

## Card games

### Topic

Card games

### Aims

- To help learners talk about (and play!) card games
- To develop learners' reading skill
- To expand learners' vocabulary
- To develop learners' writing skills

### Age group

Teens

### Level

A2

### Time

60 minutes

### Materials

- Card games student worksheet
- A pack of playing cards

### Introduction

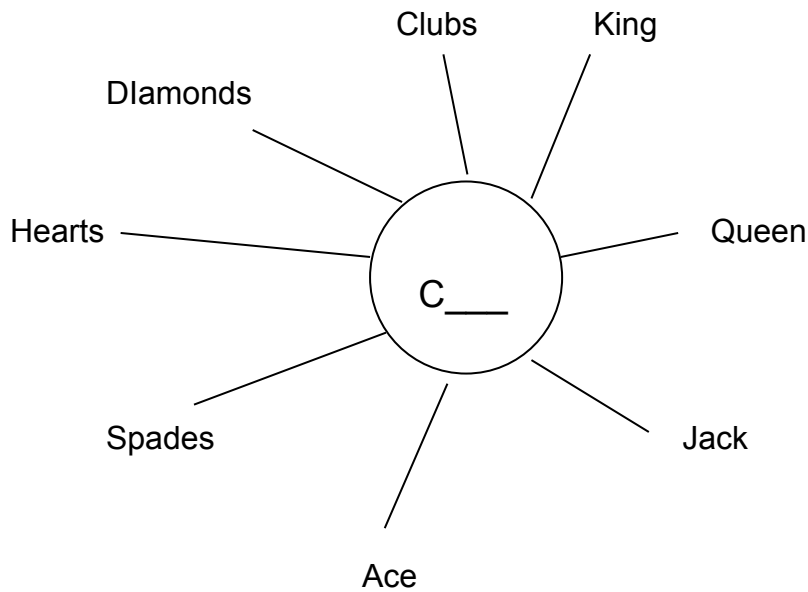
What card games do you know? Do you like playing games? In this lesson, students read about how to play a card game called 'Snap'. They practise expressions for playing games and then have the chance to write instructions for a game. You need at least one pack of playing cards for this lesson.

### Procedure

#### 1. Lead in: (5 – 10 minutes)

- Draw the following diagram on the board and ask the students to tell you the missing word (cards). Give clues if necessary, e.g., 'You use these to play

games with. You play poker with these...'



- Show the students a pack of cards. Can they identify the different suits (diamonds, hearts, spades, clubs)? Can they identify the picture cards (ace, King, Queen, Jack)?
- Show different cards and say the name, for example 'The ten of hearts, the ace of spades, etc'. Ask students to tell you the names of different cards and focus on the correct weak form pronunciation of 'of' (/əv/).

**2. Task 1: A description of a card game (10 minutes)**

- Ask students to tell you about any card games that they know. Tell them that they are going to read about a card game called 'Snap'. Do they know this game? Hand out Task 1 and ask students to do question A in pairs.
- Ask students to read the 'Snap instructions' text quickly to find the answer to question B. Set a two-minute time limit.

*Answers Task 1 A: two - players shout 'Snap!' when they see two cards with the same number or picture, four - there are four suits, five – up to five people can play Snap*

*Answers Task 1 B: The players have to shout 'Snap!' when they see two cards of the same number or picture.*

**3. Task 2: Vocabulary, play and write (30- 40)**

- Hand out **Task 2**. Ask students to look at the 'Snap instructions' in Task 1 and match the words in italics in the text with the definitions in Task 2, question A. students can work individually then compare answers in pairs.
- Ask students to cover the text before they do question B. They should try to

**minutes)**

choose the correct preposition then look back at the text to check their answers.

- Students can do question C in pairs then discuss the answers as a class. Ask the students to repeat the expressions after you and focus on intonation by encouraging them to exaggerate the rising and falling (up and down) tone of these expressions and to say them with feeling.
- Students play Snap in small groups. Each group needs a pack of cards. Encourage them to read the instructions again and have a practice round before they start playing. You could demonstrate the game to the class first by playing Snap with a small group as the others watch. Help as necessary as students play. Insist on English. Encourage students to say the name of each card, 'ten of hearts' etc. as they put the card on the pile to maximise English use.
- Invite students to tell you card games (and other games) and make a list on the board. With weaker students you could vote to choose one game and write instructions for that game as a class. A stronger class could write instructions individually or in pairs.

**Tip:** Improvise if you don't have playing cards. You can use any sets of cards (e.g., flashcards) with matching pictures, words or numbers.

*Answers Task 2 A: 1 clockwise, 2 face down, 3 face up, 4 shout, 5 shuffle, 6 out, 7 deal, 8 pile, 9 goes first, 10 one at a time*

*Answers Task 2B: 2 on, 3 of, 4 in, 5 at, 6 at*

*Answers Task 2C: 2,3,4,5,6,7,11,13,14 (1- computer, 8 and 9 – a board game, 10 - a console game, 12- football)*

**Contributed by**

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