reads the cards aloud. If the cards match (a shaded and an unshaded card making a logical real conditional sentence), the student reads the cards aloud in the correct order (unshaded card first), sets them aside, and takes another turn.
- If the cards do not match, the student turns the cards over again, leaving them in their original positions. As much as possible, students should try to remember the location of each card as it is flipped over.
- The next student takes his / her turn and flips over any two cards. One or both cards may be the same as the ones the first student flipped over, or they may be two different cards.

- Again, if the cards match, the student picks up these two cards and takes another turn. If the cards do not match, the student turns the cards over and returns them to their original positions.
- Play continues in this way until all cards have been matched. The student with the most matched cards at the end of the game wins.

OPTIONS/ALTERNATIVES

- Students work in small groups using only the *if* clause cards.
- Explain the activity: Students compete at thinking of result clauses to go with the *if* clauses on the cards.
- Have each pair or group think of result clauses to go with each *if* clause to form a complete real conditional sentence.
- The first player in the group draws a card and reads the *if* clause aloud. The other members of the group give their suggestion for the result clause.
- The first student who gives a valid result clause correctly gets a point.
- The student with the most points at the end of the game wins.

Answer Key

If the buses aren't running, /
we'll walk to work.

If the hotel is bad, /
we'll find another hotel.

If Jack isn't there, /
we'll leave a message for him.

If it rains, /
we'll need an umbrella.

If the restaurant is full, /
we won't get a table for dinner.

If there are no parking spots on
the street, /
we'll park in a parking lot.

If our son joins us at the hotel, /
we'll ask for a rollaway bed.

If the hotel has a pool, /
we'll go swimming.

If our flight is at 8 A.M., /
we'll go to the airport at 6 A.M.



If the buses aren't running,

If the hotel is bad,

If Jack isn't there,

If it rains,

If the restaurant is full,

If there are no parking spots on the street,

If our son joins us at the hotel,

If the hotel has a pool,

If our flight is at 8 A.M.,



we'll walk to work.

we'll find another hotel.

we'll leave a message for him.

we'll need an umbrella.

we won't get a table for dinner.

we'll park in a parking lot.

we'll ask for a rollaway bed.

we'll go swimming.

we'll go to the airport at 6 A.M.

Speaking Activity 3 PAIR WORK – Board game

UNIT 3 – LESSON 3

Target Language	Materials
Hotel room amenities and services	One copy of the game board per pair; a die; a coin or marker per player

PREPARATION (3–5 minutes)

- Write the following prompts on the board:
I need . . .
I'd like . . .
Could someone . . . ?
- Show the picture of hangers on page 32 of the Student's Book. Tell a student to pretend that he or she is a hotel guest and needs more hangers. Have him / her ask you for hangers using I need . . ., I'd like . . ., or Could someone . . . ?
- Respond with, *Sure, no problem*. Write the expression on the board.
- Have students review the hotel room amenities and services on page 32 of the Student's Book.

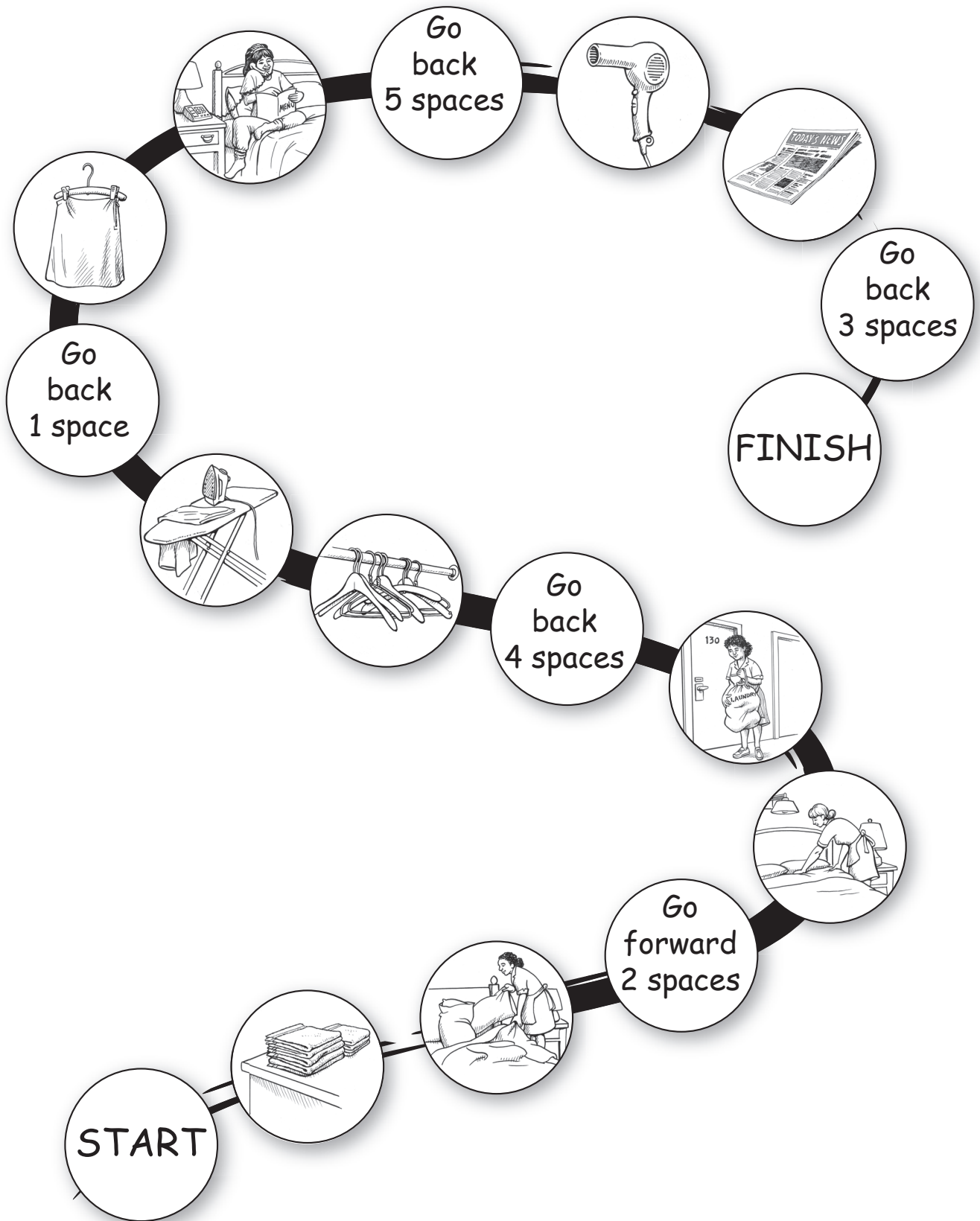
PROCEDURE (10–15 minutes)

- Pair students and give each pair a copy of the game board.
- Explain the game: The first player puts his or her coin or marker on START, tosses the die to determine the number of moves to make, and moves the designated number of spaces.
- When the player lands on a space, he or she must make a request for a hotel service as shown in the picture.

- If the request is made correctly, the other player says, *Sure, no problem*. (NOTE: A request is correct if it uses the expressions on the board.) The first player leaves his or her marker on the space he or she landed, and it is the other player's turn.
- If the request is made incorrectly, the other player says, *I beg your pardon?* The player must then go back to the square where the turn started, and it is the first player's turn again.
- As students are playing, go around the room to help judge the requests made.
- The player who reaches FINISH first is the winner. (NOTE: It is not necessary to land exactly on FINISH to win the game. However, on the final turn, the player must make requests for all the squares he or she passes in order to be declared the winner.)

OPTIONS/ALTERNATIVES

- Play the game with three or four players. In this case, the next player in each turn responds to the request.



Target Language	Materials
Hotel features and amenities	One copy of the worksheet cut into sets of four Bingo cards per group (plus a “caller” card for the teacher); additional copies for additional rounds

PREPARATION (3–5 minutes)

- Have students go to page 31 of the Student’s Book and look at the pictures there.
- Tell them that you are going to read aloud a sentence that describes one of the features in a hotel. Tell them to put an **X** on the picture described in the sentence they hear.
- Read this sentence aloud: *For your convenience, our gift shop is open until 9:00 P.M.*
- Ask students which picture they crossed out. (*They should have crossed out the picture of the gift shop.*)
- If necessary, briefly review how to play Bingo: Players cross out on their game cards the items described in the sentences the teacher (or the “caller”) reads out.

PROCEDURE (10–15 minutes)

- Form groups of four. Give each group a set of Bingo cards, instructing the members to take one card each.
- Explain the game: You (the teacher) will read a sentence. (NOTE: To keep track of the sentences you read, check off the sentences as you read them. You can read them in any order you wish. If you read them from top to bottom, there should be a winner when you get to “For your convenience, we have 24-hour room service.”)
- Players must look for the picture on their cards that matches that sentence. If they find it, they draw an **X** over it.

- The first player to get three **Xs** in a row, either horizontally, vertically, or diagonally, is the winner. (Since each group is using the same set of cards, there should be a winner in each group of four students.)
- To play additional rounds, hand out another set of cards. Take a new sentence card and read the sentences in a different order this time. (You might wish to go from top to bottom the first time, bottom to top the second, and then randomly.)

OPTIONS/ALTERNATIVES (5–10 minutes)

- Pair students. Tell them to hold on to their Bingo cards. Explain that the hotel described in their cards is the hotel they are staying in.
- Explain the activity: Students in each pair read the descriptions and compare their hotels. They discuss which hotel they prefer by asking each other yes / no questions. They explain why they prefer the hotel they chose.
- Write these question prompts on the board: *Do you have . . . ? / Are you . . . ?* Next to the question prompts, write these answer prompts: *Yes, we do. / Yes, we are. OR No, we don’t. / No, we aren’t.*
- Give them five minutes to compare hotels. After five minutes, call on volunteers to talk about the hotel they prefer and why.



Sentences

- For the business traveler, we provide a high-tech business center.
- The hotel has valet parking service.
- In-room massage is available.
- Quick, convenient laundry service makes your stay more enjoyable.
- For your convenience, we have 24-hour room service.
- All rooms have air-conditioning.
- Suites have comfortable sofas.
- Babysitting is available 24 hours a day.
- Suites have mini refrigerators and microwave ovens.
- We are close to the city's best shopping areas.
- There is plenty of closet space.
- We have a full-service spa for our guests' enjoyment.