

It's on the cards! : Teaching suggestions

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(page 1 of 2)

Activity 1

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1. Elicit types of cards from the students. For example: credit cards, playing cards, store cards, cashpoint cards, Christmas and birthday cards, identity cards, swipe cards, etc.

Activity 2

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students do the exercise individually then check in pairs.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback.
6. Consolidate pronunciation.

Answers:

1. to put your cards on the table
2. to hold all the cards
3. to be on the cards
4. to play your cards right
5. to keep your cards close to your chest
6. to be a card

Activity 3

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students do the exercise individually then check in pairs.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback.

Answers:

1. is a card
 2. plays his cards right
 3. on the cards
 4. put my cards on the table
 5. plays/is playing his cards close to his chest
 6. holding all the cards
6. Consolidate pronunciation.

Activity 4

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students begin their conversation, in English, in pairs or small groups.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback.

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(page 2 of 2)

Activity 5

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If your students don't have access to computers in the classroom, set this for homework.

1. During World War II until 1952.
2. Winston Churchill.
3. 2008.
4. Read the Quick Quiz below. You will need to go through the answers with your students because the answers are not available to them at EnglishClub.com. The students read a short text connected with the TP subject then answer gap-fill questions on the text. The first letter of each word of each of the gaps is then taken and rearranged to make a word connected to the TP subject.

Quick Quiz

1. The **..ESTIMATED..** cost of an identity card varies enormously.
2. If the government's **...PROPOSALS...** go according to plan, ID cards will be introduced from 2008.
3. The identity cards would contain the **....NAME....**, address, gender and date of birth of the holder.
4. The personal information will be at **.....RISK.....**.
5. In 1952 ID cards were **....ABOLISHED...** by Winston Churchill's government.
6. The **..LONDON....** School of Economics has suggested that the cost may be £300.
7. ID cards may be useful in the fight against illegal immigration and **..ORGANISED.....** crime.
8. Details such as race, health and criminal record **...STATUS...** will not be kept on the cards.

Answers: PERSONAL (P for PROPOSAL [2] E for ESTIMATED [1], R for RISK [4], S for STATUS [8] O for ORGANISED [7], N for NAME [3], A for ABOLISHED [5], L for LONDON [6]).

Activity 6

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This activity can be set as homework to be followed up and consolidated in a future lesson generating more discussion. Did students find that most people agreed or disagreed with the question? What reasons were put forward in each case? Did the students read anything which changed their minds on the topic? (etc.)

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