

Film and TV

TV / Game shows

Teacher's notes



Age: Young learners (7–12 years)

Level: Pre-intermediate (A2)

Time: 90 minutes (+ 15 minutes for the optional extra activities)

Activity: In this lesson, students will:

1. focus on vocabulary and speaking related to physical activity and sports/games;
2. improve listening comprehension of real-life English by watching a clip from a UK game show;
3. focus on grammar for describing the rules of a game (*have to* and *can't*);
4. utilise new language from this lesson by taking part in a class 'Game Show'.

Language focus: speaking, listening, vocabulary, reading, writing

Materials: one copy of the worksheet per student, a computer or projector, an internet connection in the classroom, several board-pens or pieces of chalk, sheets of scrap paper, a ruler or measuring tape, board game counters (or an alternative); for the optional Extra Activities section you will need plastic cups, packets of multi-coloured sweets (such as Skittles), Blu Tack, blindfolds, straws

2. This lesson contains exercises which focus on listening, speaking, vocabulary and grammar. If you wish to maximise class time for listening and speaking, you could ask students to complete the reading and vocabulary exercises as preparatory homework before the lesson. It would then only be necessary to quickly correct these parts in class. The exercises which could be done as preparatory homework are marked with a symbol.

1. Vocabulary (10 minutes)

Aims: to create interest in the topic of the lesson, to provide students with verbs which will help them to talk about the topic of the lesson (games, sports, competitions)

Procedure: As a warmer activity, first ask students to work in groups of three. Each group should choose a writer. Give each group a sheet of paper. Tell them that they are going to have a competition about action verbs. Elicit two or three simple examples of verbs which describe physical actions (e.g. 'to run', 'to dance'). Then tell them that they have one minute to write down as many action verbs as possible. After a minute, groups should swap sheets and correct the suggestions of another group. Monitor them as they correct. The winning group is the one with the highest number of correct action verbs.

Now hand out the student worksheets. Tell students that they are going to see some more action verbs which will be useful for this lesson. Ask them to complete Task 1 in the same groups of three. Monitor as they do this, helping weaker students. Elicit the correct answers and focus on correct pronunciation.

Key:

1. climb, 2. jump, 3. fall, 4. swim, 5. balance, 6. crawl, 7. swing, 8. hold, 9. stand

2. Speak (10 minutes)

Aims: to provide spoken practice of action verbs from the previous task, to personalise and develop interest in the topic of the lesson (sports, games, physical activity)

Procedure: Students work in pairs. Each pair will need a coin and two counters. Read the instructions from the student worksheet aloud so that all students understand the instructions for the coin-toss (ensure that all students agree about which side of the coin is considered heads/tails).

Notes:

1. This lesson is aimed at lower-level learners (approximately A2). However, certain vocabulary from this lesson would typically belong at higher levels. This is because the videos referred to are authentic and therefore not graded for language learners. You may wish to let students know that a small number of words from the lesson (e.g. 'to grip', 'to swing') are from a higher level. Let students know that they shouldn't worry if they find the lesson challenging or if they hear certain words that they don't understand.

Film and TV

TV / Game shows

Teacher's notes

Also read the example aloud, emphasising that each answer needs to last for at least 20 seconds. Then allow students to play the board game, monitoring and taking notes as they do so. In the end, provide general feedback on good language they have used and correction of important errors.

3. Vocabulary, listen and speak (20 minutes)

Aims: to study vocabulary which will help students to understand a short video, to provide listening practice, to understand a simple TV clip, to provide speaking practice on topics related to physical exercise and competitions

Procedure: Ask students to work in pairs. Tell them that they will watch a video in a moment but that first they are going to look at some vocabulary which will help them to understand the video. Give them a few minutes to complete the vocabulary task, 3A. Monitor as they do this and help weaker students. Finally, elicit the correct answers and focus on pronunciation of new words.

Key:

	<p>wall</p> <p>curtain</p>		<p>column</p>
	<p>cushion</p>		<p>net</p>
	<p>pool</p>		<p>straw</p> <p>glass</p>



Film and TV

TV / Game shows

Teacher's notes

Tell students that they are going to watch a video of a competition. Ask students to read the eight verbs that they must watch out for in the video. Play the video ('Katie McDonnell conquers the course – Ninja Warrior UK' www.youtube.com/watch?v=-5gFOH6WAP1) and allow students to compare their answers in pairs. Finally, elicit the correct answers.

Key:

swim	climb	grip	crawl	swing	balance	fall	jump
	✓	✓	✓	✓	✓		✓

Now ask students to read through the task where they need to complete the descriptions of the six activities. They may be able to identify many of the answers from memory. Play the video again, and then allow students to compare their answers in pairs. Finally, elicit the correct answers.

Key:

- Activity 1 – She leaps over the **pool**.
- Activity 2 – She holds onto the big, red **cushion**.
- Activity 3 – She balances on the red and black **columns**.
- Activity 4 – She climbs across the **net**.
- Activity 5 – She swings across the **curtains**.
- Activity 6 – She runs up the **wall**.

Ask students in pairs to discuss the questions in Task 3C. Monitor as they do so and help them with difficult language. Then give feedback. Focus on ideas students have mentioned which will be relevant to the following activity (competitions, party games).

4. Watch, grammar and speak (20 minutes)

Aims: to describe actions seen in a short video, to study grammar for talking about rules, to verbally describe the rules of various sports and games

Procedure: Ask students to work in pairs. Tell them that they are going to watch a short video. The video has no speaking, but the students must watch carefully so that they can later describe what they have seen. Allow them a moment to read the table in Task 4A and then play the video ('Separation Anxiety (Head-to-Head) – Minute to Win It Gamers' www.youtube.com/watch?v=UIHH9p1Mly8). Ask students to compare their answers. Then elicit the correct answers.

Key:

Which girl ...?	Girl with the red shirt	Girl with the black shirt
lets a sweet fall (by accident!)		✓
puts a sweet into the incorrect glass	✓	
wins the game	✓	
eats a sweet	✓	

On the board, write the expressions 'have to' and 'can't' and mention that these expressions are very common for talking about rules. Ask the class if anybody can suggest a rule from the classroom (e.g. 'No eating'). Try to elicit the rule using one of the suggested expressions (e.g. 'The pupils can't eat in class'). Then ask students to complete the table in pairs. Finally, elicit the correct answers.

Key:

Expression: <u>can't</u> + verb	Expression: <u>have to</u> + verb
Example: In the classroom, the pupils can't use bad language.	Example: In the classroom, the pupils have to listen to the teacher.

Refer students to the following part of the task where they need to write the six rules. Read the instructions aloud and also draw attention to the fact that the first rule has been completed as an example. Play the Separation Anxiety video again. Students then work in pairs to complete the remaining five rules. Finally, elicit the answers.

Key:

1. You have to stand in front of a table.
2. You have to put one hand behind your back.
3. You have to put the different colours into different glasses.
4. You can't use (your) two hands.
5. You can't put two different colours into the same glass.
6. You have to finish the task in one minute.

Ask students in pairs to discuss the questions in Task 4C. Give feedback, perhaps focusing on the correct use of new words from previous tasks.



Film and TV TV / Game shows

Teacher's notes

5. Game (30 minutes, plus an optional 15 minutes for extra activities)

Aims: to consolidate new language from the lesson, to provide spoken practice of language related to games and competitions, to aid long-term recall of language from the lesson by allowing students to participate in a classroom tournament

Procedure: Divide students into small teams. Hand out a copy of the Points chart worksheet to each team, and ask each team to invent a name for themselves and write it on their worksheet. You could also write these names on the board.

Tell students that they are going to take part in a classroom game show. This will involve various activities. First, teams must decide which member(s) will take part in which

activities. Tell them that activities need to be spread evenly (i.e. one or two activities for each member). To decide who does what, they should first read the descriptions of the activities in the table for Task 5. Monitor the teams as they do this, helping them to understand challenging vocabulary from the descriptions. Please note that you will need to tell students whether the game show will include just the initial five activities or also include the Extra Activities section.

Once each team has chosen its line-up, do the activities as outlined in the table below. After each activity, make sure each team keeps track of their points on their Points sheet. You may wish to also keep your own record of the points for each group by using the Game show points chart at the end of these Teachers' Notes or writing them on the board.

Activity	Instructions for teacher	Materials needed	Scoring
1. Board Run	Each team presents two students. All students stand against the back wall of the classroom. Each pair of students has a board pen. Explain that you will say a category (such as 'fruit'). One student from each pair must run to the board and write any word in that category (e.g. 'apple'). The student then runs back to the wall and passes the pen to their teammate, who runs and writes another word. The pairs need to continue this relay until a minute has passed. Ideas for categories: vegetables, furniture, clothes, classroom objects, etc.	A board pen (or piece of chalk) for each team	The team with the overall highest number of correct words wins 1 point. The other teams get 0 points.
2. Paper Throw	Each team presents one student. These students stand behind a line on the floor. Place a bin (or a chair) a few metres away from the line. The students crumple up some scrap paper into a ball. They need to throw the paper into the bin (or onto the chair). Allow one minute to see which student can get the most shots on target.	Scrap paper	The team with the overall highest number of shots on target wins 1 point. The other teams get 0 points.
3. Spelling	Each team presents one student. The teacher calls out various words (for one minute) and each student must write these words on a sheet of paper. At the end of the minute, the teacher collects the sheets and corrects. Ideas for words: pupil, bicycle, rainbow, writing, shoes, glasses, sunny, etc.	n/a	The team with the overall highest number of correctly-spelled words wins 1 point. The other teams get 0 points.

Film and TV TV / Game shows

Teacher's notes

Activity	Instructions for teacher	Materials needed	Scoring
4. Big Step	Each team presents one student. Each student needs to take the biggest step that they can, keeping both feet fully on the ground. The teacher measures each step (with measuring tape or a ruler).	Measuring tape or a ruler	The team with the student who had the biggest step wins 1 point. The other teams get 0 points.
5. Back Writing	Each team presents two students. The first student stands facing the wall. The second student will see a word and then use their finger to write the word on their teammate's back. The teammate needs to guess the word. Use words from this lesson (e.g. cushion, net, grip, hold, fall, swim, crawl, etc). Write them on a piece of paper for the first student to see and then 'write'. Allow each pair of students one minute for this task.	n/a	The team with the student who guesses the highest number of correct words (in 1 minute) wins 1 point. The other teams get 0 points.
6. Separation Anxiety	Each team presents one student. Each student is given a bag of multi-coloured sweets and various empty plastic glasses. Students have one minute to try to separate all the sweets according to their colours (as seen in the video earlier in this lesson). If no team has completed the task within one minute, no team gets a point.	Bags of multi-coloured sweets (one per team), plastic cups	The team with the fastest student to separate all the colours (in a minute) wins 1 point. The other teams get 0 points.
7. Tail On The Donkey	Draw a big picture of a donkey on the board (or get a student to do so). Draw some pictures of a donkey's tail on various sheets of paper (you will need one tail per team). Each team presents one student. This student is blindfolded and given a picture of the tail and some Blu Tack. Their goal is to put the tail in the right position on the donkey. Each blindfolded student is helped by their teammates who shout directions (in English). Set a time limit of two or three minutes for this task.	A blindfold (one per team), Blu Tack, hand-drawn pictures of a donkey's tail (one per team)	Each team whose student has placed the tail in the (approximate) correct position wins 1 point.
8. Blow Football	Each team presents one student. Each student is given a straw and a small piece of paper, rolled into a ball. Draw some pictures of a goal on various sheets of paper (you will need one goal per team). Stick these 'goals' to the lower end of a wall of the classroom (the goals need to touch the floor). Each student begins at the same distance from their goal, perhaps with their feet touching the opposite wall of the classroom. Their task is to use the straw to blow the paper ball across the floor and into the goal. They must keep their hands behind their backs during the task. The winner is the fastest student to score a goal.	Straws (one per team), small scraps of paper, hand-drawn pictures of a goal (one per team)	The team with the fastest student to score a goal gets 1 point. The other teams get 0 points.

The team with the highest number of points is the overall winner. Perhaps award a prize to this team.

If you wish, you could ask students to complete a short writing task for homework. They need to choose one of the activities they have done in class and write the rules for this activity using the expressions *can't* and *have to*.



Film and TV TV / Game shows

Teacher's notes

Game show points chart

Activity	Group 1 Name:	Group 2 Name:	Group 3 Name:	Group 4 Name:	Group 5 Name:	Group 6 Name:
1. Board Run						
2. Paper Throw						
3. Spelling						
4. Big Step						
5. Back Writing						
<i>Extra activities:</i>						
6. Separation Anxiety						
7. Tail On The Donkey						
8. Blow Football						
Totals:						



Film and TV TV / Game shows

Worksheet

1. Vocabulary

Write the correct verbs into the gaps to make sentences.

fall hold swing stand swim jump crawl balance climb

1. (to move up)



Monkeys _____ trees.

2. (to move up)



Kangaroos don't walk, they

_____ .
(similar verb: **leap**)

3. (to move down)



Apples _____ from a tree.

4. (to move in water)



People _____ in a pool.

5. (to stay equal, with good control)



It is difficult to _____ on a surfboard.

6. (to move on your hands and knees)



Babies _____ before they can walk.

7. (to move from left to right)



Baseball players _____ the bat and then hit the ball.

8. (to keep something in your hand)



Tennis players _____ the racket.

(similar verb: **grip**)

9. (to stay in one place, on your feet)



When there are no seats on the train, you need to _____ .



Film and TV TV / Game shows

Worksheet

2. Speak

Can you talk for 20 seconds?

Play the board game in pairs. When it's your turn, toss a coin:

- heads = move one square
- tails = move two squares

When you land on a square, you need to talk for 20 seconds about the item in that square. If you can't talk for the full 20 seconds, you need to return to the previous square. The winner is the person who reaches 'finish' first.

Example:

Imagine you land in square 7 – 'Describe a place in your school where a lot of people fall.'

'In my school, a lot of people fall in the yard. This is the place where the pupils go at break-time and they do a lot of things there. They play football, they run very fast, sometimes they climb trees. That's why a lot of people fall in this place. I don't fall much because I'm careful.'

ACTION VERBS BOARDGAME

start →	1	2	3	4
	Describe an activity where you need to balance very well.	Describe an animal which can swim very fast.	You win an extra turn.	Describe a sport where you need to hold something.
9 ↓	8	7	6	5 ↓
You miss a turn.	Describe a sport where you need to swing something.	Describe a place in your school where a lot of people fall .	You win an extra turn.	Describe an animal which can jump very high.
10 ↓	11	12	13	14
Describe a person who can dance very well.	You win an extra turn.	Describe a place in your city/region where a lot of people climb .	Describe an animal which crawls .	You miss a turn.
finish	18	17	16	15 ↓
	Describe a sport where you need to stand for a long time.	On a normal day, how much time do you spend walking ?	You miss a turn.	Describe a sport where you need to run very fast.

Film and TV TV / Game shows

Worksheet

3a. Vocabulary

Use the eight words to describe what you see in the photos.

cushion wall straw pool net glass curtain column

 <p>Red lines connect the following items to empty boxes:</p> <ul style="list-style-type: none"> Window curtain Desk chair Bed 	 <p>Red lines connect the following items to empty boxes:</p> <ul style="list-style-type: none"> Column Column
 <p>Red lines connect the following items to empty boxes:</p> <ul style="list-style-type: none"> Beanbag chair 	 <p>Red lines connect the following items to empty boxes:</p> <ul style="list-style-type: none"> Tennis net
 <p>Red lines connect the following items to empty boxes:</p> <ul style="list-style-type: none"> Pool 	 <p>Red lines connect the following items to empty boxes:</p> <ul style="list-style-type: none"> Glass Straw



Film and TV TV / Game shows

Worksheet

3b. Listen

You are going to watch a video clip from the TV series *Ninja Warrior UK* (ITV).

www.youtube.com/watch?v=-5gFOH6WAPI

The first time you watch: Put a tick (✓) for the actions that we see the woman doing.

swim	climb	grip	crawl	swing	balance	fall	jump

The second time you watch: In the video, the woman does six different activities. Read the descriptions of these activities below and complete the sentences with the missing words from the box.

net	wall	cushion	curtains	pool	columns
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Activity 1 – She leaps over the _____.

Activity 2 – She holds onto the big, red _____.

Activity 3 – She balances on the red and black _____.

Activity 4 – She climbs across the _____.

Activity 5 – She swings across the _____.

Activity 6 – She runs up the _____.

3c. Speak

Talk in pairs:

Which activity do you think is the most difficult from the video? Why?

Do you think *Ninja Warrior UK* is a good TV series? Why?

Is there a similar TV series in your country? Describe it.

4a. Watch

You are going to watch a video called *Separation Anxiety*.

www.youtube.com/watch?v=UIHH9p1Mly8

Watch the video for the first time. It shows two girls. One girl is wearing a red shirt and the other girl is wearing a black shirt. For each of the items in the table, tick (✓) the correct girl.

Which girl ... ?	Girl with the red shirt	Girl with the black shirt
lets a sweet fall (by accident!)		
puts a sweet into the incorrect glass		
wins the game		
eats a sweet		



Film and TV TV / Game shows

Worksheet

4b. Grammar and watch

In English, there are two very important expressions for talking about rules:

have to + verb

can't + verb

In the table below, put each expression into the correct position. Then complete the examples.

X	✓
Expression: _____	Expression: _____
Example: In the classroom, the pupils _____ use bad language.	Example: In the classroom, the pupils _____ listen to the teacher.
Use: This expression describes actions which are prohibited / not allowed.	Use: This expression describes actions which are necessary / obligatory.

Now watch the Separation Anxiety video for the second time. Next write the six rules of the game. Use the information from the table below to help you.

'rules' expressions	verbs	other ideas
can't	put	... a table
	finish	... one hand / behind
have to	stand	... different colours / different glasses
	use	... two hands
		... different colours / the same glass
		... task / one minute

Separation Anxiety: The rules of the game

1. *You have to stand in front of a table* .
2. _____ .
3. _____ .
4. _____ .
5. _____ .
6. _____ .



Film and TV TV / Game shows

Worksheet

4c. Speak

Talk in pairs:

Do you think *Separation Anxiety* is a difficult game? Why / Why not?

Do you know any games which are popular at birthday parties? Describe them.

Choose a sport from the box. Describe the basic rules.

basketball	tennis	football	golf	frisbee	Formula 1
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5. Game

You are going to participate in a classroom game show! Work in teams. Your team is going to do some different activities.

In the table below, you will see an explanation of each activity.

Instructions:

- choose a name for your team
- choose which students from your team will do each activity

Activity	Explanation	Number of pupils per team	Choose a pupil (or pupils) who can ...
1. Board Run	<ul style="list-style-type: none"> • The teacher says a category • The pupils run to the board to write vocabulary about that category 	2	<ul style="list-style-type: none"> • run fast • think of a lot of vocabulary
2. Paper Throw	<ul style="list-style-type: none"> • Pupils throw paper from a distance and try to hit the correct point 	1	<ul style="list-style-type: none"> • throw things very well
3. Spelling	<ul style="list-style-type: none"> • The teacher says a word • The pupils need to spell the word 	1	<ul style="list-style-type: none"> • spell words correctly
4. Big Step	<ul style="list-style-type: none"> • The pupil who can take the biggest step is the winner 	1	<ul style="list-style-type: none"> • take a big step (for this task, it's good to have long legs!)
5. Back Writing	<ul style="list-style-type: none"> • One pupil uses his/her finger to 'write' a word from this lesson another pupil's back • The other student needs to say the word 	2	<ul style="list-style-type: none"> • spell words correctly • think of a lot of vocabulary

Film and TV TV / Game shows

Worksheet

Extra activities:

6. Separation Anxiety	<ul style="list-style-type: none"> Pupils need to separate sweets into different colours (like in the video) 	1	<ul style="list-style-type: none"> work very quickly
7. Tail On The Donkey	<ul style="list-style-type: none"> A picture of a donkey is on the board Pupils cover their eyes and try to find the correct place to put the donkey's tail 	1	<ul style="list-style-type: none"> walk without looking understand directions in English
8. Blow Football	<ul style="list-style-type: none"> Pupils use a straw to blow a little paper ball into a goal 	1	<ul style="list-style-type: none"> blow a lot of air!

Now start. After each activity, write your number of points onto your **Points Page** (your teacher will tell you how many points you have won).

At the end, the team with the most points is the winner. Good luck!





Film and TV

TV / Game shows

Points page

Points page – Team name: _____

Activity	Points
1. Board Run	
2. Paper Throw	
3. Spelling	
4. Big Step	
5. Back Writing	
<i>Extra activities:</i>	
6. Separation Anxiety	
7. Tail On The Donkey	
8. Blow Football	
Total:	