

Bargaining

Aims: To present common verb / noun collocations related to household activities.
 To present and provide speaking practice in using the first conditional for bargaining / negotiating

Procedure

1. Give students (in pairs) the upper half of the mix 'n' match verb / noun sheet (page 2).
 For feedback, give each pair the lower half (answer) sheet.
2. Give students practice in recalling the verb / noun collocations. Initiate a practice sequence as follows;
 - Teacher calls out a noun – students respond with correct verb.
 - Teacher asks a student to call out a noun – other students respond with verb.
 - Students continue doing this in pairs (Ss cover the mix 'n' match sheet).
3. Elicit the short dialogue on page 3 (use pictures to elicit the target language) onto the board. Drill for weak form in 'could you..'. Also drill for 'I'll', as well as for intonation features (e.g. rising tone on 'Could you..' question, and the rising / falling sequence on the conditional sentence).
4. Give out the handout on page 3. Use the prompts at the bottom to initiate an open / closed pairs practice sequence.
5. Demonstrate the card game with 3 strong students while other students gather round and watch. (before the lesson, photocopy page 4 twice and cut into cards for each group of 4 – 5 students)
 - the aim is to collect as many exact pairs of cards as you can
 - the cards are shuffled and dealt out to all the players
 - players put exact pairs of cards on the table in front of them
 - the game is played using the dialogue in the previous activity (No. 4 above)
 - the first student tries to get the pair for a card in his / her hand. S/he can ask any other player to do something for them, saying '(Name), could you....?'
 - If the player that is asked doesn't have that item on any of his / her cards, s/he says, 'Sorry, I'm busy!', and the turn ends. If the player has that item, s/he then says the first conditional sentence using the other half of the card (as per the dialogue)
 - If the first player doesn't have that exact card, s/he says, 'Sorry, I'm busy!', and the turn ends. If s/he does have that exact card, s/he says 'Ok, it's a deal!', and receives that card from the other player and places the pair on the table.
 - The student to the right of the first student then has a turn – s/he can ask anyone at the table to do something for them, and so on.

Notes on the Game: In the demonstration, try to make the students aware that, even if they are not involved in the dialogue, listening to what happens will give them information that helps them to win pairs when their turn comes. Also, it helps in the demonstration if you lay 'near' matches out on the table so that students fully understand. As always, a good demonstration ensures the students understand what to do.

Bargaining

Match the verbs on the left with the items on right.

clean	the kitchen
make	the washing up
sweep	the bathroom
answer	the ironing
do	the bed
vacuum	my homework
close	the window
	the door
	a cup of tea
	the carpet
	the floor
	the shopping
	the telephone

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Bargaining

Ann: Could you make me a cup of tea, please?

Ben: I'll make you a cup of tea if you answer the door. **OR** Sorry, I'm busy!

Ann: Ok, it's a deal! **OR** Sorry, I'm busy!

Ann

Ben

do my homework -----	do the shopping
clean the bathroom -----	vacuum the carpet
lend me \$20 -----	me back next week
marry me -----	buy me a Mercedes Benz
make me a cup of tea -----	sweep the floor
give me a discount -----	buy two pairs of jeans

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the ironing	the ironing	the bed	the bed
the window	a cup of tea	my homework	the floor
the bathroom	the bathroom	the phone	the phone
the washing up	the shopping	the carpet	the kitchen
the door	the door	the carpet	the carpet
the shopping	a cup of tea	the ironing	my homework
the washing up	the washing up	the window	the window
the kitchen	the shopping	the door	a cup of tea