

Rainy day fun

Warm up

Introduce the topic with a discussion of the following:
Think back to when you were eight years old. What games and activities did you like doing?
 Write key words on the board. If appropriate, compare the answers given by boys/men and by girls/women. More confident students may also like to give their opinion on the following:
Do you think eight-year-olds today enjoy the same games and activities as you did?
 Ask if any students in the class have had experience of babysitting or looking after children. Get them to talk about what games they played with the children.

Main activities

Students do some of these activities alone and the others in pairs or small groups.

- 1 Give out the activity sheets and introduce the situation.
 Students work in pairs or small groups and note down their ideas. This phase should not take more than 2 minutes.
 Briefly ask for their ideas and discuss them with the whole class.
- 2 Students match the pictures with the descriptions in the box.

Answers

- a Playing with toy cars
- b Listening to a story
- c Playing a ball game
- d Doing an art activity
- e Cooking
- f Playing a board game

- 3 Students practise making suggestions using the target phrases from exercise 2.
- 4 Students match the activities to the comments.

Answers

- 1 toy cars 2 art, cooking 3 art, cooking 4 cooking
- 5 board game, story 6 art, cooking 7 story 8 art
- 9 ball game 10 board game

- 5 Students work in pairs and construct a kind of guided conversation about the options. Go through the example with students first and then monitor their exchanges.
- 6 Having considered the pros and cons, students must agree on **three** out of the six activities to do with the children. There's still room for a bit of negotiation:
Do you think they will like that? I think it's better to ...
OK. I agree that's also a good choice.
- 7 Students briefly explain their choices to the whole class.

Follow up

Ask students to choose **one** of the situations below and note down at least four activities they could do to make the situation more interesting.

- You are stuck in a traffic jam with two adults and two young children for three hours.
- You are staying with your grandparents in a house in the country. It has snowed very heavily and you can't go out.
- You are at an airport with three children aged nine, five and 18 months. Your flight is delayed for at least five hours.

Then in a later lesson, put them in pairs according to which situation they chose. They use their notes to help them discuss the situation as further practice for Speaking Part 2.

EXAM PART
Speaking Part 2

EXAM SKILLS
Discussing a situation

Making and responding to suggestions

TOPIC
Children's games and activities

TIME
50 minutes

KEY LANGUAGE
Describing and commenting on activities

PREPARATION
One photocopy of the activity page for each student

Rainy day fun

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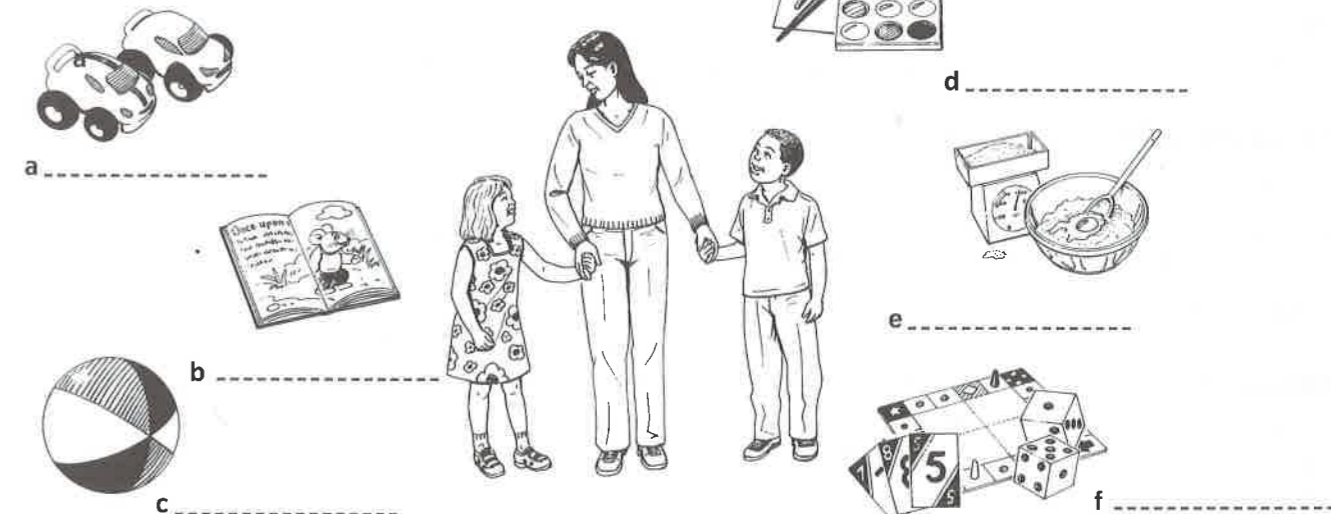
Situation

You are looking after two children – a boy aged eight and a girl aged six. It's a rainy day, so you don't want to go out. What can you play or do to keep them happy? **NOTE:** Their mother doesn't want them to watch television, video, etc.

Note down your ideas.

- 2 Look at the pictures and match them with the descriptions in the box. Write the description in the space under each picture.

- | | |
|-----------------------|----------------------|
| Playing a board game | Cooking |
| Playing with toy cars | Listening to a story |
| Doing an art activity | Playing a ball game |



- 3 Practise suggesting these activities. Use:
What about ... -ing?
We could ...
Shall we ...?
 For example: *What about playing a board game?*

- 4 Read these comments about the activities. Some are positive and some negative. Write next to each comment the activity/activities they could refer to (they can refer to more than one).

- 1 The little girl might not want to play with those. toy cars
- 2 It's a nice creative activity.
- 3 They can show the results to their mum and dad!
- 4 The boy might think that it's for girls.
- 5 It will certainly pass the time quietly.
- 6 It's rather messy – we'll have to clear up afterwards.

- 7 They might not like the same type of book.
- 8 Most children enjoy painting and drawing.
- 9 It's not a good idea because you might break something in the house.
- 10 The girl might be too young to understand the rules.

- 5 Work in pairs. Take it in turns to suggest an activity from the list in exercise 2. Your partner must respond to the suggestion with one of the sentences in exercise 4. Before a positive response, say *That's a good idea*. Before a negative response, say *I'm not sure about that*.

Here are two examples:

- | | |
|---|--|
| Student A | Student B |
| <i>We could do an art activity with them.</i> | <i>That's a good idea. Most children enjoy painting and drawing.</i> |
| Student B | Student A |
| <i>What about playing a board game?</i> | <i>I'm not sure about that. The girl might be too young to understand the rules.</i> |

- 6 Now you and your partner must decide which three activities you are going to do with the children. Start like this: *Shall we play a board game? No, I think they'll prefer doing an art activity.*
- 7 Explain your choices to the whole class.