

Mr Lazy – giving advice

Topic

Problems and giving advice

Aims

- To introduce and practise ‘should’ and ‘shouldn’t’ for giving advice
- To encourage learners to practise the natural pronunciation features of rhythm and stress
- To increase learner–learner interaction

Age/level

Primary
CEFR level A2/B1

Time

60 minutes

Materials

1. worksheet (one per learner)
2. problem cards (one set per three learners)
3. completed chant (one copy to project/display or write on board)
4. picture of a lazy man (optional)

Introduction

This lesson uses a grammar chant to introduce and practise the grammar needed (‘should’/‘shouldn’t’) to offer advice, while focusing on natural pronunciation features of stress and rhythm. The learners have the opportunity to practise the forms in a fun and meaningful context, which they can then go on to use in a small-group activity using problem cards.

Procedure

1. Introduction (5 minutes)	Start the class by saying, ‘I’ve got a problem.’ Think of a real problem you have, e.g. ‘I have some work to do tonight but I really want to go out with my friends to the cinema.’ Ask, ‘What should I do?’ Give the learners a few minutes to discuss in pairs.
2. Focus on target language (5–10 minutes)	Ask learners for feedback. Elicit the use of ‘should’ and ‘shouldn’t’ as they give you suggestions. Also encourage them to listen to each other and ask, ‘Is that good advice?’ If so, respond with ‘Thank you, that’s good advice.’

	<p>Pick up on a couple of pieces of advice and drill the sentences chorally and individually, paying attention to stress and weak forms.</p>
3. Introduce the character of Mr Lazy (5 minutes)	<p>Slowly reveal or draw a picture of a lazy man and elicit his name (Mr Lazy). Encourage learners to imagine Mr Lazy's world, e.g. Does he live in a big house? What does he eat? Has he got a job? etc.</p> <p>Elicit some of the problems he might have, and what he should/shouldn't do, e.g. Is he healthy? Is he rich? What should he do? What shouldn't he do?</p>
4. Chant (10 minutes)	<p>Ask the learners to stand up and form a circle with you in the middle of the room. Get a rhythm going by patting your thighs.</p> <p>Note: Some learners may not have a good sense of rhythm, so clicking fingers or clapping can be distracting for the others. There is also a tendency for some learners to get faster and faster!</p> <p>Say the first verse of the chant line by line. The learners repeat line by line. Do this quite slowly and pay attention to sentence stress, e.g. He should clean his flat. He shouldn't blob. Get the learners to slump their shoulders when they say 'Mr Lazy'.</p> <p>Repeat the first verse, this time all together.</p> <p>Do the same with the second and third verses.</p> <p>Finally, go through the whole chant together.</p>
5. Gap-fill exercise (10 minutes)	<p>Hand out one worksheet to each pair or individual and ask them to fill the gaps with what they remember. (This gives them a chance to record the chant and recap on the target language.)</p> <p>Show the chant on a projector or interactive whiteboard for them to check their answers. You may wish to do the chant again to round off.</p> <p>Note: By following this procedure, the learners have an opportunity to hear and say before they read and write, which is helpful in producing natural pronunciation patterns because they are not distracted by sound/spelling irregularities or the attention to individual words. Instead they produce language chunks.</p>
6. Freer practice (15 minutes)	<p>Tell the learners that they are going to play a card game in groups of three. Demonstrate the activity with two learners by turning over the first card and reading it to the other two, e.g. 'I want a new mobile phone but I don't have enough money. What should I do?'</p> <p>The two learners give you advice. Decide which advice you will follow and say, 'Thank you, that's good advice.' Then give the card to that learner.</p> <p>Learners sit in groups of three and take it in turns to turn over a card. The learner with the most cards at the end is the winner.</p>

	<p>Monitor discreetly while learners play the game.</p> <p>Note: You may want to design your own problem cards which are more relevant to your learners' situation.</p>
7. Whole-class feedback (5 minutes)	Round off the lesson by asking learners if they received any useful, interesting or funny advice from the other learners in their group.
Possible follow-up	In another lesson, you could introduce the concept of problem pages and learners could write their own letters and responses.

Contributed by

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