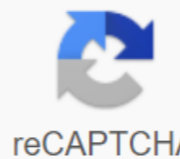


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Infinite PDF files. If you like something here and want more, please support TEFLastic. Updated October 6, 2019 Photocopier infinitive of purpose adventure board game Mr Bean infinitives of purpose Wallace and Gromit A Grand Day Out infinitives of purpose (Sandy Millin's version) Wallace and Gromit A Grand Day Out infinitives of purpose (my version) Infinitive of purpose conversation (very boring, but it contains a mention of Wallace and Gromit, so it also involves the above - on macmillaninspiration.com) More links (songs with this grammar in etc. on the great Michellehenry.fr) Related Destiny pages, cause and effect of the page - NEW LINK ESL resources infinitive patterns of target verbs - generalerund / infinitiveverb + infinitive B1-B215-20 mins group: 3-4 Tylepasne matching dominoes with different types of sentences that use infinitive target. Examples: We went to Egypt | to see the pyramids; You can use a paper clip | to reset your phone, etc. Groups B1-B220-30 min: sentences 3-4 This, each of which contains an infinitive of the target. Read sentences that omit underlined words that other students need to guess. 33 Indirect Reward Resource Pack How many uses can you afford? Page 33 10 prompts with pictures. You can use an empty bottle... Upper Prepared Resource Pack Award 11a & amp; b Useful crossword objects Page 11. Ss prepare definitions of everyday objects using purpose clauses. 11c & amp; d Don't say it Page 11. Ss must pass the noun to its teams using purpose clauses, but without using the four obvious words that are printed below. Naima Infinitive Target A2 Pre-Intermediate Level Description In this lesson Ss will learn to use infinitive to explain the cause or purpose of our actions in the context of bringing things to the island for specific reasons. Ss will be tested on their TL knowledge at the beginning of the lesson. Grammar rules will be clarified later and will be explained according to what the Ss knows and what I do not know. SS will review vocabulary from previous units and lessons and practice TL with written exercises, steam work and group work. Warmer Procedure / Lead-in - Let's go to a desert island! (3-5 minutes) • To set the context of the lesson bringing things with purpose to a desert island and engage students about activating their scheme. What day is today? Republic Day! I think we shouldn't have our English lesson. Let's go to the island! What do you think? Show an image of the island. Do you want to go? Ask SS questions to trigger an infinitive goal: Why do you want to go? If students don't say anything... can relax? what else? Test #1 (5-7 minutes) • To assess your prior knowledge of the target language of the infinitive students of the goal we will stay all day on the island. The boat takes 5 minutes to drain. What will you be with you? That's what I bring. Show them a list of things you bring (photos) Try calling the goal infinitive: Why will I bring books? Why do I bring sunglasses? Invite them to make a list of 5 things they will bring. When you're done, invite them to discuss in pairs why they will bring these items. Monitor students and listen to how they create the purpose of a sentence. If you use to or why or because make a note of the most cases and errors. Feedback (3-5 minutes) • To explain the areas of the target language where students had difficulty in the first stage of the test, write on the board some of the wrong sentences that you have heard. Ask the Ss what's wrong with them and to fix them. These sentences are wrong. Can you improve them? If ss have problems help them giving tips. Teach #1 (optional - If Ss has trouble understanding and correcting sentences during the previous stage) (5-7 minutes) • To clarify the TL form and meaning if necessary Use OHP (If it doesn't work write on board) the sentence will be: I use an MP3 player to listen to my favorite music. Ask Ss what they are to use and listen to -> call the verb/action call from students, what is the main clause and which is dependent. show them how the first clause remains the same, and the second clause is converted with an infinitive There are two parts in a sentence. Two clauses. one action answering the question of what are you doing?, and another answering the question why do you do it?. The second verb of the clause is changed to an infinitive to create a dependent clause. Write a form on board (or show with OHP) Ask ICQ: Do you use it when topics are different? Don't you use it to express your goal? So is it only used for the things you do? So Does the additional clause depend on the first? Yes Test #2 - controlled practice (5-7 minutes) • To re-check students' use of the target language and compare with the first test show Ss page with exercise. In one column, what a person does in the second column is why they do it. Ss must convert two sentences into one using the target infinitive. Demonstrate the first example on the caller board from Ss. Monitor to see if they're doing it right or wrong. When you're done, Ask the Ss to contact their peers. Give them an answer key to correct sentences. Teach #2 - Optional (3-5 minutes) • To explain the areas of the target language where students had difficulty in the second stage of the test. If Ss still have problems with TL do a meaning review, form and do more examples of sentences that students can transform from an infinitive goal. Write and show on the board how to change sentences. Ask Ss to give examples. ICQ on new examples: Which is the main verb? Which secondary clause is the clause Does the first clause change? Don't you reformul the second clause? Test #3 - Optional (5-7 minutes) • Practice TL if they feel that SS continues to make mistakes and need more explanation and practice. Ss will work in pairs. They will receive a set of flashcards with a word written on it. One S will have to pick up one card rather than show it to the other and tell you what the object's objectives are (the word on the card). The other S will have to guess what word it is on the card. Give a demo to students playing a game with one of them. There is a word on the card. Don't say the word aloud. A word is an object. Tell your partner what the purpose of this object is. Do you know what the goal means? Why do you need or use this object. ICQ: Do you work in a group? No (in pairs) Do you say this word aloud? Doesn't your partner have to guess what the word is on the card? So Can you talk? So Do you have to say what the purpose of the word is on the card? Yes Give Ss card and monitor. If the Ss still have a problem with TL do a review session at the end of the activity taking some pictures as examples and calling the goal infinitive from the students. Semi-controlled practice (10-15 minutes) • To ensure students practice the target language the day is over. We had a lot of fun on the island. Now we have to go home. But what's going on? The boat that has to pick us up does not come. We have to stay on the island for another month! You are not on the island only for one day, but for the whole long month. In groups of four people decide what you need to have on the island. Make a list of 10 things and use what we learned today to tell your friends why you want to bring this particular thing. Don't speak Turkish, please. ICQ: Will you work alone? Don't make a list of 5 things? Not How much? 10 Will you tell your partners why you need these things on the island? Yes When finished, the two groups will merge and will have to reduce from 10 items (2 lists of 5) to 5 positions. Saying why they want to keep some stuff and why to remove another. On the board, we will write the final items they have chosen. If there is time, ask the SS to work in a pair, deciding which item you want to delete to reach the target 5 items. If there is not enough time to write on the board or for the CI. Ask each group what element is the most sly. While the Ss is working, monitor them carefully to collect errors in case of delayed feedback. Delayed feedback (3-5 minutes) • to improve Ss if not grammar, meaning or vocabulary errors during the last practice. Write the errors you heard while speaking on the board, and ask Ss to correct them. Here's a Bond-based lesson plan using scenes from Daniel Craig's first outing as Bond, Casino Royale. The lesson is designed for the middle class and focuses on so that... and infinitive of the target. The main objective of developing students' ability to talk about a goal through Level Intermediate (B2) Time 60-70 minutes Materials You need the following: DVD from Casino Royale (Columbia Pictures, 2006) * You will need two scenes: Scene 1 time: 24:37 – 28:10 Scene 2 time: 1:29:48 – 1:33:46 james bond theme tune * Youtube recording photos from security camera, some poison, and someone vomiting. Download enough copies of A/B texts for each group of 2 or 3 students. Download a copy of the reading flyer for each student. Download sentence parts for language focus activity. Download * Copyright Notice: Make sure you have the necessary permissions to use copyrighted content, such as videos and songs. Lesson Lesson is based on two scenes. With each scene, we ask students what bond (and other characters) are doing and why. Why? for each action (in other words, the purpose of this) is very clear as they continue to watch, and provides us with the target language. The first scene is bond distracting security guards in the country club to get into the security room to watch some video recordings. The second scene shows his vodka martini spiked with poison in the casino, and his next race to administer the antidote. Lead in to set the context and arouse interest (5 minutes) Tell students that they are going to listen to something, and write down what comes to their heads as they listen. Play the melody of the theme 007 and then get feedback on what caught their head (Bond, villains, Bond girls, gadgets, etc.) You may even have a theme tune when students enter the class and then run straight into what occurred to you when you listened?, as your first question of the day. Lexis To enter vocabulary for the two video scenes that follow (10 minutes) Some of the vocabulary elements that you may want to call or present are: valet (Where do we find valet? What is his job?) tie shoelaces (demonstration) security camera (photo) to poison someone (photo) to throw / vomit (photo) antidote (If you are poisoned, what do you need to take?) Also, don't forget to expand this vocabulary a little: What's the opposite of bonding? What is the form of the poison noun? Do vomit or throw up more informal/collouial? Is the phrase verb throw up separate or inseparable? Reading/Video Scene 1 Practice reading for the crux and prepare for the language focus stage that follows (15 minutes) Tell your students that they will be watching the scene from Casino Royale. There's no task with watching it – students just watch Bond driving to the country club, getting out of the car and being confused with the valet. Stop the scene after the man throws bond keys. Then divide the class into small groups, give them the following two texts, and invite them to discuss which reflects what happens next in the scene. If you have already seen the video, then of course you will lose the element of anticipating this task, but they will still have to understand the essence of the texts to answer your question. TEXT James Bond takes the keys and gets into the man's car. He drives very fast to the parking lot and smashes the car that triggers the alarm. He gets out and throws away the keys and then enters the hotel. At the same time, security guards will run out. He finds a security office and goes inside. He takes out his cell phone and looks at the video from the security camera. He then finds the date on his phone and looks for a CD with that date. Inserts the CD into the device and looks for the same time on the video as on the phone. When he found the right time, he looks at the man in the video. TEXT B James Bond takes the keys and waits for the man to get over. He throws away the keys and goes to the hotel. At the reception he says he has a reservation on behalf of Bond... James Bond. The receptionist smiles at him and checks his computer. He tells him that his room is ready and gives him the key. Bond thanks her, asks her what time the restaurant opens, and takes the elevator to her room. Opens the door and goes to the window. Outside, she sees women playing tennis. He walks up to the phone and orders martini vodka. Then play the continuation of the scene so students can check their predictions. (Text A is the correct version.) Now re-watch the entire scene for students to answer the following questions. You can use handouts for this if you want. We will use these questions and answers to present the target language at the following stage: Why does Bond tie shoelaces? Why does it crash a man's car? Why does he go to the security office? Why is he looking at his phone? The exact times of this scene are: Start: 24:37 Pause at the end of the first part: 25:56 End: 28:10 Focus on the language To give feedback from the previous activity and focus on the form of the target language (15 minutes) You will notice that there are no reviews on questions in the previous stage. We will do this now to help us call the target language. Here we use some of the sentences we mentioned in the materials. You will need the following parts of sentences, on individual pieces of paper, printed nice and large, so that students can hold them on the board: He binds shoelaces ... Smashes a man's car... He goes to the security office... He's looking at his phone... ... can look at security cameras. ... security guards leave their office. ... find the video. ... compare your phone's time with the time on the video. Give one of these parts of a sentence to each student (or a pair of students in the class) and invite them to go and find and then glue the two parts on the board. When everyone finds their other half, and the (almost complete) sentences are on the board, summarize for your students what you have on the board so far – you have some actions on the left and why Bond is doing these things on the right. Now ask students what is happening in the middle of each sentence to complete it. At this point, you need to be ready with the missing parts of the sentence as follows, reprinted nice and large so that they can be inserted into incomplete sentences already on the board: to make a prompt if necessary, perhaps giving one to one student and asking her which sentence she goes in. Continue with others until you have a full sentence (and thus the target language) on the board: It ties the shoelaces so he can look at the security cameras. He smashes the man's car so that the security guards leave his office. He goes to the security office to find the video. He looks at his phone to compare the time on the phone with the time on the video. Now you can start manipulating the language a bit. This is the advantage of having sentences in parts on the board – you (or students) can move the middle sections by experimenting with different combinations. For example: ... to find the video. Does it work? Why not? (so that it must be after the subject and verb). Now it's time to go a little further with the target language. Call or present the following points: After so that do we usually use a normal verb or modal? (modal) What modulations? (maybe, will, maybe, will) From to, is it possible to have a different theme in the first half of the sentence and in the second half? (no) How about that? (yes) Can we use a negative after yes? (yes) After? (not normal). Limited practice Providing limited practice in using the target language, standardizing pronunciation and providing a written record (5 minutes) Drill the target language, including negative forms and questions, focusing on poor form, for example: /tafand/ a video. Give students a chance to write a written target language. Less Limited Practice/Video Scene 2 To ensure less limited oral practice of using the target language and describe the scene in writing (15-20 minutes) watch the first part of the second scene (until Bond receives the drink) and students predict what will happen next. Now watch the second part of the scene so students can check their predictions. Scene Duration: Start: 1:29:48 Pause at the end of the first part: 1:30:10 End: 1:33:46 (if you're running out of time, stop the scene after Bond drinks salt water at 1:31:20) Then watch the whole scene again and let the students record every action they see. Finally, in small groups and writing as a prompt, students play the scene orally, using, for the purpose and where applicable. Feedback on this activity, then go home and watch the whole video of the vodka martini to congratulate yourself on a well-delivered lesson. Written by Keith Taylor, Keith is the founder of ESLbase. For more than 15 years he has been an English teacher and teacher coach. Years.

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