

The Aims game

Trainer’s notes

Aims	To demonstrate the fundamental importance of aims To practise identifying aims in a fun, collaborative way
Syllabus area	Identifying and selecting lesson aims
Timetable fit	For use after an input session on aims
Interaction pattern	Whole group
Timing	30 minutes
Materials needed	One copy of the game board (2.1A) and one set of aims cards (2.1B and C) for each group 2 coins and 1 counter for each player

Understanding the aim behind an activity, instruction or assessment is an important part of Module 2 that may come up in many different guises in the exam. This is a fun way to focus again and again on that all-important question for lesson planners: *Why are we doing this?*

Instructions

1. Divide the class into groups of four and have them sit at a table where a game board is set up.
2. Explain/demonstrate how to play the game.
 - Player one tosses their coin (twice) and moves their counter the corresponding number of places forward:
 heads + heads = five spaces
 heads + tails = three spaces
 tails + tails = one space
 - If the player lands on an instruction square, they should follow the instruction. If the player lands on a category square, the player opposite picks up a card from the top of the appropriate category pile and reads the activity described, and the stated aim.
 - Player one must now say whether the stated aim is appropriate or not.
 - If player one’s answer is correct, they remain on the space and pass the coins to their left for the next player’s turn. If not, an explanation is given (by other group members or trainer) and the player moves back to the space on which their turn began.
 - If the correct answer is that the aim is not appropriate, player one may then suggest an appropriate aim for the task described, e.g. *I think the aim could be to ...* The other players (with the trainer acting as referee) decide whether the new aim is appropriate. If it is, the player may move forward one space. If it is not, the player remains on the space. Play then passes to the next player.
 - The game continues in this way until the first player reaches home.

Follow-up

Have trainees make their own question cards for this game. They pick a category, write a task/instruction and give an aim or a false aim. They peer check and correct with the trainer before their card is added to the others in the game pack for future use.

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Assessment

Assignment

5 Assessment ▶	6 Rubric ▶	7 Procedure ▶	8 Send player back 4 spaces ▶	9 Assessment ▼
4 Assessment ▲	21 Rubric ▶	22 Procedure ▶	23 Go forward 2 spaces ▼	10 Assignment ▼
3 Go forward three spaces ▲	20 Assignment ▲	HOME	24 Assessment ▼	11 Rubric ▼
2 Procedure ▲	19 Assessment ▲	28 Pick your own category. Move forward 1 if you're correct ▲	25 Assignment ▼	12 Procedure ▼
1 Rubric ▲	18 Send all the other players back 1 space ▲	27 Procedure ▲	26 Rubric ◀	13 Swap places with any other player ▼
START	17 Procedure ▲	16 Rubric ◀	15 Assignment ◀	14 Assessment ◀

Procedure

Rubric

Exam Link: Module 2 Part 1

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Assessment Teacher dictates a short paragraph with familiar structures and vocabulary and students write it down accurately. TO TEST SPELLING ✓	Lesson procedure Listen to your partner and be ready to feed his/her opinion back to the class as fully as possible. TO GIVE PRACTICE IN LISTENING FOR DETAIL ✓	Textbook rubric Read the story of <i>Jamie and the Bees</i>. Choose the best picture to go with each paragraph. TO PROVIDE INTENSIVE READING PRACTICE ✗	Homework assignment Students read the beginning of a story and write the ending. TO DEVELOP STUDENTS' CREATIVITY ✓
Assessment Students complete a text about a mountain adventure in which all the adjectives and adverbs have been blanked out. TO ASSESS PEER CORRECTION SKILLS ✗	Lesson procedure The teacher shows the students a photograph of a famous castle and asks what they know about it. TO GENERATE INTEREST IN THE TOPIC ✓	Textbook rubric Read each word, think how to pronounce it and decide whether the word contains /d/, /ð/ or /θ/ TO FOCUS ON ACCURACY OF PRONUNCIATION ✓	Homework assignment Students read a chapter of their graded reader and draw a picture to show what happened. TO FOCUS ON TEXT COHESION AND LINKING DEVICES ✗
Assessment Students take part in a role-play in a classroom fruit and vegetable shop. They take turns at being the customer. TO OBSERVE STUDENTS' USE OF FUCTIONS FOR GOING SHOPPING ✓	Lesson procedure The teacher asks the students to predict what grade they will get in the spelling test next day. TO REVIEW THE TARGET VOCABULARY ✗	Textbook rubric Look at the verbs in this list and write the noun forms of the verbs. Then mark the stronger syllable on each of the words. TO NOTICE COMMON COLLOCATIONS ✗	Homework assignment Students complete seven sentence stems containing newly learnt phrases to produce seven true sentences about themselves. TO PRACTISE USING COLLOCATION AND LANGUAGE PATTERNS ✓
Assessment Students tell a story based on a sequence of four pictures. The teacher listens and encourages. TO EVALUATE SPOKEN FLUENCY ✓	Lesson procedure The students quickly read a magazine article to check whether it mentions their favourite sports. TO PRACTISE READING FOR GIST ✗	Textbook rubric Listen and mark Jim's route to work on the map (1) when he rides his bike and (2) when he takes the bus. TO PROVIDE EXTENSIVE LISTENING PRACTICE ✗	Homework assignment Students match some definitions to the underlined words in a text which was read for general understanding in class. TO PRACTISE DEDUCING MEANINGS OF NEW WORDS FROM CONTEXT ✓

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Assessment Students compare and contrast two photographs of landscapes and say which they prefer and why. TO TEST ABILITY TO EXPRESS OPINIONS COHERENTLY ✓	Lesson procedure Students swap the first draft of creative writing with a classmate and make language corrections and content suggestions. TO DEVELOP PEER EDITING AND CORRECTION SKILLS ✓	Textbook rubric Read and listen to the questions and mark whether the speaker's voice goes up or down in tone or stays the same. TO INTRODUCE QUESTION FORMS ✗	Homework assignment At home, by themselves, students complete a grammar exercise similar to the one done in pairs in class. TO GIVE INDIVIDUAL PRACTICE OF STRUCTURES ✓
Assessment Teacher pulls ten vocabulary items learnt this month from a hat. Students write a definition and an example sentence using the word and turn it in. TO MOTIVATE THROUGH A GAME ✗	Lesson procedure Students mingle and 'Find someone who ...' using a worksheet about ambitions for the future. TO GIVE FREER PRACTICE OF QUESTION FORMS WITH FUTURE TENSES ✓	Textbook rubric Circle the word in each set which is uncountable. Now write requests with the words you circled using <i>some</i>. TO CREATE A CONTEXT FOR LANGUAGE PRESENTATION ✗	Homework assignment Students go on the Internet and find out about the food, dress and customs of a country of their choice. TO PRACTISE RESEARCH SKILLS ✓
Assessment Students write an email to an adventure sports centre asking about their holiday courses. TO FOCUS ON LEXICAL SET SPORT ✗	Lesson procedure Students brainstorm the pros and cons of studying abroad in small groups. TO PROVIDE PRACTICE LISTENING FOR GIST ✗	Textbook rubric Match these headings to the topic sentence in each paragraph. There is one heading you do not need to use. TO DEVELOP PREDICTION SKILLS ✗	Homework assignment Students write two or three paragraphs on their hopes and plans for when they leave school. TO PRACTISE MIXED FUTURE TENSES ✓
Assessment Students hear a phone conversation between two friends and answer multiple-choice questions about what they say. TO ASSESS ABILITIES IN LISTENING FOR SPECIFIC INFORMATION ✓	Lesson procedure The teacher tells an anecdote about his life as a university student. The students listen. TO GET STUDENTS ACTIVELY INVOLVED ✗	Textbook rubric Listen to the conversation again and decide, based on his intonation, whether Mark feels positive or negative about each of the life changes he mentions. TO PRACTISE INFERRING ATTITUDE ✓	Homework assignment Students interview a native speaker about work, home and social life in their country and make a recording of it. TO PRACTISE USING QUESTION FORMS ✓