

# Thanks and acknowledgements

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**Dedication**

For Pauline and Eric Nixon with much love and gratitude. CN  
 To Shirley and Neville Tomlinson who started it all off. MT.

# Map of the book

Activity title	Grammar focus	Activity type	Time	Logistics
<b>Level 1: Starting off (age approximately 7-8)</b>				
1.1 Noun Bingo	Articles <i>a/an</i>	Listening game	20	Whole class
1.2 Card drills	<i>He is, she is, (they are)</i>	Communication activity	45	Whole class/pairs
1.3 Fashion parade	Plurals, clothes	Information transfer	40	Pairs
1.4 Broken sentences	Be + determiner	Matching	20-30	Individual
1.5 Hide and seek	Be, house	Information gap	20-30	Pairs
1.6 The animal train	There's	Word order activity	20-30	Individual
1.7 Sentence scramble	Be, simple syntax	Sentence formation	40	Small group
1.8 Peter Potato Face	Has got, parts of the face	Make and do, information transfer	60	Individual/pairs
1.9 Animal jumble	Possessive 's, has got, animals	Make and do, game	60	Individual/pairs
1.10 Toys	Have got, has got	Information gap	20-30	Pairs
1.11 What's the time?	Time	Make and do	60	Individual/pairs
1.12 Look what we can do!	Can	Class survey	45	Small group/ whole class
1.13 What's happening?	Present continuous	Picture dictation	30-40	Whole class/pairs
1.14 My new kitten	Present continuous	Matching	30	Individual
1.15 Pairs of squares 1	Possessive determiners, present continuous	Colour matching	30	Individual

**Level 2: Moving on (age approximately 9–10)**

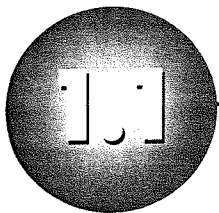
<b>2.1</b> Food and drink dominoes	Countable/uncountable nouns	Matching	20–30	Small group
<b>2.2</b> The Brillmobile	Can, has got	Reading comprehension	45	Individual
<b>2.3</b> Action charades	Imperatives, present continuous, possessive determiners	Game	30–40	Whole class
<b>2.4</b> Story jigsaw	Simple syntax, punctuation	Reading and matching	45	Individual
<b>2.5</b> Pairs of squares 2	Possessive determiners and pronouns	Colour matching	20–30	Individual
<b>2.6</b> A question of taste	Like, food	Survey	45	Pairs/individual/ group
<b>2.7</b> Johnny's birthday list	Want, present simple	Question and answer	30	Individual
<b>2.8</b> Present Bingo	Present simple	Listening game	30–40	Whole class
<b>2.9</b> Where are they sitting?	Daily routine, time, prepositions	Cognitive puzzle	30	Individual
<b>2.10</b> You read, I write	Present simple and continuous	Text dictation	30	Pairs
<b>2.11</b> Sentence walkabout	Present simple and continuous	Matching	30–45	Whole class
<b>2.12</b> What do we use?	Purpose clause (infinitive)	Game	40	Small group
<b>2.13</b> Where were they?	Past simple	Information gap	20	Pairs
<b>2.14</b> Party time	Past of be and have	Cognitive puzzle	30–40	Individual
<b>2.15</b> Grammargin	Parts of speech	Classification	30	Individual

**Map of the book****Level 3: Flying high (age approximately 11–12)**

<b>3.1</b> Did he or didn't he?	Past simple, short answers	Information gap	20–30	Pairs
<b>3.2</b> Three friends	Comparative and superlative	Read and draw	30	Individual
<b>3.3</b> A–Z	Verbs, nouns, adjectives	Board game	30	Small group
<b>3.4</b> The Bingo habit	Present simple, adverbs	Listening game	30–40	Whole class
<b>3.5</b> What are they going to do?	Going to future	Describing pictures	40	Individual/whole class
<b>3.6</b> Comparatively correct	Comparatives and superlatives	Error correction	30	Individual
<b>3.7</b> Weather report	Weather verbs, adjectives and nouns	Parts of speech classification	30	Individual
<b>3.8</b> Irregular verb checklist	Past simple irregular verbs	Self-study	30	Individual
<b>3.9</b> Who went where?	Complex questions, past simple	Information gap	30	Pairs
<b>3.10</b> Broken words	Past simple irregular verbs	Matching	30	Individual
<b>3.11</b> Exhilarating auxiliaries	Auxiliaries, short answers	Matching and writing	30	Whole class/pairs/ individual
<b>3.12</b> Grammingle	Parts of speech	Classification	30	Whole class
<b>3.13</b> Read all about it!	Past simple and continuous	Writing	45	Individual
<b>3.14</b> Film frenzy	Past simple irregular verbs	Cognitive puzzle	30–40	Individual
<b>3.15</b> King Arthur	Discourse	Reading	45	Small group

**Map of the book****Crosswords**

<b>1</b> Plurals	Plural nouns	1–2	30	Individual
<b>2</b> I, me, my ...	Personal pronouns and determiners	2–3	30	Individual
<b>3</b> A day in the life ...	Present simple	2–3	30	Individual
<b>4</b> Adjectives	Adjectives	2–3	30	Individual
<b>5</b> Parts of speech	Verbs, adjectives, nouns and prepositions	3	30	Individual
<b>6</b> Past simple half crossword	Past simple	2–3	30	Pair-work
<b>7</b> Irregular past	Past simple irregular verbs	2–3	30	Individual
<b>8</b> Mixed tenses	Present and past	3	30	Individual



# Noun Bingo

**ACTIVITY TYPE**  
whole class listening game

**LANGUAGE FOCUS**  
indefinite article  
simple nouns

**LEVEL**  
1

**AGE RANGE**  
7-8

**SKILLS**  
listening, reading

**TIME**  
20 minutes (10 minutes per  
game – play twice)

**MATERIALS**  
two copies of the Teacher's  
baseboard, one copy of each  
Pupils' Bingo board page per  
five pupils, five paper squares  
per pupil

## Before class

The photocopies consist of one Teacher's baseboard. The Teacher's baseboard consists of 25 boxes (5 × 5). Each Pupils' Bingo board has five boxes (1 × 5).

Make two photocopies of the Teacher's baseboard, each on different coloured paper or card. Leave one sheet intact as the baseboard, and cut the other one up into individual pieces and keep these safely in a small bag or envelope.

Make photocopies of the Pupils' Bingo boards. You need one sheet for every five pupils. Cut these horizontally into strips of five pictures. Each pupil will need one strip and five paper squares to cover their boxes. If your pupils cannot read, cut off the text from the Bingo boards.

## In class

- 1 Explain any vocabulary if necessary. Give out the Pupils' Bingo boards and ask your pupils to study them for a few minutes to familiarise themselves with the language content.
- 2 Explain that you are going to call out some words and if they have those words on their board, they should cover them with a piece of paper. Demonstrate on the board if necessary. Explain that when they have covered all the words on their board, they must call out *Bingo!* and read the words back to you to check.
- 3 Start the game by saying *Eyes down* and gesture by bending your head to look at your baseboard. Your pupils now have the cue which signals the start of the game. They should be looking at their boards and paying attention.
- 4 Mix up your bag or envelope of picture cards. Take the first one out and read it aloud twice. Place it on the corresponding part of your baseboard and continue in this way.
- 5 Be careful that pupils do not see the teacher's word, as this is primarily a listening exercise.
- 6 The winner must read the words aloud for you to check on your baseboard. Check both pronunciation and the correct use of the article *a* or *an*.

## Extension


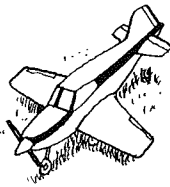
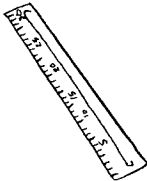

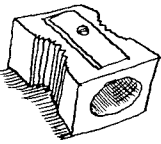



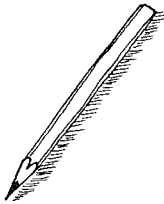

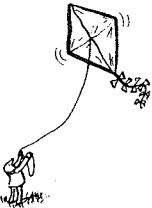
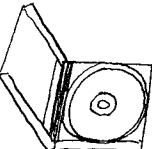




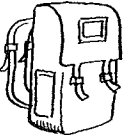

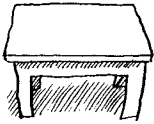
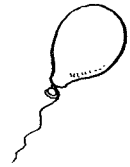


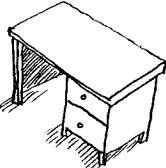

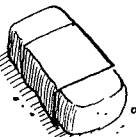
Drill the articles. Say the word and ask individual pupils to supply the correct article, e.g.

TEACHER: *pen*  
PUPIL: *a pen*  
TEACHER: *elephant*  
PUPIL: *an elephant*

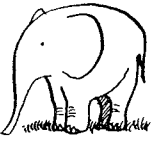
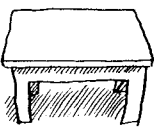
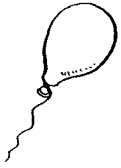
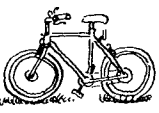


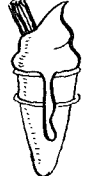
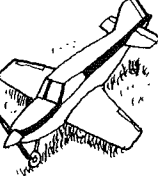






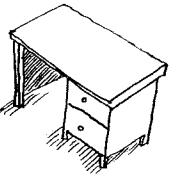
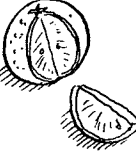
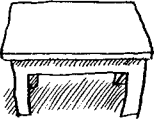


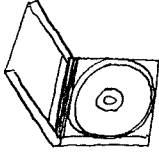
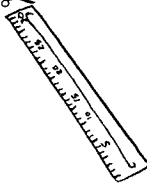


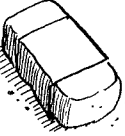

Once you have drilled the vocabulary from *Noun Bingo*, continue with other words that your pupils know.

## Noun Bingo

### Teacher's baseboard


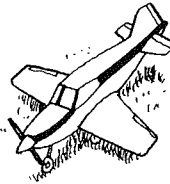
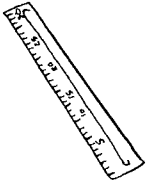

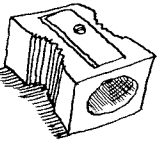
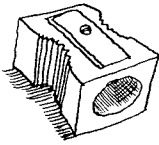


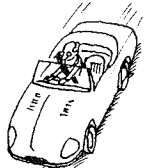
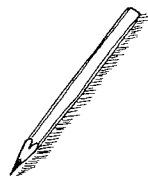


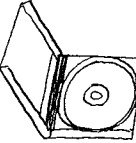
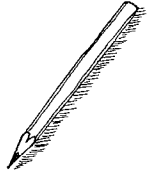





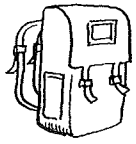

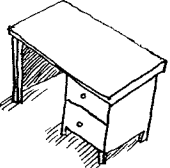
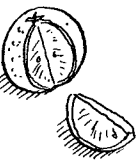
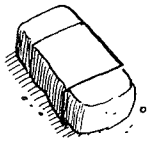
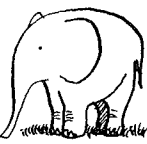
 an egg	 a plane	 a ruler	 a ball	 a pencil sharpener
 an ice cream	 a book	 a car	 a pencil	 a computer
 a kite	 a CD	 an apple	 a boat	 an umbrella
 a doll	 a bag	 an elephant	 a table	 a balloon
 a bicycle	 a pen	 a desk	 an orange	 an eraser

Pupils' Bingo boards

				
an elephant	a table	a balloon	a bicycle	a pen
				
a pen	an ice cream	a plane	a computer	a boat
				
an egg	a book	a bicycle	an umbrella	a desk
				
an orange	a table	a ball	a car	a CD
				
a ruler	a doll	a balloon	an eraser	a kite



Pupils' Bingo boards

				
an egg	a plane	a ruler	a ball	a pencil sharpener
				
a pencil sharpener	an ice cream	a book	a car	a pencil
				
a computer	a kite	a CD	a pencil	an apple
				
an apple	a boat	an umbrella	a doll	a bag
				
a bag	a desk	an orange	an eraser	an elephant

## Card drills

**ACTIVITY TYPE**  
whole class, pairwork  
communication activity

**LANGUAGE FOCUS**  
He/She is ...  
numbers 7–10  
Who ...?  
How old ...?  
short answers

**LEVEL**  
1

**AGE RANGE**  
7–8

**SKILLS**  
speaking

**TIME**  
45 minutes

**MATERIALS**  
an enlarged copy of the *Card drills* worksheet, card, glue, scissors, a copy of the *Card drills* worksheet per pupil

### Before class

Make an enlarged copy of the *Card drills* worksheet, stick it onto card and cut it up into eight flashcards. Make a copy of the *Card drills* worksheet for each pupil.

### In class

1 Separate the pictures of boys and work only with these.

- Practise *He's ...* Hold up the picture of Dave, saying *Listen and repeat. He's Dave.* Repeat with the other pictures. Hold up the picture of Dave again, saying *Is he Dave or Bill?* to elicit the response *He's Dave.* Repeat with the other pictures.
- Practise *Is he ...? Yes, he is. No, he isn't.* Hold up the picture of Dave, saying *Is he Dave?* Supply the answer, *Yes, he is.* Repeat with the other pictures. Hold up the picture of Dave, saying *Is he Bill?* Supply the answer, *No, he isn't.* Repeat with the other cards.
- Practise *Who's he ...?* Hold up the picture of Dave, saying *Is he Bill?* When pupils respond, look puzzled and say *Is he Peter?* Look even more puzzled and ask *Is he Bob?* Look exasperated and say *Who's he?* to elicit the response *He's Dave.* Repeat with the other cards. Transfer the question to the class. Point at different boys on the cards and ask individual pupils to ask *Who's he?* to another pupil.

2 Now work with the pictures of girls.

- Practise *She's ...* Hold up the picture of Mary, saying *Listen and repeat. She's Mary.* Emphasise *She's* and check that pupils do not respond with *He's*. Repeat with the other pictures, checking the use of the correct subject pronoun. Hold up the picture of Mary again, saying *Is she seven or ten?* to elicit *She's seven.* Repeat with the other pictures.
- Practise *Is she ...? Yes, she is. No, she isn't.* Hold up the picture of Mary, saying *Is she seven?* to elicit the response *Yes, she is.* Repeat with the other pictures. Hold up the picture of Mary, saying *Is she ten?* to elicit *No, she isn't.* Repeat with the other cards.
- Practise *How old is she? She's ...* Hold up the picture of Mary, saying *Is she ten?* When pupils respond, look puzzled and say *Is she nine?* Look even more puzzled and ask *Is she eight?* Look exasperated and say *How old is she?* to elicit the response *She's seven.* Repeat with the other cards.

- Give a copy of the worksheet to each of your pupils and ask them to cut it up into eight cards.
- Demonstrate the activity by example. Select a pupil and, holding up one card at a time, ask *Who's he? Who's she?* etc. When your cards are finished, your pupil asks the questions.
- Arrange the class in pairs: A and B. Ask pupils to face their partners and take it in turns to ask and answer questions. If you want to make this more challenging, ask pupils to cover up (or fold back) the names on the cards.
- Circulate to monitor and help.

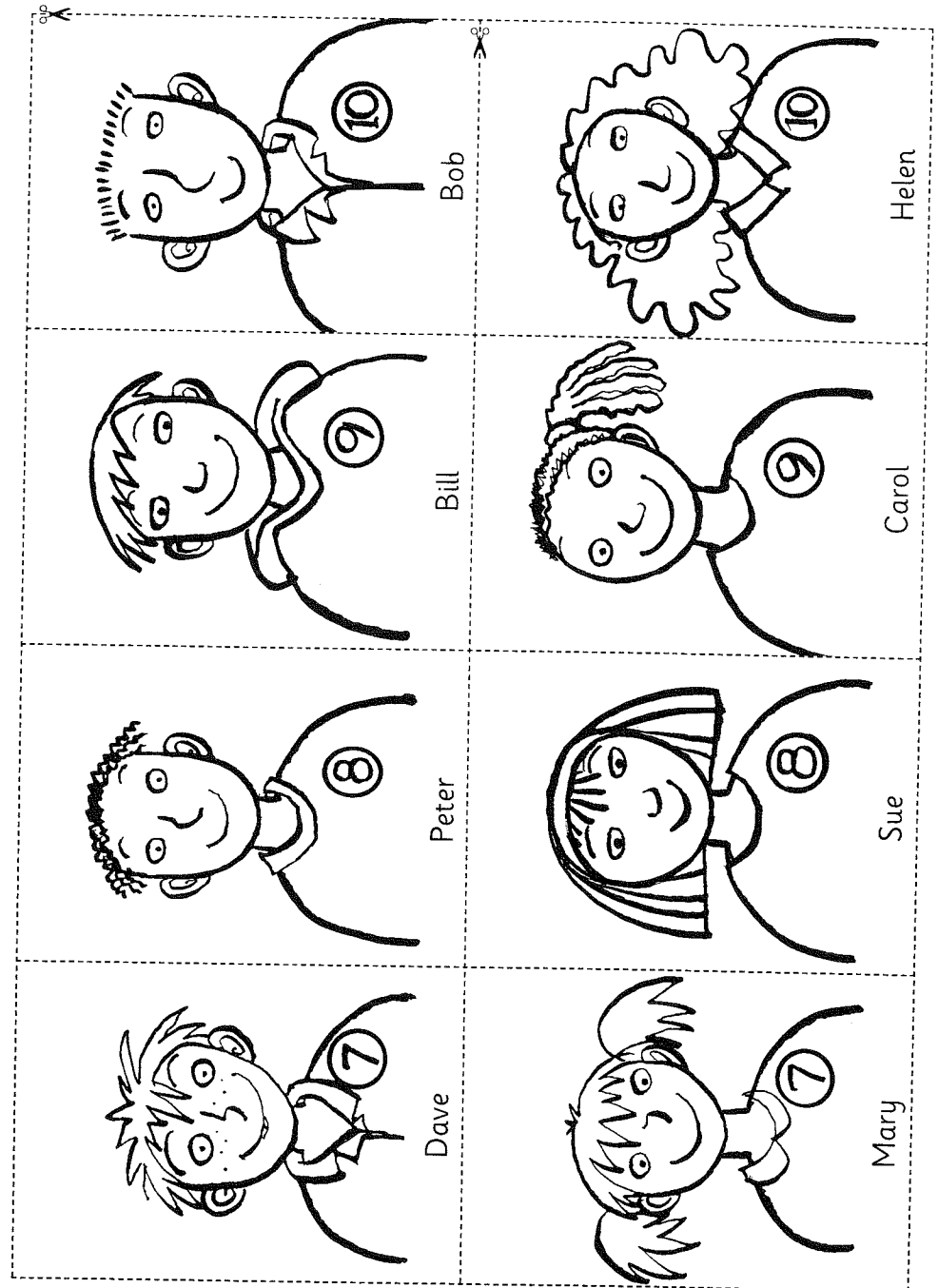
### Extension

In a later lesson, you could introduce and practise *They're ...*, *Yes, they are* and *No, they aren't*, using two pictures of children of the same age.

### Option

You can also use the cards to practise the possessive 's. Put a picture card with a classroom object, saying *It's Dave's book, It's Carol's ruler, It's Bill's pencil sharpener*, etc. Introduce the question *Whose book is it?* etc. by using the above techniques.

## Card drills



# Fashion parade

## ACTIVITY TYPE

pairwork information transfer

## LANGUAGE FOCUS

What colour's ...?

It's ...

What colour are ...?

They're ...

clothes

## LEVEL

1

## AGE RANGE

7-8

## SKILLS

listening and speaking

## TIME

40 minutes

## MATERIALS

an enlarged copy of the *Fashion parade* worksheet, crayons, scissors, a copy of the *Fashion parade* worksheet per pupil

### Before class

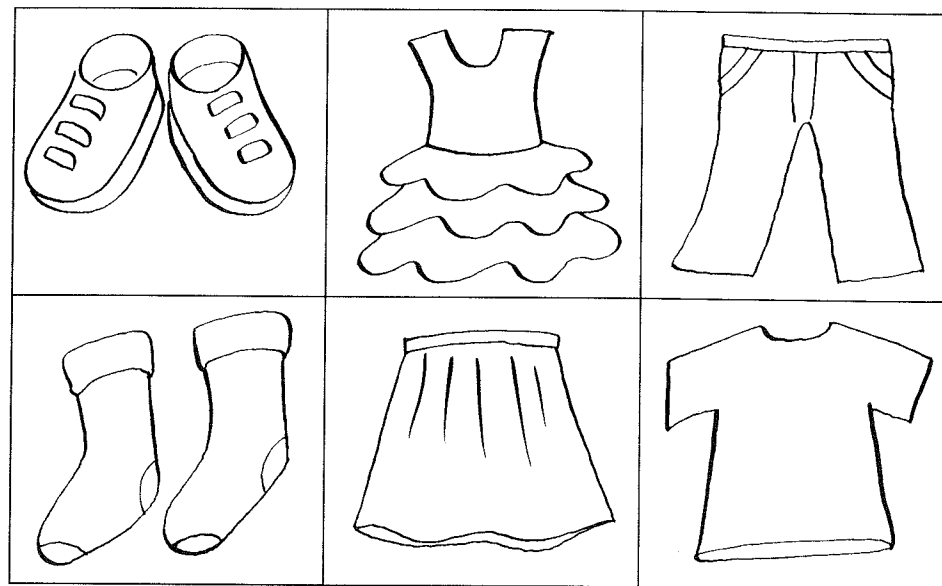
Make an enlarged copy of the *Fashion parade* worksheet, colour the pictures and cut them into flashcards. Make a copy of the *Fashion parade* worksheet for each pupil.

### In class

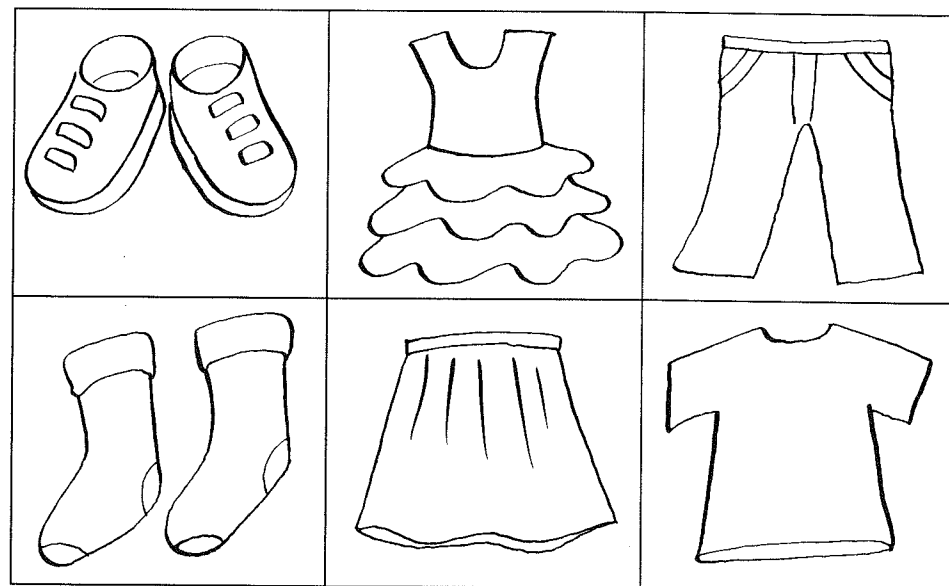
- 1 Pre-teach or revise singular and plural forms with articles of clothing.
  - a Hold up the flashcard of the dress. Say *Dress. It's a dress*, holding up one finger. Hold up the flashcard of the shoes. Say *Shoes. They're shoes*, holding up two fingers.
  - b Hold up one finger. Say *It's. Listen and repeat. It's*. Ask your pupils to hold up one finger as they repeat after you. Hold up two fingers. Say *They're. Listen and repeat. They're*. Ask your pupils to hold up two fingers as they repeat after you.
  - c Drill *it's* and *they're* by holding up one finger or two, changing the sequence and getting faster each time to try to catch your pupils out.
  - d Repeat the procedure with the other articles of clothing in the activity, paying special attention to the plural form, *They're trousers*. Then test individual pupils at random by holding up a picture to elicit the correct response: *It's a skirt, They're socks*, etc. Help pupils by using the finger prompt if necessary.
  - e Say *Listen and repeat. Question. What colour are the shoes?*, holding up two fingers to elicit the response *They're (grey)*. Repeat the procedure for the other plural nouns. Insist on the correct use of the plural form and the answer, *They're ...*
  - f Say *Listen and repeat. Question. What colour's the skirt?*, holding up one finger. Say *Answer* to elicit the response *It's (red)*. Repeat the procedure for the other singular nouns. Insist on the correct use of the singular form and the answer, *It's ...*
  - g Hold up the flashcards in random order and ask individual pupils to ask and answer questions. Use the prompt words *Question* and *Answer* to elicit the appropriate forms. Use the singular and plural finger prompt to help if necessary.
- 2 Give pupils a copy of the *Fashion parade* worksheet. Ask them to colour in the clothes in the *Your clothes* grid, in secret. They may colour the clothes as they wish.
- 3 Choose a pupil and demonstrate the activity in front of the class. Ask the pupil a question, e.g. *What colour are the shoes?* to elicit the response *They're ...* Take the appropriate crayon and colour the picture of the shoes in the bottom grid, *Your friend's clothes*. Repeat the procedure for the other articles of clothing or until you feel the class have a clear idea of the task.
- 4 Arrange the class in pairs: A and B. As ask the questions and colour the clothes according to Bs' answers. Then they change roles.
- 5 Circulate to monitor and help. When pupils have finished, they compare their worksheets to correct.

## Fashion parade

### Your clothes



### Your friend's clothes



## Broken sentences

**ACTIVITY TYPE**  
individual, pair or small  
group matching activity

**LANGUAGE FOCUS**  
to be  
a, an  
subject pronouns: *it, she, he, they*

**LEVEL**  
1

**AGE RANGE**  
7-8

**SKILLS**  
reading

**TIME**  
20-30 minutes

**MATERIALS**  
a copy of the *Broken sentences* cards per pupil,  
pair or small group,  
depending on the size of  
the class

### Before class

Make a copy of the *Broken sentences* worksheet for each pupil, pair or small group, cut it into 24 cards and place the cards in envelopes. You can make the activity shorter by leaving out some sentences if you wish.

### In class

- 1 Explain the object of the activity. This can be done by example on the board. Write 'It is an' on one side of the board and a number of possible combinations on the other, e.g. 'dog', 'umbrella', 'an egg', 'are pencils'. Elicit the correct combination from pupils, explaining why some combinations are incorrect: repetition of article, article-noun agreement, etc.
- 2 Give each pupil, pair or group of pupils a set of cards and ask them to spread the cards out on the desk before them. Let them look at them for a few minutes to familiarise themselves with their contents.
- 3 Ask pupils to match up their cards in the same way. Each card will match another card to make 12 grammatically correct sentences.
- 4 Monitor to check that they are making correct combinations. Try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 5 Correct collectively on the board. Pupils dictate the correct sentences for you to write or individual pupils stick the sentences up with sticky tack.

### Extension

Fast finishers can write and cut up their own broken sentences for other pupils to match.

## Broken sentences

It is an	apple.
It is a	book.
It is	a cat.
It	is an elephant.
She is a	girl.
She is	nine.
He is	a boy.
He	is eight.
She	is a woman.
He is a	man.
They are	books.
They	are elephants.

# 1.5

## Hide and seek

**ACTIVITY TYPE**

pairwork information gap

**LANGUAGE FOCUS**

*is/are*: question forms and short answers

rooms: *bathroom, bedroom, kitchen, living room, dining room, garage*

**LEVEL**

1

**AGE RANGE**

7-8

**SKILLS**

speaking, listening for information, reading

**TIME**

20-30 minutes

**MATERIALS**

a copy of the *Hide and seek* worksheet per pair of pupils, flashcards of the rooms

**Before class**

Make a copy of the *Hide and seek* worksheet for every pair of pupils. Cut each copy into two parts: A and B.

**In class**

- Revise or pre-teach the vocabulary used in the activity by using flashcards.
- Revise or pre-teach *is* and *are*.
  - Draw three boxes on the board. Label them *bedroom, bathroom* and *kitchen*. Draw a simple picture of a girl, a boy, and a girl and a boy, in each one respectively. Give them names, e.g. *Sandra, Harry*, and *Gemma and Matthew*. Hold up one finger and ask your pupils to hold up one finger. Say *Sandra's in the bedroom*. Listen and repeat. *Sandra's in the bedroom*. Hold up two fingers and ask your pupils to hold up two fingers. Say *Gemma and Matthew are in the kitchen*. Listen and repeat. *Gemma and Matthew are in the kitchen*.
  - Drill *'s* and *are*, using the names and holding up one finger or two, changing the sequence and getting faster each time to try to catch your pupils out.
  - Then test individual pupils at random by pointing to one of the pictures on the board to elicit the correct response, e.g. *Harry's in the bathroom*.
  - Practise question and answer forms using the pictures and finger prompts above, e.g.
 

TEACHER: *Sandra*  
PUPILS: *Is Sandra in the bedroom? Yes, she is.*  
TEACHER: *Harry*  
PUPILS: *Is Harry in the bathroom? Yes, he is.*  
TEACHER: *Gemma and Matthew*  
PUPILS: *Are Gemma and Matthew in the kitchen? Yes, they are.*
  - Repeat the procedure, changing the information to practise negative short answers. Drill collectively, e.g.
 

TEACHER: *Harry, kitchen*  
PUPILS: *Is Harry in the kitchen? No, he isn't.*
- Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- Explain that some children are hiding in different parts of the house and pupils must find them by asking their partner questions. Copy part of the chart from the activity onto the board, changing the information, and ask individual pupils questions, e.g.
 













TEACHER: *Is David in the kitchen?*  
PUPIL: *No, he isn't.*  
TEACHER: *Is David in the bedroom?*  
PUPIL: *No, he isn't.*  
TEACHER: *Is David in the bathroom?*  
PUPIL: *Yes, he is.*
- Pupils ask and answer questions in pairs to complete the sheet.
- Circulate to monitor and correct.

## Hide and seek

### A

Ask pupil B questions to complete the chart.

Example: Is Paul in the bedroom? No, he isn't.  
Are Sarah and Sally in the bathroom? No, they aren't.













						
David 						
Sarah and Sally 			✓			
Peter and Frank 						
Maria 	✓					
Paul 					✓	
Isabel 				✓		



### B

Ask pupil A questions to complete the chart.

Example: Is Paul in the bedroom? No, he isn't.  
Are Sarah and Sally in the bathroom? No, they aren't.

						
David 						✓
Sarah and Sally 			✓			
Peter and Frank 		✓				
Maria 						
Paul 					✓	
Isabel 						







# The animal train

**ACTIVITY TYPE**

individual word order activity

**LANGUAGE FOCUS**

word order  
basic punctuation

There's ...  
prepositions: *in, on, under,*  
*next to*  
animals

**LEVEL**

1

**AGE RANGE**

7-8

**SKILLS**

reading, writing

**TIME**

20-30 minutes

**MATERIALS**

a copy of *The animal train*  
worksheet per pupil, an  
enlarged copy of *The animal*  
*train* worksheet

**Before class**

Make a copy of *The animal train* worksheet for each pupil and an enlarged copy of *The animal train* worksheet. Cut the enlarged copy of the worksheet into the engines and wagons. Taking care not to mix up the five sentences, keep the pieces together with a paper clip.

**In class**

- 1 Write 'T' and 't' on the board. Point to the capital letter and say *Capital T*. Point to the little letter and say *Small T*. Pointing alternately, ask pupils *Capital T* or *small T?* to elicit the correct response.
- 2 Write 'a the There's pond. in fish' on the board with a line underneath as in the example and copy onto the board the picture of the fish in the pond at the bottom of the worksheet.
- 3 Point to the first letter of each word in turn, asking *Capital letter or small letter?* until you come to 'There's'. Draw the pupils' attention to this quite dramatically, saying *Capital T* and write it at the beginning of the line. Explain that if a word begins with a capital letter, it goes at the beginning of the sentence.
- 4 Draw pupils' attention to 'pond.' and write it at the end of the line, explaining that a word with a full stop after it comes at the end of the sentence.
- 5 Say *There's* and point to the first word again. Pointing to the other words in turn, suggest possibilities for pupils to agree or disagree. For example, say in a questioning tone *There's fish? There's the? There's in?* until your pupils get the idea.
- 6 Repeat the procedure, writing each word on the line in the correct order.
- 7 Give out the worksheets and ask pupils to write the sentences and complete the picture.
- 8 Circulate to monitor and correct.
- 9 Explain that each wagon of the train has a symbol which matches the symbol of the next wagon to give the answer. Give pupils time to correct their own work.
- 10 Correct the activity collectively. Give individual pupils the enlarged word pieces to stick up on the board in the correct order. Invite pupils to draw the picture on the board.

**Key**

- 1 There's a bird in the sky.
- 2 There's a dog under the tree.
- 3 There's a mouse next to the ball.
- 4 There's a cat on the wall.

## The animal train

Write the sentences.

Example:

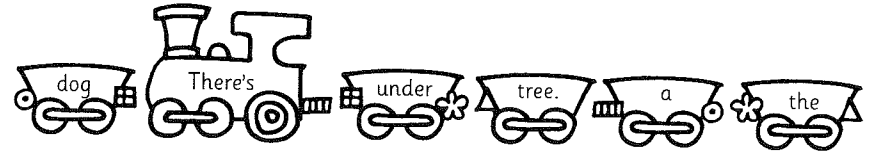


There's a fish in the pond.

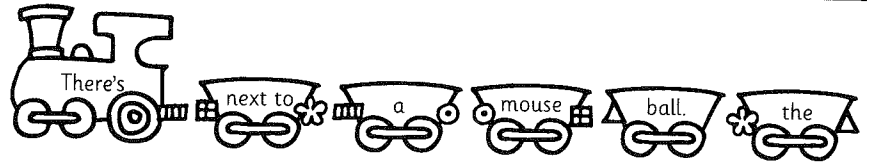
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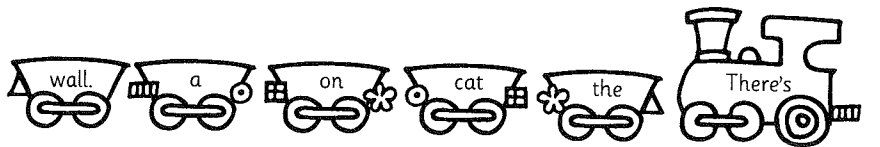
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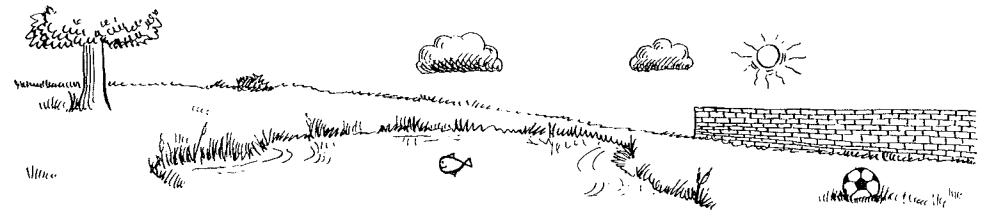
3



4



Draw the animals.





# Sentence scramble

**ACTIVITY TYPE**

pair or small group sentence formation

**LANGUAGE FOCUS**

to be  
subject pronouns  
simple nouns  
adjectives

**LEVEL**

1

**AGE RANGE**

7-8

**SKILLS**

reading, verb-noun  
agreement to form sentences

**TIME**

40 minutes

**MATERIALS**

one copy of the *Sentence scramble* worksheet per pair or group of three to four pupils, each copy cut up into individual cards

**Before class**

Make a copy of the *Sentence scramble* worksheet for each pair or small group and cut this up into 84 cards. You may want to clip them together with paper clips or place them in envelopes.

**In class**

- 1 Arrange the class in pairs or small groups (maximum four pupils) working around a table.
- 2 Explain the rules. This can be done by example.
  - a Mix the word cards up and deal 15 cards to each player. The rest of the cards are placed face down in a pile on the table to form the 'pool'. The players place their cards face up on the table in front of them.
  - b The player to the left of the dealer starts. He or she makes a sentence using his or her selection of words. He or she puts it face up on the table and reads it aloud.
  - c As they use their cards, pupils take new ones from the pool. They should have 15 cards to play with until there are no cards left in the pool.
  - d The player on the first player's left continues the process. If any player cannot put a sentence down, they take 15 new cards from the pool and put their original cards back, missing a turn.
  - e The winner is the player with the most correct sentences when there are no cards left to play with.
- 3 Give each group their cards and let them play.
- 4 Circulate to monitor and help.

**Note**

Sentences are allowed or disallowed by group members. If there is conflict, the teacher is the judge.

**Option**

Each group makes as many sentences as they can with their pieces of paper in a time limit of ten minutes. The group with the most correct sentences wins.

**Sentence scramble**

I	You	He	She	It	We	They
I	You	He	She	It	We	They
I	You	He	She	It	We	They
I	You	He	She	It	We	They
'm	'm not	are	aren't	is	is	isn't
isn't	isn't	are	are	aren't	are	aren't
'm	'm not	are	aren't	is	is	isn't
isn't	isn't	are	are	aren't	are	aren't
a girl	a boy	a woman	a man	an apple	an elephant	eight
nine	ten	a book	a pen	a dog	tables	chairs
an eraser	pencils	tall	short	fat	thin	big
small	happy	sad	old	young	boys	girls



# Peter Potato Face

**ACTIVITY TYPE**

individual 'make and do',  
pairwork information transfer

**LANGUAGE FOCUS**

has got  
parts of the face: face, hair,  
nose, eyes, ears, mouth  
colours  
adjectives: long, short, big,  
small

**LEVEL**

1

**AGE RANGE**

7-8

**SKILLS**

speaking, writing (optional)

**TIME**

60 minutes

**MATERIALS**

a copy of the Peter Potato Face worksheet per pupil,  
scissors, crayons, glue  
(optional), an envelope per  
pupil (optional)

**Before class**

Make a copy of the Peter Potato Face worksheet for each pupil.

**In class**

- 1 Give pupils a copy of the Peter Potato Face worksheet. Check that they know the names of all the parts of the face: face, hair, ears, eyes, nose, mouth.
- 2 Ask pupils to colour the parts of the face as you dictate. Say:  

Colour the face brown.	Colour the long hair green.
Colour the short hair purple.	Colour the big eyes blue.
Colour the small eyes black.	Colour the small mouth pink.
Colour the big mouth yellow.	Colour the small nose orange.
Colour the big nose red.	Colour the small ears grey.
Colour the big ears orange.	
- 3 Pupils cut out the parts of the face. Make sure they cut around the dotted lines.
- 4 Now describe Peter Potato Face. The idea is for pupils to make up the face as you dictate, e.g.  
*This is Peter Potato Face. He's got short hair.*  
*He's got big ears. He's got a small mouth.*  
*He's got a big nose. He's got small eyes.*

**Note**

The ears go behind the head.

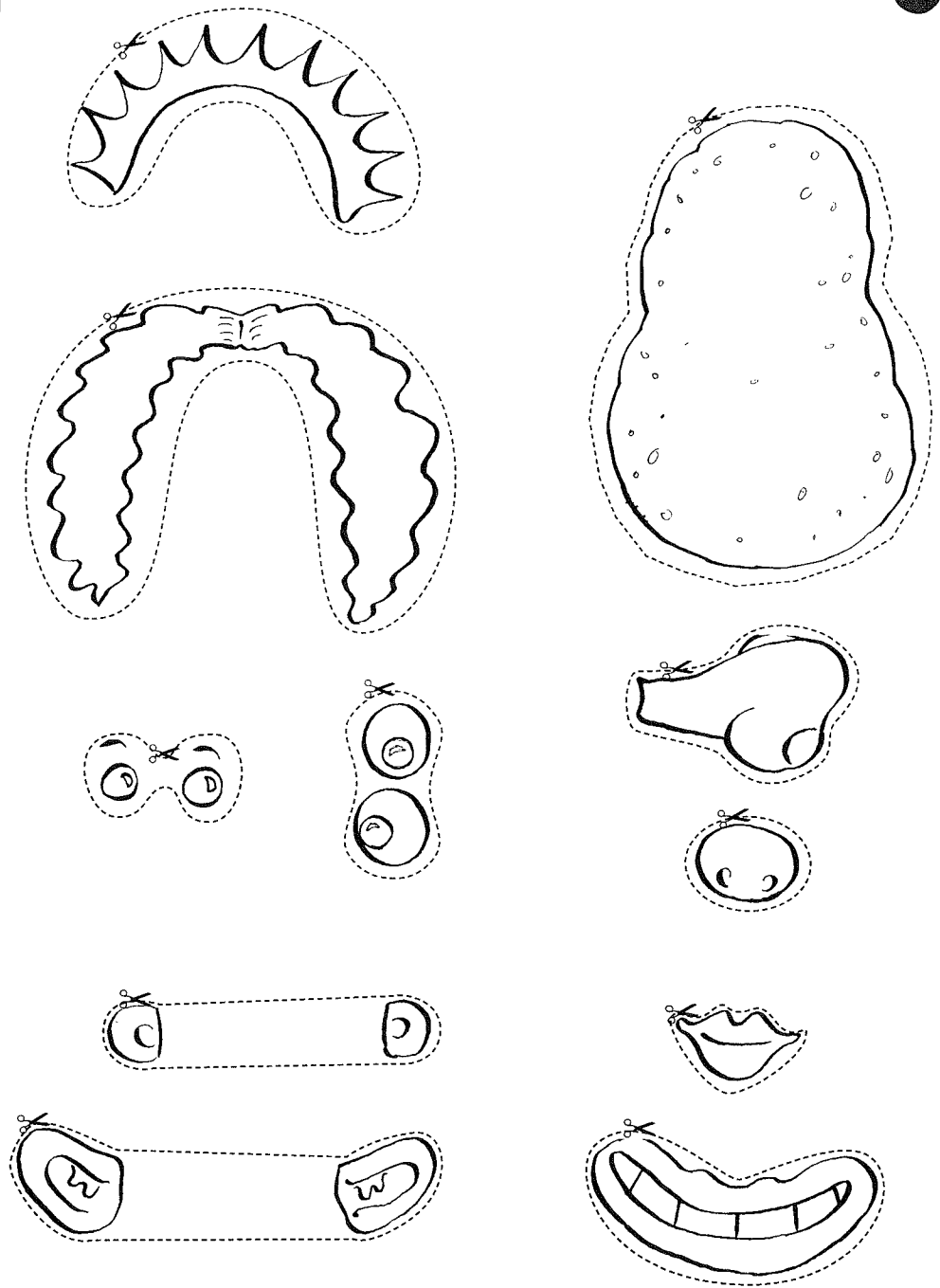
You may wish to use colour adjectives in your descriptions. If so, point out that these come after short, small, etc.

- 5 Invite a pupil to dictate to the rest of the class while they place the parts. Insist on the use of *He's got* and the use of *a* with singular countable nouns (*nose, mouth*).
- 6 Arrange the class in pairs: A and B. As make up a face in secret and then dictate to Bs for them to place the parts onto the face. When they have finished, they compare faces. They then change roles.
- 7 Circulate to monitor and check.
- 8 If you want to repeat the activity in a later class, pupils should save their face parts in named envelopes.

**Extension**

- 1 Pupils invent their own Peter Potato Face and stick it into their notebooks or onto paper. They then write a description of the face using the language they have practised.
- 2 Fast finishers can draw the shape of a face and use the remaining parts to make a Petra Potato Face. They then write a description using *She's got* ...

## Peter Potato Face



# Animal jumble

**ACTIVITY TYPE**

individual 'make and do',  
pairwork game

**LANGUAGE FOCUS**

has got  
possessive 's  
parts of the body: head,  
body, legs, tail  
adjectives: long, short, big,  
small

**LEVEL**

1

**AGE RANGE**

7-8

**SKILLS**

speaking, writing (optional)

**TIME**

60 minutes

**MATERIALS**

a copy of the *Animal jumble*  
worksheet per pupil, glue,  
scissors, crayons (optional)

**Before class**

Make a copy of the *Animal jumble* worksheet per pupil. Make up a copy of the *Animal jumble* booklet (see step 3 for instructions).

**In class**

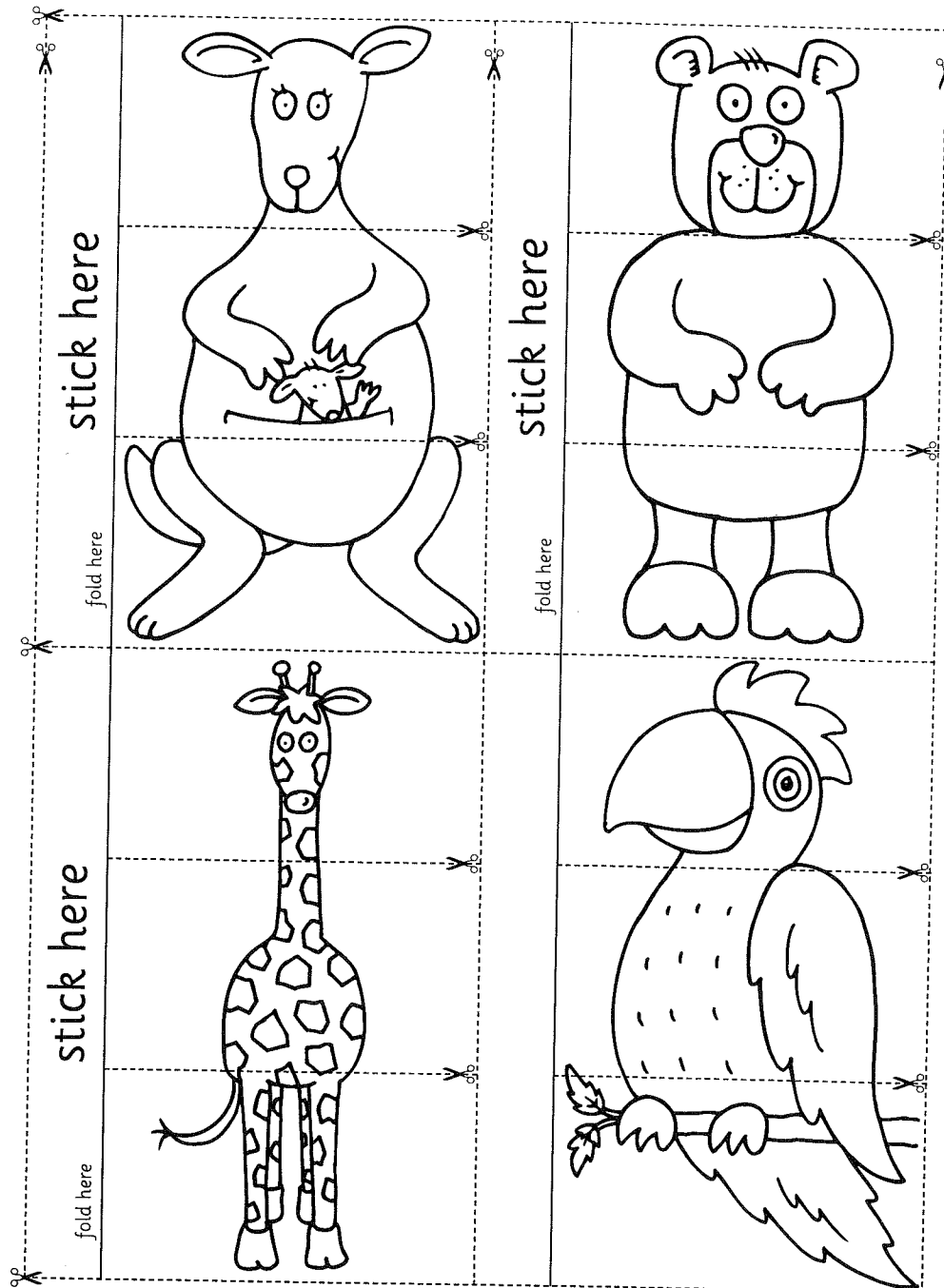
- 1 Show your class the prepared *Animal jumble* booklet and revise animal and body vocabulary that they will need: *giraffe, parrot, kangaroo, bear, head, body, tail, leg.*
- 2 To practise the structures and the vocabulary in the activity talk about each animal and its body, using *has got*, adjectives and body parts, e.g. *The giraffe's got a long neck, a small body and four long legs. It's also got a long tail.*
- 3 Give pupils the worksheet and ask them to make up their booklets following you step by step:
  - a Cut it into four rectangles, each with a different animal.
  - b Glue the four rectangles together, down the left-hand side. Make sure that all your class glue them in the same order, e.g. first the kangaroo; on top of this they glue the bear; next they glue the giraffe; and they glue the parrot on top.
  - c Pupils cut along the dotted lines. They should now have a booklet with four pages, each with a different animal, and each animal cut into three: head, body, legs and tail.
  - d Fold along the lines so that you can jumble the heads, bodies, and legs and tails of the animals.
- 4 Demonstrate the activity by example. Create a new animal by folding the parts of the booklet in secret. Describe the animal so that pupils can make the same one in their booklet, stressing the possessive 's, e.g. *It's got a kangaroo's head, a giraffe's body and a bear's legs.*
- 5 Arrange pupils into pairs: A and B. As make up the animal in secret and then dictate to Bs who make up the animal. When they have finished, they compare animals. They then change roles. They can continue like this several times.
- 6 Circulate to monitor and check.

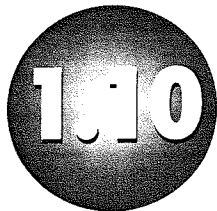
**Extension**

Fast finishers can choose their favourite animal jumble, colour it as they wish, and then write a description of it, e.g.

'My animal has got a parrot's head, a bear's body and a kangaroo's legs and tail. It's got a red and blue head, a brown body and a long tail.'

## Animal jumble





# Toys

**ACTIVITY TYPE**

pairwork information gap

**LANGUAGE FOCUS**

have got / has got: question forms and short answers  
toys: ball, computer, bicycle, kite, balloon

**LEVEL**

1

**AGE RANGE**

7-8

**SKILLS**

speaking, listening for information, reading, writing (optional)

**TIME**

20-30 minutes

**MATERIALS**

a copy of the Toys worksheet per pair of pupils, flashcards or realia of the toys

**Before class**

Make a copy of the Toys worksheet for every pair of pupils. Cut each copy into two parts: A and B.

**In class**

- 1 Revise or pre-teach *has got* and *have got* and the vocabulary used in the activity (ball, computer, bicycle, kite, balloon) using flashcards or realia.
- 2 Copy the chart from the activity onto the board, substituting three of your pupils' names in the left-hand column. Ask individual pupils questions to check that they understand the procedure, e.g.  
TEACHER: (David), *have you got a kite?*  
PUPIL: *Yes, I have.*  
TEACHER: (Susan), *have you got a computer?*  
PUPIL: *No, I haven't.*
- 3 Complete the chart with the answers they give you. Use ✓ for yes, and X for no. Write 'I' under the first three names and explain by demonstration that they must complete their own information. Say *I've got a computer. I haven't got a balloon* and put a ✓ and a X in the appropriate boxes. Now write 'you' under 'I', and draw their attention to this row. Explain that they ask their partners the questions using *Have you got a ball? Have you got a kite?* etc.
- 4 Referring to the completed chart on the board and emphasising *has*, ask:  
*Has (David) got a kite?* to elicit *Yes, he has.*  
*Has (Susan) got a computer?* to elicit *No, she hasn't.*
- 5 Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 6 Pupils ask and answer questions to complete the sheet. Circulate to monitor and correct.

**Extension**

Using the information in the chart, pupils write sentences about each character. This is particularly effective to practise conjunctions *and*, *but* and *or*. Write the example on the board: 'John's got a ball, a bicycle and a balloon, but he hasn't got a computer or a kite.' Ask pupils to use this model to make similar sentences and say them aloud to the class. They also make sentences about their partner. Insist on the use of *and*, *but* and *or*. Once they have done the exercise orally, they can proceed to write the sentences.

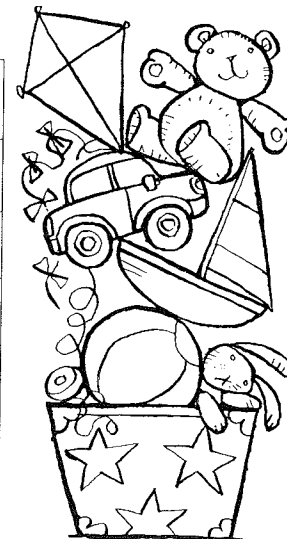
**Toys**

**A**

Ask questions with *has/have got*.

Example: Has John got a ball? Yes, he has.  
Has Silvia got a balloon? No, she hasn't.  
Have you got a bicycle? Yes, I have. / No, I haven't.

John	✓		✓	X	
Silvia		X			X
Pablo	✓	X	X		
Lydia	X		✓		✓
I					
You					

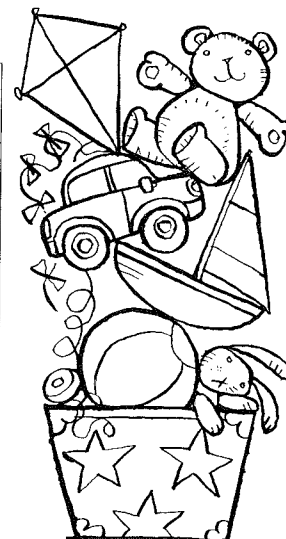


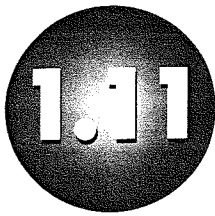
**B**

Ask questions with *has/have got*.

Example: Has John got a ball? Yes, he has.  
Has Silvia got a balloon? No, she hasn't.  
Have you got a bicycle? Yes, I have. / No, I haven't.

John	✓	X			✓
Silvia	X		✓	✓	X
Pablo				✓	X
Lydia		✓		X	
I					
You					





# What's the time?

**ACTIVITY TYPE**

individual 'make and do',  
pairwork

**LANGUAGE FOCUS**

telling the time  
numbers

**LEVEL**

1

**AGE RANGE**

7-8

**SKILLS**

reading, speaking

**TIME**

60 minutes

**MATERIALS**

a copy of the *What's the time?* worksheet and paper fastener per pupil, card, glue, scissors, crayons, an enlarged copy of the *What's the time?* worksheet

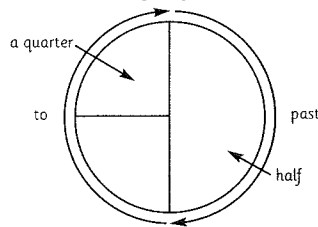
**Before class**

Make a copy of the *What's the time?* worksheet for each pupil. Make a large clock, using an enlarged copy of the worksheet.

**In class**

- 1 Revise numbers 1-30.
  - a Point to yourself and say *One*. Continue pointing to random pupils to elicit the next number until you get to 30. Repeat the procedure starting at 30 and counting backwards to 1.
  - b Do a number quiz. Say *Two and five is seven*. Point to a pupil and say *Three and six is ...* to elicit *nine*. Point to another pupil and say *Ten and four is ...* to elicit *fourteen*. Continue in this way.

- 2 Draw the following diagram on the board:

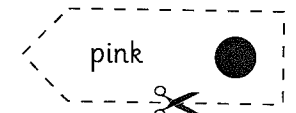
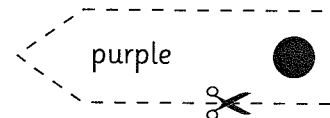
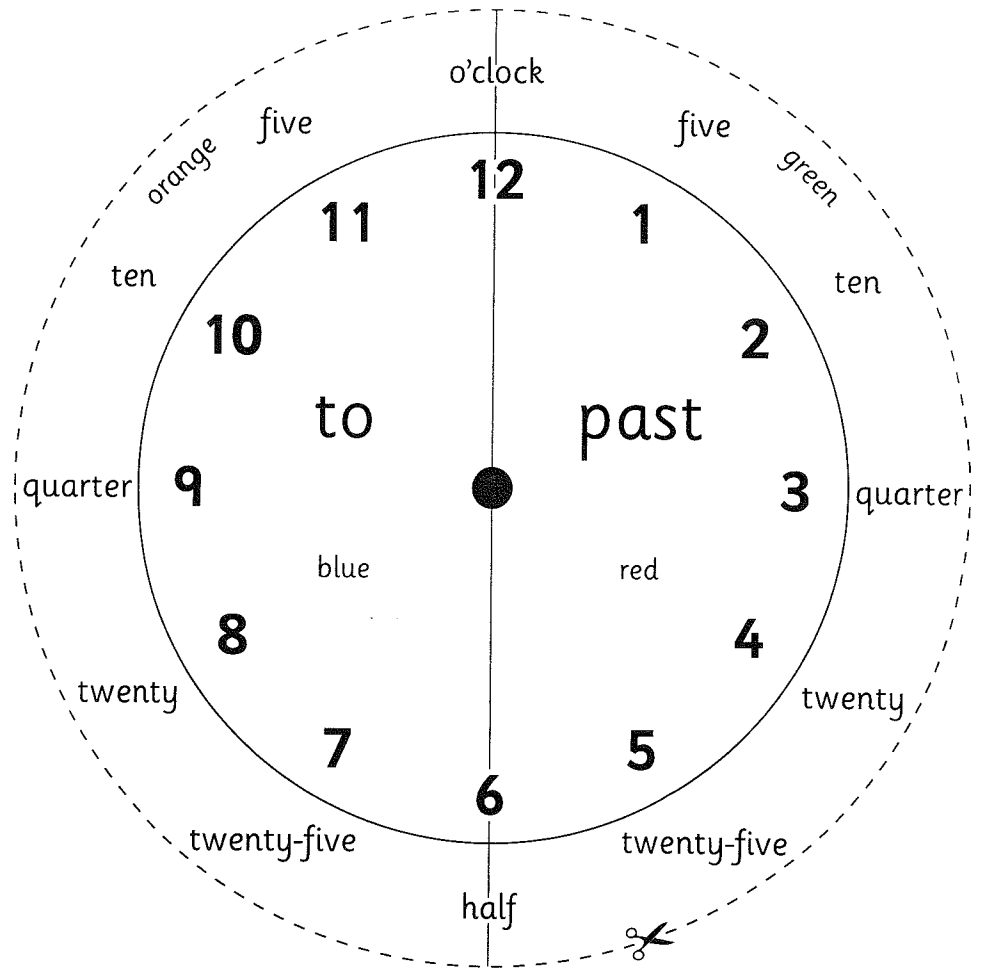


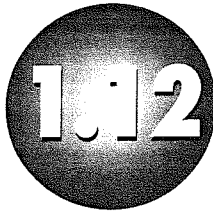
Practise *half* and *quarter*. Following the direction of the arrow with your hands, illustrate *past* and *to*. Ask pupils to copy the diagram into their notebooks.

- 3 Give pupils the worksheet and tell them that they are going to make a clock.
  - a Ask pupils to read the worksheet and colour in the different parts of the clock accordingly.
  - b Pupils glue the worksheet onto card.
  - c Pupils cut out the clock and the hands.
  - d Pupils fix the hands to the centre of the clock (big hand on top) using the paper fastener.
- 4 Fix your pre-made clock to the board with sticky tack. Put the big hand on 12 and move the small hand from number to number asking *What's the time?* to elicit *It's one o'clock*, *It's two o'clock*, etc. As you do this, pupils copy the hand movements on their clocks and repeat the questions and answers.
- 5 Put the big hand on 6 and repeat the above procedure to elicit *It's half past one*, etc.
- 6 Repeat the procedure with *quarter past* and *quarter to*.
- 7 Organise pupils into pairs: As and Bs. Pupils place one clock on the table so that both can see it and ask and tell the time, moving the hands and asking the question *What's the time?*
- 8 Circulate to monitor and check.

**Extension**

When pupils are confident telling these times, teach them *five past ...*, *ten past ...*, etc. Continue by practising in pairs as above. Once pupils are proficient at telling the time, they can cut off the outer circle.





# Look what we can do!

**ACTIVITY TYPE**  
small group and class survey

**LANGUAGE FOCUS**  
*can/can't*: question forms and short answers  
verbs: *draw, cook, skate, speak English, ride a bike*

**LEVEL**  
1

**AGE RANGE**  
7-8

**SKILLS**  
speaking, listening for information, reading, writing

**TIME**  
45 minutes

**MATERIALS**  
a copy of the *Look what we can do!* worksheet per pupil, crayons

## Before class

Make a copy of the *Look what we can do!* worksheet for each pupil.

## In class






- Revise or pre-teach *can* using gestures and miming the actions from the activity if necessary. Say *I can speak English* (nodding your head). Say *I can't speak German* (shaking your head). Ask individual pupils questions, e.g. (*Judy*), *can you speak English?* to elicit *Yes, I can.* *Can you cook?* to elicit *No, I can't.*
- Copy the chart from the first section of the worksheet onto the board, writing different pupils' names in the appropriate boxes.
- Ask individual pupils questions (as above) and complete the chart with the answers they give you. Use ✓ for yes, and X for no. Continue until pupils understand the procedure.
- Arrange the class in groups of three to six pupils. Give them their worksheets, and refer them to the first section. Ask them to write the names of the other group members in the appropriate boxes.
- Pupils ask and answer questions to complete the information in the first section.
- Circulate to monitor and correct.
- Ask the class to focus their attention on one of the groups. Ask each member in turn *Can you draw?* and count each positive answer. Refer your class to the second section of their worksheet and read the first sentence aloud, using the appropriate number, e.g. *In my group [three] of us can draw.* Write the sentence on the board, using a word, not a figure, for the number.
- By demonstration show pupils how to colour the first column of the chart in the third section. Take a yellow crayon and mime colouring the first three boxes above *can draw*.
- Ask pupils to complete the sentences in the second section and colour the chart in the third section using their answers from the first section.

## Extension

You can collate the information from the groups to complete a larger chart for the whole class to display in the classroom.

## Look what we can do!

Ask questions and write the answers. ✓ yes X no

Can you ...?	name	name	name	name	name
draw 					
cook 					
skate 					
speak English 					
ride a bike 					

Complete the sentences.

In my group \_\_\_\_\_ of us can draw.

In my group \_\_\_\_\_ of us can \_\_\_\_\_

In my group \_\_\_\_\_ of us \_\_\_\_\_

In my group \_\_\_\_\_

In my group \_\_\_\_\_

Colour the chart.

6					
5					
4					
3					
2					
1					
can draw	can cook	can skate	can speak English	can ride a bike	
yellow	blue	green	red	orange	

# 1.13

## What's happening?

**ACTIVITY TYPE**  
pairwork picture dictation  
and information transfer

**LANGUAGE FOCUS**  
present continuous  
boy, girl, man, woman,  
children, people

**LEVEL**  
1

**AGE RANGE**  
7-8

**SKILLS**  
listening, speaking

**TIME**  
30-40 minutes

**MATERIALS**  
a copy of the *What's happening?* worksheet per  
pupil, scissors, coloured card  
and glue (optional)

### Before class

Make a copy of the *What's happening?* worksheet for each pupil.

### In class

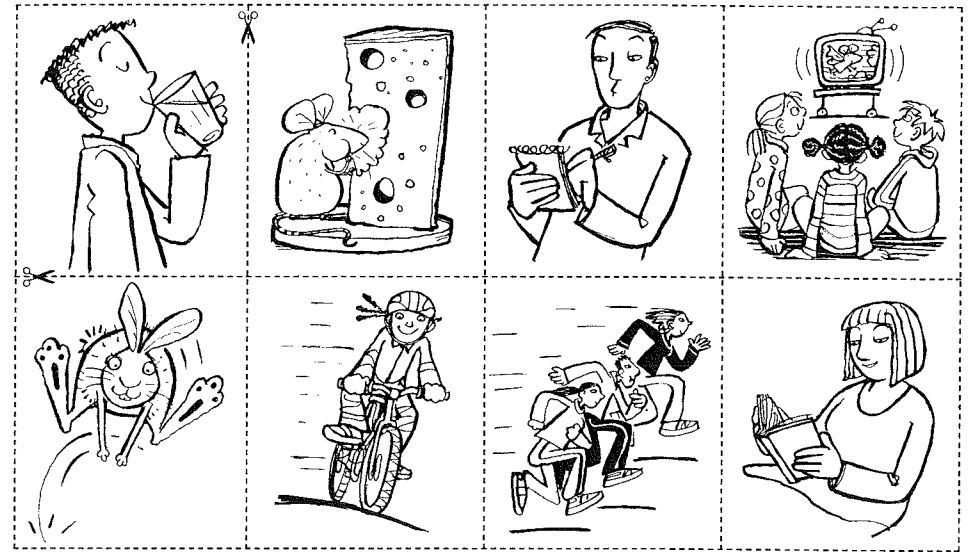
- 1 Revise or pre-teach the vocabulary and structures in the activity. Mime an action, e.g. *eating*, at the front of the class. Ask pupils *What am I doing?* to elicit *You're eating*. Continue with the other verbs (*drinking, writing, watching TV, jumping, riding a bike, running, reading*).
- 2 Give pupils a copy of the *What's happening?* worksheet. Ask them to cut out the picture cards and the baseboard with boxes numbered 1-8.
- 3 Now explain the activity by example. Place your pictures on the baseboard and then dictate to the class to describe what's happening in each box. The idea is for pupils to place a picture in the right box as you dictate, e.g.  
*In number 1 a mouse is eating.*  
*In number 2 some children are watching TV.*  
*In number 3 a boy is drinking.*  
*In number 4 a woman is reading.*  
*In number 5 a rabbit is jumping.*  
*In number 6 some people are running.*  
*In number 7 a man is writing.*  
*In number 8 a girl is riding a bike.*
- 4 Invite a pupil to place his or her pictures on the baseboard and then dictate to the rest of the class while they place the pictures. Insist on the correct use of *a* and *some*.
- 5 Arrange the class in pairs: A and B. As place their pictures on the baseboard in secret and then dictate to Bs for them to place their pictures in the right boxes. When they have finished, they compare baseboards. They then change roles.
- 6 Circulate to monitor and check.

### Extension

Pupils can stick the pictures onto coloured card and write eight sentences to describe the pictures for display around the classroom.

## What's happening?

### Picture cards



### Baseboard

1	2	3	4
5	6	7	8



# My new kitten

**ACTIVITY TYPE**  
individual matching activity

**LANGUAGE FOCUS**  
present continuous  
prepositions

**LEVEL**  
1

**AGE RANGE**  
7-8

**SKILLS**  
reading for gist

**TIME**  
30 minutes

**MATERIALS**  
an enlarged copy of the *My new kitten* worksheet, card, glue, scissors, crayons, a copy of the *My new kitten* worksheet per pupil

## Before class

Make an enlarged copy of the *My new kitten* worksheet, colour the pictures, stick them onto card and cut them out to make nine flashcards. Make a copy of the *My new kitten* worksheet for each pupil.

## In class

- 1 Talk about your flashcards in the same order as on the worksheet. Hold up the first flashcard and say *This is my new kitten, Fluffy*. Explain that a kitten is a baby cat. Ask *What's this?* to elicit the response *(It's) a kitten*. Ask *What's his name?* for the response *(It's) Fluffy*.
- 2 Continue asking questions about the other flashcards to practise the vocabulary and structures, and to familiarise pupils with the order of the text, e.g. *Where's Fluffy now?* *Is he running?* *Is he swimming?* *Is he in the garden?* *Is he in the house?* *What's he doing?* *What's he playing with?* *What's this?* *What's he drinking?* *What's he eating?*
- 3 Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence and look at the pictures. When the class have finished reading, point to the first picture and then to the boxes with the text. Say *He's playing with a butterfly. Is this correct?* to elicit *No*. Say *He's sleeping in his basket. Is this correct?* to elicit *No*. Say *This is my new kitten, Fluffy. Is this correct?* to elicit *Yes*. Repeat the procedure with the second picture.
- 4 Ask pupils to cut out the boxes with the text and place them under the right pictures, individually.
- 5 Circulate to monitor and help.
- 6 The activity can be corrected individually by the teacher or collectively by asking pupils to read out the text in the correct order.
- 7 Once the activity has been corrected, pupils can stick the boxes under the pictures and colour in the pictures.

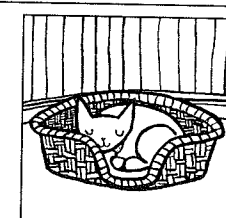
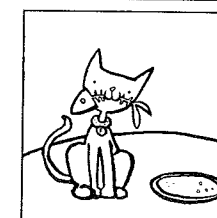
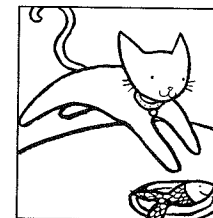
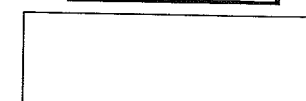
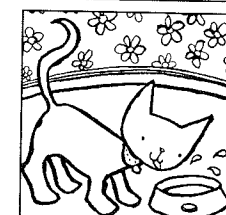
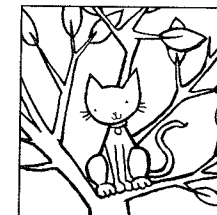
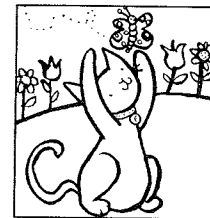
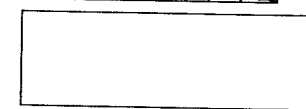
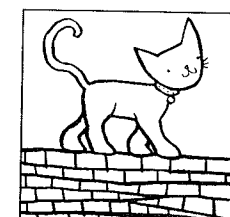
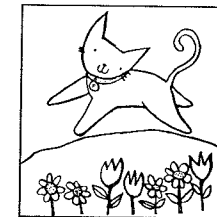
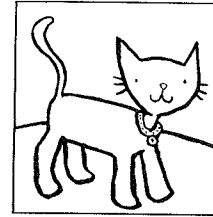
## Note

At this point it is not important for pupils to know the meaning of all the words in the text. The object is to use active knowledge to identify key words and associate them with the correct illustration.

## Extension

Pupils can write a similar story about a real or fictional character using the same verbs and draw pictures to illustrate it. These could be displayed around the classroom.

## My new kitten



He's running around the garden.

This is my new kitten, Fluffy.

He's jumping onto the table.

He's playing with a butterfly.

He's sitting in a tree.

He's sleeping in his basket.

He's drinking milk from his bowl.

He's eating fish on the table.

He's walking along a wall.

## Pairs of squares 1

### ACTIVITY TYPE

individual matching and  
colouring activity

### LANGUAGE FOCUS

possessive determiners  
present continuous

### LEVEL

1

### AGE RANGE

7-8

### SKILLS

reading

### TIME

30 minutes

### MATERIALS

a copy of the *Pairs of squares 1* worksheet per pupil,  
crayons

### Before class

Make a copy of the *Pairs of squares 1* worksheet for each pupil.

### In class

1 Drill possessive determiners by miming the actions. Say:

*Listen and repeat.*

*I. I'm washing **my** ears.*

*You. You're washing **your** ears.*

*He. He's washing **his** ears.*

*She. She's washing **her** ears.*

*It. It's washing **its** ears.*

*We. We're washing **our** ears.*

*You. You're washing **your** ears.*

*They. They're washing **their** ears.*

Continue by giving the subject pronoun prompt to elicit the correct choral or individual response.

2 Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence.

3 Draw four 'squares' on the blackboard or an OHT. Write 'She's cleaning' in the centre of one, and 'grey' in the outer square. Write 'their teeth', 'his homework' and 'her teeth' in the centre of the others.

4 When the class have finished reading, draw their attention to the squares on the board and read *She's cleaning* aloud. Point to an incorrect ending and say *Their teeth. Is that right?* Give pupils the opportunity to respond, and then repeat the process with *His homework*. Ask the class if this is the right solution.

5 Continue this procedure until they have got the idea, and then point to the correct ending and say *Her teeth. Is that right?* When your class answer affirmatively, say *Good* and pick up a grey crayon or pencil and mime colouring the outer square around 'her teeth'.

6 Ask them to complete the worksheet individually.

7 Circulate to monitor and help.

8 The activity can be corrected individually by the teacher or collectively by asking pupils to read out the correct combinations.

### Key

I'm combing my hair. The cat's washing its face. He's taking off his coat. We're riding our bikes. He's combing his hair. She's washing her face. They're doing their homework. You're cleaning your teeth. I'm doing my homework. She's putting on her shoes.

### Note

Although there are different possibilities that are also grammatically correct, e.g. *I'm doing their homework*, explain that the activity involves matching the subject pronoun with its appropriate possessive determiner.

### Extension

Fast finishers can cut out their squares and stick them in their notebooks side by side.

## Pairs of squares 1

my homework.	our bikes.	I'm combing red	The cat's washing orange
He's taking off blue	her shoes.	her face.	We're riding brown
their homework.	He's combing green	his coat.	my hair.
She's washing purple	its face.	your teeth.	They're doing pink
You're cleaning white	I'm doing grey	She's putting on yellow	his hair.

# Food and drink dominoes

## ACTIVITY TYPE

small groups dominoes game as a matching activity

## LANGUAGE FOCUS

*a, an, some*  
simple countable and uncountable nouns

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

reading, speaking

## TIME

20–30 minutes

## MATERIALS

one enlarged copy of the *Food and drink dominoes* worksheet, a copy of the *Food and drink dominoes* worksheet per small group of pupils, card, glue, scissors, three pencils, a glass of water





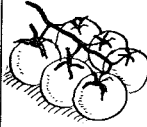
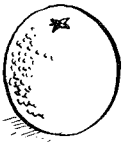

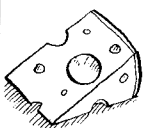
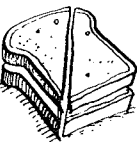
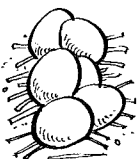





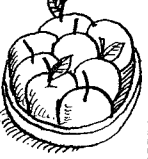
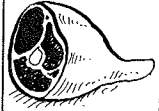

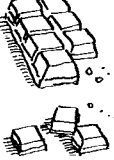
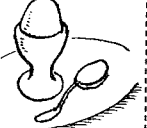
## Before class

Make an enlarged copy of the *Food and drink dominoes* worksheet and cut it into flashcards. Make a copy of the *Food and drink dominoes* worksheet per small group and stick them onto card. Cut these up into sets of 20 dominoes.

## In class

- Revise or pre-teach the difference between countable and uncountable nouns using real objects to simplify the concept for your pupils:
  - Take a glass of water into the class and place it next to three pencils on your table. Ask your pupils to count the pencils (do this very deliberately, over-exaggerating the numbers: *one pencil, two pencils, three pencils*).
  - Put your finger into the water and hold it up, look confused and say *One water, two waters?* From this your pupils should recognise that it is not possible. Tell them that we say *Some water*.
  - Continue in the same way, practising the uncountable vocabulary on the worksheet using the flashcards (*fruit, cheese, bread, meat, chocolate*).
- Hold up a book and one finger, saying *A book*. Hold up several books and wiggle the fingers on your other hand saying *Some books*. Repeat the procedure with a pencil to elicit the responses *A pencil* and *Some pencils*. Continue in the same way, practising the countable vocabulary on the worksheet using the flashcards (*egg, hamburger, chips, tomato, tomatoes, orange, cake, sandwich, eggs, apple, oranges, ice cream, pizza, apples, yoghurt*).
- Arrange the class in small groups working around a table.
- Explain the rules. This can be done by example.
  - Shuffle the dominoes and divide them between a group of pupils. Turn the last domino face up and place it in the middle of the table.
  - The player to the left of the dealer starts. He or she puts a domino next to the one on the table (either before or after). It must match the word or the picture. Use this example stage to reinforce the concept of countable and uncountable (*a/an* and *some*).
  - The player on the left of the first player continues, and repeats the process. If any one player cannot put a domino down, it is the next player's turn.
  - The first person to play all their dominoes is the winner. The others continue playing. When all the dominoes have been played, they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.
- Circulate to monitor and check.

## Food and drink dominoes

an egg		some fruit		a hamburger	
some chips		a tomato		some tomatoes	
an orange		a cake		some cheese	
a sandwich		some eggs		an apple	
some bread		some oranges		an ice cream	
a pizza		some apples		some meat	
a yoghurt		some chocolate			

# The Brillmobile

## ACTIVITY TYPE

individual reading  
comprehension

## LANGUAGE FOCUS

to be  
has got  
can

There is/are ...  
short answers

## LEVEL

2

## AGE RANGE

9-10

## SKILLS

reading and writing

## TIME

45 minutes

## MATERIALS

a copy of *The Brillmobile*  
worksheet per pupil, paper,  
crayons

## Before class

Make a copy of *The Brillmobile* worksheet for each pupil.

## In class

**1** Draw a stick figure of a tall boy and write the following sentence on the board: 'Peter's tall.' Then write, 'Is Peter tall?' underlining 'Is'. Write the answers, 'Yes, he is. / No, he isn't.' Draw your pupils' attention to the fact that the short answers are formed using the word at the beginning of the question.

**2** Draw a bike next to Peter and write the sentence 'Peter's got a bike', and the question, 'Has Peter got a bike?' to elicit the response 'Yes, he has' or 'No, he hasn't'.

**3** Repeat the above procedure with the following sentences and questions: 'Peter can ride a bike.' ('Can he ride a bike?' 'Yes, he can. / No, he can't.') 'There's a water bottle on his bike.' ('Is there a water bottle on his bike?' 'Yes, there is. / No, there isn't'.)

**4** To practise the structures and the vocabulary in the text, elicit answers collectively or individually, e.g.

*Can birds fly? (Yes, they can.)*

*Is the sky blue? (Yes, it is.) Is the sun green? (No, it isn't.)*

*Has a car got four wheels? (Yes, it has.) Has a bike got two wheels? (Yes, it has.)*

*Has a house got a roof? (Yes, it has.) Has a bike got a roof? (No, it hasn't.)*

*Has a car got wings? (No, it hasn't.) Has a plane got wings? (Yes, it has.)*

*Has a submarine got wings? (No, it hasn't.)*

*Can cars fly? (No, they can't.) Can planes fly? (Yes, they can.) Can helicopters fly? (Yes, they can.)*

*Can helicopters go under water? (No, they can't.) Can cars go under water? (No, they can't.)*

*Can submarines go under water? (Yes, they can.)*

*Can rockets fly to the moon? (Yes, they can.)*

*Is there a computer in the classroom? (Yes, there is. / No, there isn't.)*

*Is there a board in the classroom? (Yes, there is. / No, there isn't.)*

*Is there a helicopter in the classroom? (No, there isn't.)*

**5** Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence. Draw their attention to the pictures and vocabulary to help them. Pupils complete the activity individually.

**6** Circulate to monitor and help.

**7** The activity can be corrected individually by the teacher or collectively by asking pupils to read their answers out for you to write on the board.

## Key

1 No, it isn't.

2 No, it isn't.

3 No, it hasn't.

4 Yes, it can.

5 Yes, it can.

6 No, it can't.

7 Yes, there is.

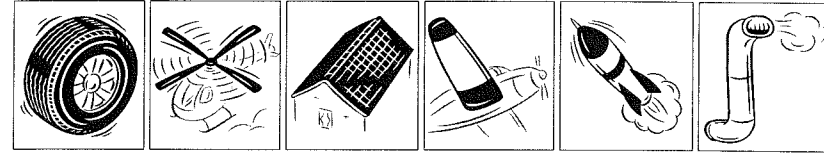
8 No, there isn't.

9 Yes, it can.

**8** Pupils draw their pictures on separate sheets of paper either in the class or at home. These can be displayed around the classroom.

## The Brillmobile

Read the text.



wheel

helicopter  
blades

roof

wing

rocket

air pipe

Secret Agent 003 has got a new car. It's red and it's got four big, purple wheels and one long, black window.

It isn't an ordinary car. It can fly, but it can't fly to the moon. There are some green helicopter blades on the roof of the car and two big yellow wings on the sides. It can fly very high, like a plane, or very low, like a helicopter.

The Brillmobile's got two small rockets next to the back wheels, so it can go very fast. It can drive on water, like a boat, or under water, like a submarine. It's got a long blue air pipe on the roof, behind the helicopter blades.

There's a computer in the car. It can talk and it can help Secret Agent 003 when he's got problems. There isn't a radio or a telephone in the Brillmobile.

Answer the questions.

Example: Has Secret Agent 003 got a new car? Yes, he has.

1 Is it yellow? \_\_\_\_\_

2 Is it an ordinary car? \_\_\_\_\_

3 Has it got four yellow wings? \_\_\_\_\_

4 Can it fly? \_\_\_\_\_

5 Can it go very high? \_\_\_\_\_

6 Can it fly to the moon? \_\_\_\_\_

7 Is there a computer in the car? \_\_\_\_\_

8 Is there a radio in the car? \_\_\_\_\_

9 Can the computer talk? \_\_\_\_\_

Now draw the Brillmobile.

# Action charades



**ACTIVITY TYPE**  
team miming game

**LANGUAGE FOCUS**  
imperative  
present continuous  
possessive determiners: *your, his, her*

**LEVEL**  
2

**AGE RANGE**  
9–10

**SKILLS**  
reading, speaking

**TIME**  
30–40 minutes

**MATERIALS**  
a copy of the *Action charades* worksheet, two extra prompt cards

## Before class

Make one copy of the *Action charades* worksheet and cut it into 24 cards. Prepare extra prompt cards for the demonstration (*talk on the telephone, listen to the radio*).

## In class

- Pre-teach or revise the following verbs with flashcards or mime: *eat, drink, watch TV, dance, walk, run, jump, sing, put on your sweater, take off your hat, write, ride a bicycle, open a door, paint, comb your hair, clean your teeth, wash your hands, swim, cut paper, read, play tennis, drive, sleep, climb a tree.*
- Illustrate by example at the front of the class. Silently read the prompt card *talk on the telephone* and mime the action. Ask pupils *What am I doing?* to elicit *You're talking on the telephone.*
- Ask a pupil to come to the front of the class and give him or her the prompt card *listen to the radio*. The pupil mimes the action for the other members of the class to guess. Ask pupils *What's he/she doing?* to elicit the answer *He's/She's listening to the radio.*
- Divide the class into teams (maximum ten pupils in a team) and give each team a letter: A, B, C, etc. Number each member of the team from one to ten.
- Place your pile of *Action charades* cards face down on the table and call for the first player, A1, to come to the front of the class.
- The player reads the card silently, shows it to the teacher and mimes the action. The team has a maximum of three minutes to guess the answer. If the player talks while miming, their turn is finished and the card goes to the bottom of the pile.
- If the team guesses correctly with a grammatically correct sentence, they win the card. If the sentence is not correct, the card goes to the bottom of the pile to be used again later. Cards with possessive determiners have a higher score, so ensure the correct use of these.
- Once all the cards have been won, the team with the highest points total is the winner.

### Note

Any discipline problems can be controlled by confiscating previously won cards from rowdy teams.

## Action charades

eat 2 points	drink 2 points	watch TV 2 points	dance 2 points
walk 2 points	run 2 points	jump 2 points	sing 2 points
put on your sweater 3 points	take off your hat 3 points	write 2 points	ride a bicycle 2 points
open a door 2 points	paint 2 points	comb your hair 3 points	clean your teeth 3 points
wash your hands 3 points	swim 2 points	cut paper 2 points	read 2 points
play tennis 2 points	drive 2 points	sleep 2 points	climb a tree 2 points

# Story jigsaw

## ACTIVITY TYPE

individual matching exercise

## LANGUAGE FOCUS

word order

There is / There are ...

prepositions

colours

punctuation

classroom vocabulary

## AGE RANGE

9–10

## SKILLS

reading, identifying correct sentence structure

## TIME

45 minutes

## MATERIALS

a copy of the *Story jigsaw* worksheet per pupil, scissors, crayons

## Before class

Make a copy of the *Story jigsaw* worksheet per pupil. Prepare a set of cards, cut out and coloured appropriately, to explain the activity to your class.

## In class

- Write 'A' and 'a' on the board. Point to the capital letter and say *Capital A*. Point to the little letter and say *Small A*. Pointing alternately, ask pupils *Capital A or small A?* Wait for them to respond and then repeat the process with other letters such as *b, d, e, g*, that are visually very different in their two forms.
- Write 'bed. shoes are The under the' on the board and draw six short lines horizontally across the board. Point to the first letter of each word in turn, asking *Capital or small letter?* until you come to the first capital letter. Draw your pupils' attention to this and proceed to write the word on the first line. Impress upon the class that the fact that a word begins with a capital letter means that it must go at the beginning of the sentence.
- In the same way, draw your pupils' attention to the fact that 'bed' has a full stop after it, so must go at the end of the sentence, and write it on the last line.
- Say *The* and point to the first word again. Point to the remaining words in the original sentence in turn, suggesting possibilities as though in a process of trial and error and wait for pupils to react by agreeing or disagreeing. For example, say in a questioning tone *The under? The the? The shoes?* until your pupils get the idea and say *Yes or No*. Pupils will probably respond according to what sounds right rather than reasoning to find a solution.
- Using some of your pre-prepared cards, explain how the activity works. First they must colour each half of the card as it says at the top of the square. It is not necessary to colour the box completely – a mark in the right colour is enough. They then use this colour code to match and connect the cards to make up a coherent text. As colours are repeated, they must pay attention to punctuation, as well as the logical syntax of the sentences.
- Give your pupils the copies of the worksheet and ask them to colour and cut out the pieces. They must then put the text together. If you wish, pupils could work in pairs. Circulate to help and prompt.
- Correct the activity collectively. Ask pupils to read the sentences back to you and write them on the board. Allow pupils sufficient time to correct their own work.

## Key

There are five blue pens in the bag by the table. There is a green pencil under the chair. Next to the grey desk there are four pencil cases. In the green one there is a yellow pencil sharpener and a blue pen. The eraser is on the table.

## Extension

Fast finishers can draw a picture of what the text describes in their notebooks.

## Story jigsaw

white There	red are	yellow are	grey four	yellow pens	blue in
blue the	orange bag	red In	brown the	green under	orange the
red is	blue on	purple green	green pencil	brown green	pink one
orange chair.	black Next to	green a	black yellow	black the	brown grey
white and	grey a	grey pencil	red cases.	black pencil	white sharpener
blue table.	pink There	pink there	green is	brown desk	yellow there
orange by	blue the	blue the	white table.	grey blue	purple pen.
purple The	red eraser	red five	yellow blue	pink is	purple a

## Pairs of squares 2

### ACTIVITY TYPE

individual matching and  
colouring activity

### LANGUAGE FOCUS

possessive determiners and  
pronouns

### LEVEL

2

### AGE RANGE

9–10

### SKILLS

reading

### TIME

20–30 minutes

### MATERIALS

a copy of the *Pairs of squares*  
2 worksheet per pupil,  
crayons

### Before class

Make a copy of the *Pairs of squares 2* worksheet for each pupil.

### In class

- 1 Using realia and mime, drill possessive determiners and pronouns. Say:

*Listen and repeat.*

*It's my book. It's mine.*

*It's your book. It's yours.*

*It's his book. It's his.*

*It's her book. It's hers.*

*It's our book. It's ours.*

*It's their book. It's theirs.*

- 2 Copy the text above onto the board, in the form of a chart, for pupils to copy into their notebooks.
- 3 Continue by giving determiner–noun prompts to elicit the correct choral or individual response, e.g.  
*It's his car. They're their keys. They're my shoes. It's her dog. It's your umbrella. They're his jeans. It's my glass. It's their house. They're our coats.*
- 4 Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence.
- 5 Draw five 'squares' on the blackboard or an OHT. Write 'It's my book' in the centre of one, and 'grey' in the outer square. Write 'It's his', 'It's theirs', 'They're hers', 'It's mine' in the centre of the others.
- 6 When the class have finished reading, draw their attention to the 'squares' on the board and read *It's my book* aloud. Point to an incorrect ending and say *It's theirs. Is that right?* Give pupils the opportunity to respond. Then repeat the process with *It's his*. Ask the class if this is the right solution.
- 7 Continue this procedure until they have got the idea. Then point to the correct ending and say *It's mine. Is that right?* When your class answer affirmatively, say *Good* and pick up a grey crayon or pencil and mime colouring the outer square around 'It's mine'.
- 8 Ask them to complete the worksheet individually.
- 9 Circulate to monitor and help.
- 10 The activity can be corrected individually by the teacher or collectively by asking pupils to read out the correct combinations.

### Key

It's my bag. It's mine.

They're her dogs. They're hers.

They're my pencils. They're mine.

They're our sweets. They're ours.

They're your pens. They're yours.

It's our house. It's ours.

It's their cat. It's theirs.

It's her boat. It's hers.

They're his keys. They're his.

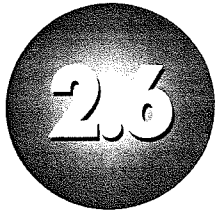
It's your book. It's yours.

### Extension

Fast finishers can cut out the squares and stick them into their notebooks in the form of a chart.

## Pairs of squares 2

It's theirs. brown	It's my bag. blue	They're her dogs. red	It's hers.
They're hers.	They're my pencils. yellow	It's ours.	They're yours.
They're our sweets.	They're your pens. green	They're his.	It's mine.
It's our house. purple	It's their cat.	It's yours.	It's her boat. black
They're ours. white	They're his keys.	It's your book. grey	They're mine.



# A question of taste

**ACTIVITY TYPE**

pairwork information gap, individual writing, class survey

**LANGUAGE FOCUS**

do/does: question forms and short answers for like food: salad, cheese, cauliflower, tomatoes, eggs, chips, fruit, fish

**LEVEL**

2

**AGE RANGE**

9-10

**SKILLS**

speaking, listening for information, reading, writing

**TIME**

45 minutes

**MATERIALS**

an enlarged copy of the A question of taste graph, a copy of the A question of taste worksheet per pupil, a copy of the A question of taste graph per six to eight pupils, crayons, a piece of chocolate

**Before class**

Make an enlarged copy of the A question of taste graph. Make a copy of the A question of taste worksheet for each pupil and a copy of the A question of taste graph for every six to eight pupils.

**In class**

- Hold up a piece of chocolate and say *Mmm. I like chocolate. Say Listen and repeat. I like chocolate. You like chocolate. He likes chocolate (stressing the s). She likes chocolate. We like chocolate. They like chocolate.* Drill by giving the subject pronoun to elicit the correct response.
- Say *Pedro, do you like chocolate?* (using the /dju:/ elision). Say *Ask me* to elicit repetition of the question, and answer saying *Yes, I do.* Provide the negative answer, *No, I don't.* Write these on the board. Weave the question around the class (*Pedro, ask Martha; Martha, ask Marc, etc.*).
- Say:  
*Listen and repeat.*  
*I: Do I like chocolate?*  
*You: Do you like chocolate?*  
*He: Does he like chocolate?* (stressing the changed form)  
*She: Does she like chocolate?* (stressing the changed form)  
*We: Do we like chocolate?*  
*They: Do they like chocolate?*  
Continue drilling by giving the subject pronoun to elicit the correct question.
- Copy part of the chart from the first section of the worksheet onto the board, writing three or four food items in the appropriate boxes. Write one pupil's name in the box and ask the questions, e.g. *Olga, do you like salad?* to elicit the answer *Yes, I do* or *No, I don't.* Write the answers in the boxes. Use ✓ for yes, and X for no. Ask another pupil *Does Olga like salad?* If necessary, provide the answers *Yes, she does* and *No, she doesn't* and write them on the board. Ask other pupils questions about Olga using the information from the chart.
- Arrange the class in pairs: A and B. Give pupils their worksheets, and refer them to the first section. Ask them to write their partner's name in the appropriate box.
- Pupils ask and answer questions to complete the information in the first section. Circulate to monitor and correct.
- Refer your class to the second section of the worksheet and ask a pupil the first question: *Does your friend like salad?* By demonstration explain that pupils answer the questions in the second section using the answers their friend has given them in the first section. Circulate to monitor and correct.
- Refer pupils to the third section of the worksheet and ask them to answer the questions. Circulate to monitor and correct.

**Extension**

Arrange the class in groups of six to eight pupils and give each group a copy of the A question of taste graph. One person in each group acts as interviewer, asking each of the others in the group the relevant questions. Pupils then colour in a box in each food column for a positive answer. When they have finished, ask each group to report their results to you by asking them *How many like salad? How many like ice cream?* etc. as you shade in the boxes on the enlarged copy of the graph. This can be displayed in the classroom.

**A question of taste**

Ask your friend *Do you like ...?*

Yes ✓ No X

name	salad	cheese	cauliflower	tomatoes	eggs	chips	fruit	fish
_____	_____	_____	_____	_____	_____	_____	_____	_____

Answer *Yes, he does, Yes, she does, No, he doesn't or No, she doesn't.*

- Does your friend like salad? \_\_\_\_\_
- Does your friend like cheese? \_\_\_\_\_
- Does your friend like cauliflower? \_\_\_\_\_
- Does your friend like tomatoes? \_\_\_\_\_
- Does your friend like eggs? \_\_\_\_\_
- Does your friend like chips? \_\_\_\_\_
- Does your friend like fruit? \_\_\_\_\_
- Does your friend like fish? \_\_\_\_\_

What about you? Answer *Yes, I do* or *No, I don't.*

- Do you like salad? \_\_\_\_\_
- Do you like cheese? \_\_\_\_\_
- Do you like cauliflower? \_\_\_\_\_
- Do you like tomatoes? \_\_\_\_\_
- Do you like eggs? \_\_\_\_\_
- Do you like chips? \_\_\_\_\_
- Do you like fruit? \_\_\_\_\_
- Do you like fish? \_\_\_\_\_



Colour the results on the graph. Colour a box for *yes*, nothing for *no*.

30								
25								
20								
15								
10								
5								
	salad	cheese	cauliflower	tomatoes	eggs	chips	fruit	fish

## Johnny's birthday list

### ACTIVITY TYPE

individual reading, question and answer activity

### LANGUAGE FOCUS

present simple  
want  
short answers

### LEVEL

2

### AGE RANGE

9-10

### SKILLS

reading, writing, speaking,  
listening (extension)

### TIME

30 minutes

### MATERIALS

a copy of *Johnny's birthday list* worksheet per pupil, an enlarged copy of the picture of Johnny on the worksheet cut out to use as a flashcard

### Before class

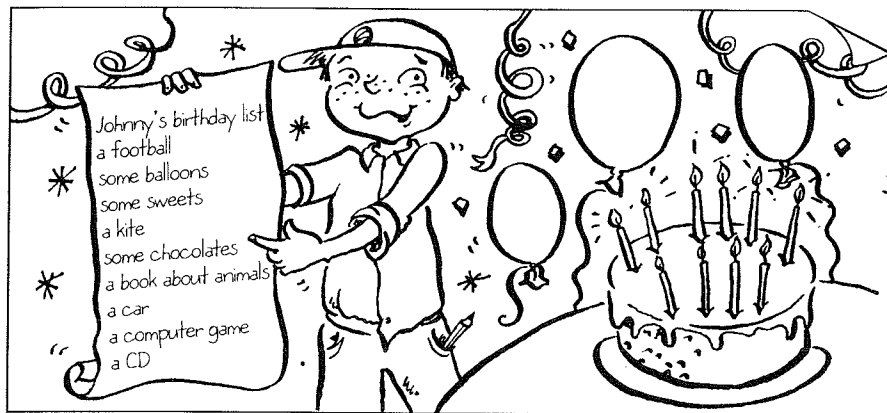
Make a copy of the *Johnny's birthday list* worksheet for each pupil. Prepare a flashcard of Johnny.

### In class

- Review present simple question and answer forms.
  - Hold up the flashcard of Johnny and say *This is Johnny. It's his birthday. He wants these presents for his birthday.* Write a short birthday list on the board, e.g. 'a book', 'a CD', etc. and invite pupils to give more suggestions as you write them on the board.
  - Say *He wants a book. Repeat.* Ask individual pupils to make sentences using the structure *He wants ...* and the vocabulary on the list.
  - Ask questions, e.g. *Does he want a bike?* to practise the short answers *Yes, he does* and *No, he doesn't*.
  - Ask longer questions with two options, e.g. *Does he want a bike or a ball?* to elicit the answer *He wants ...*
- Revise any vocabulary items that your class may have problems with: *some sweets, some chocolates, a kite, a computer game, a CD, etc.*
- Give out a copy of the worksheet to each pupil. Ask your pupils to read the text and complete the exercises.
- Pupils complete the activities individually.
- Circulate to monitor and help.
- The activities can be corrected individually by the teacher or collectively by asking pupils to read their answers out for you or a pupil to write on the board.

### Extension

Once pupils have written their own birthday lists, they can ask questions in pairs to guess what their partner wants, using the structure *Do you want ...? Yes, I do. / No, I don't.*



Write sentences about what Johnny wants.

Example: He wants a football.

He wants some balloons.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

Answer these questions with short answers. *Yes, he does. No, he doesn't.*

Example: Does Johnny want a football? Yes, he does.

- 1 Does Johnny want a tennis ball? \_\_\_\_\_
- 2 Does Johnny want a book about pop music? \_\_\_\_\_
- 3 Does Johnny want some balloons? \_\_\_\_\_
- 4 Does Johnny want a bike? \_\_\_\_\_
- 5 Does Johnny want a computer? \_\_\_\_\_
- 6 Does Johnny want a CD? \_\_\_\_\_
- 7 Does Johnny want a kite? \_\_\_\_\_

Write your own birthday list.

My birthday list

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Present Bingo

### ACTIVITY TYPE

whole class listening game

### LANGUAGE FOCUS

present simple

like

live

want

basic vocabulary

### LEVEL

2

### AGE RANGE

9-10

### SKILLS

listening, reading

### TIME

30-40 minutes

### MATERIALS

two copies of the Teacher's baseboard, one copy of the Pupils' Bingo boards per 12 pupils, nine paper squares per pupil

### Before class

The photocopies consist of 12 Pupils' Bingo boards and one Teacher's baseboard. Each Pupils' Bingo board has nine boxes. Each horizontal line is a simple sentence. The Teacher's baseboard consists of 48 boxes.

Make two photocopies of the Teacher's baseboard, each on different coloured paper or card. Leave one sheet intact as the baseboard, and cut the other one up into individual pieces and keep these safely in a small bag or envelope.

Make a photocopy (enlarged if possible) of the Pupils' Bingo boards for every 12 pupils, and cut them into individual cards of three sentences. Each pupil will need one card and either nine paper squares to cover their boxes or a pencil to cross them off.

### In class

- 1 Give out one Bingo board to each pupil and ask your pupils to read them for a few minutes to familiarise themselves with the sentences. Explain any vocabulary if necessary.
- 2 Explain that you are going to call out some words and if they have those words on their board, they should cover them with a piece of paper or cross them off in pencil. When they have covered a complete horizontal 'line' (a sentence), they must call out *Line!* and read the sentence back to you. If it is correct, they will win five points. Demonstrate on the board if necessary.
- 3 Explain that once pupils have called *Line!*, they should continue playing for 'Bingo'. The first pupil to cover all the squares on his or her board wins fifteen points.
- 4 Start the game by saying *Eyes down* and gesture by bending your head to look at your baseboard. Your pupils now have the cue which signals the start of the game. They should be looking at their cards and paying attention.
- 5 Mix up your bag or envelope of words and phrases. Take the first one out and read it aloud twice. Place it on the corresponding part of your baseboard and continue in this way. Be careful that pupils do not see the teacher's words, as this is primarily a listening exercise.
- 6 The winner must read the sentences aloud for you to check on your baseboard. Check both pronunciation and intonation (your pupils may read the individual components back to you as though they were calling 'Bingo', rather than reading a sentence).

### Extension

More advanced pupils can make their own Bingo game as follows:

- 1 Divide your class into pairs and give them a photocopy of the Teacher's baseboard per pair. Set them a time limit to make their own Bingo boards of three sentences with three components from the baseboard in each, without repeating any one component.
- 2 Circulate to help and check.
- 3 When they have completed the task, proceed to play Bingo as above.

## Pupils' Bingo boards

Stella and Simon	live	in Star House.	Stella and Simon	don't want	a beautiful doll.
Grandpa	doesn't like	watching films.	You	want	a hot dog.
We	don't like	drinking coffee.	Tommy Tortoise	lives	in the garden.
Simon	doesn't want	a salad.	Mr and Mrs Cook	don't like	driving fast cars.
You	don't live	in New York.	Grandpa	lives	in a house.
Mr and Mrs Cook	live	in a flat.	Stella and Suzy	want	some milk.
Stella	wants	a book on maths.	Mr Star	likes	driving fast cars.
The cats	don't like	climbing trees.	We	live	in a house.
Tommy Tortoise	doesn't want	a beautiful doll.	Mary and Peter	don't want	a big yacht.
Suzy	likes	playing with toys.	Simon	likes	watching films.
The cats	want	some milk.	Stella and Suzy	don't want	a hot dog.
Mr and Mrs Star	don't live	in New York.	Dotty Dog	doesn't live	in London.

## Pupils' Bingo boards

Mrs Star	wants	a salad.	Mrs Star	doesn't live	in a flat.
Cassandra Cat	doesn't like	playing with toys.	Mr and Mrs Star	like	drinking coffee.
I	don't live	in London.	Suzy	doesn't want	a book on maths.
Mary and Peter	like	reading good books.	Stella	doesn't like	climbing trees.
Cassandra Cat	doesn't live	in the garden.	I	like	reading good books.
Mr Star	wants	a big yacht.	Dotty Dog	lives	in Star House.

## Teacher's baseboard

Simon	Mary and Peter	driving fast cars	drinking coffee
The cats	Mr and Mrs Cook	reading good books	watching films
Stella	Cassandra Cat	playing with toys	climbing trees
Stella and Simon	Dotty Dog	a beautiful doll	some milk
Stella and Suzy	Suzy	a salad	a hot dog
Mr and Mrs Star	Tommy Tortoise	a big yacht	a book on maths
Mr Star	You	in London	in New York
Mrs Star	I	in a house	in a flat
Grandpa	We	in Star House	in the garden
wants	don't want	lives	don't live
want	likes	live	doesn't like
doesn't want	like	doesn't live	don't like

## Where are they sitting?

### ACTIVITY TYPE

individual cognitive puzzle

### LANGUAGE FOCUS

present simple: daily routine  
prepositions: *next to*,  
*between*, *beside*

### LEVEL

2

### AGE RANGE

9–10

### SKILLS

reading for information,  
writing, listening (optional)

### TIME

30 minutes

### MATERIALS

a copy of the *Where are they sitting?* worksheet per pupil

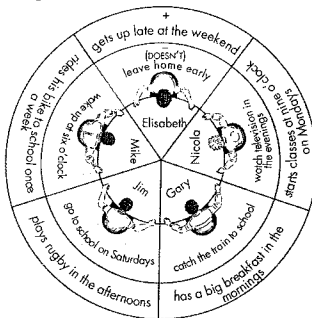
### Before class

Make a copy of the *Where are they sitting?* worksheet for each pupil.

### In class

- 1 Pre-teach or revise the verbs and the prepositions on the worksheet.
- 2 Explain what the diagram represents. Draw a circle on the board and say *This is a table*. Divide this circle into five segments and say *There are five people around the table*. Choose five pupils' names from the class and write them in the sections.
- 3 Draw another circle around this and write 'doesn't' in it, and then draw an outer circle. Ask the five pupils whose names you have chosen some questions about their daily routine, e.g. *Do you have a big breakfast in the mornings?*  
*Do you watch television in the evenings?*  
*Do you get up late at the weekend?*  
If the answer is Yes, write the appropriate phrase in the outer circle corresponding to the pupil's name, e.g. 'has a big breakfast in the mornings'. If the answer is No, write the corresponding phrase in the *doesn't* circle corresponding to their name, e.g. 'have a big breakfast in the mornings'. You should now have a complete diagram similar to the key below.
- 4 Give the pupils the worksheet. They complete the spaces by reading the information below the diagram. Be prepared to allow them sufficient time without interfering if possible. Circulate to help and monitor.

### Key



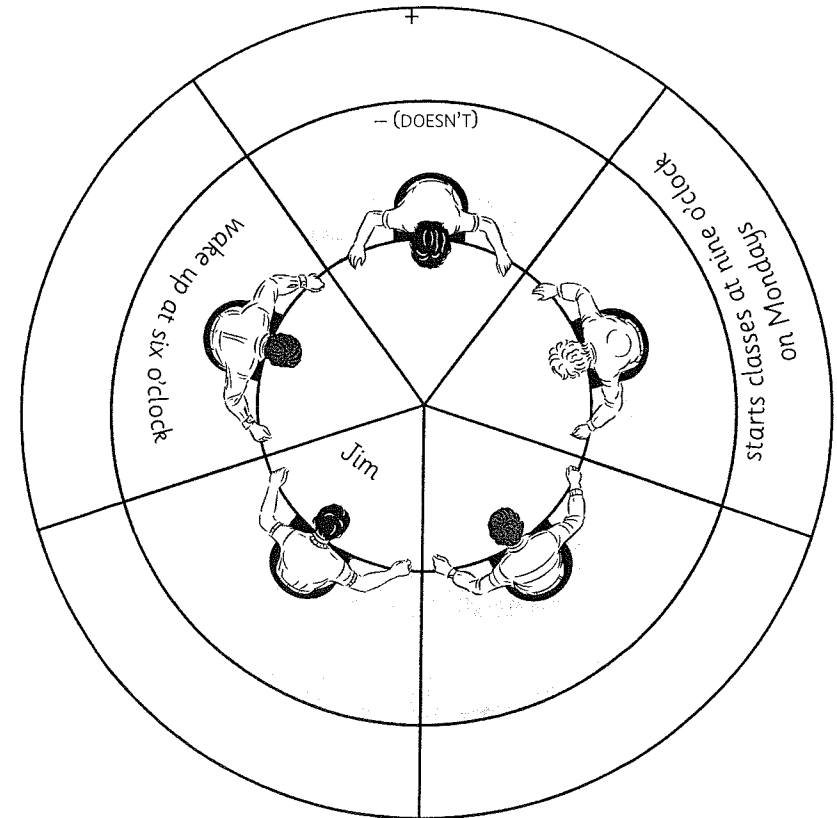
### Option

Instead of giving students the diagram with the written text, give them a worksheet with just the diagram and dictate the eight numbered sentences. Pupils check between themselves and then dictate the sentences back to you. Write the sentences on the board to ensure that all the students have a correct copy to work from. They then proceed as above.

### Extension

- 1 Fast finishers can write two sentences for each person, e.g. 'Elisabeth doesn't leave home early. She gets up late at the weekend.'
- 2 Some pupils can write their sentences on the board. Correct this collectively and give pupils time to correct their own sentences.

## Where are they sitting?



- 1 Five children are sitting at a table. Their names are Elisabeth, Gary, Jim, Mike and Nicola.
- 2 Jim's sitting between two boys. One doesn't wake up at six o'clock and the other doesn't catch the train to school.
- 3 The person next to Gary starts classes at nine o'clock on Mondays. Her name is Nicola.
- 4 Elisabeth doesn't leave home early. She's next to Mike.
- 5 The boy beside Gary plays rugby in the afternoons, but doesn't go to school on Saturdays.
- 6 The boy who rides his bike to school once a week is next to the girl who gets up late at the weekend.
- 7 The girl who starts classes at nine o'clock on Mondays doesn't watch television in the evenings.
- 8 One person has a big breakfast in the mornings. Who is it? \_\_\_\_\_



# You read, I write

**ACTIVITY TYPE**  
pairwork dictation

**LANGUAGE FOCUS**  
present simple and continuous  
verbs of the daily routine  
adverbs of frequency

**LEVEL**  
2

**AGE RANGE**  
9-10

**SKILLS**  
reading, listening, speaking,  
writing

**TIME**  
30 minutes

**MATERIALS**  
a copy of both *You read, I write* worksheets per two pupils

## Before class

Make a copy of both *You read, I write* worksheets, A and B, for every two pupils.

## In class

- 1 Revise or pre-teach the questions *Can you repeat that, please? Can you spell that, please?* and write them on the board.
- 2 Explain how the activity works by example. Select a pupil and sit facing him or her. Give the pupil the 'B' dictation and you keep the 'A' dictation.
- 3 Ask the pupil to read his or her text while you write the missing words. Once you have filled in the spaces in your text, read your text so that your partner can write his or her missing words. Demonstrate or explain that you need to say *Blank* or *Mmmm* to indicate where there is a gap. Take turns to read and write. After one or two lines, check that the class understand the task.
- 4 Arrange the class in pairs: A and B. Give pupils their worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 5 Pupils read and write to complete their sheets.
- 6 Circulate to monitor and correct.
- 7 When pupils have finished, either they can check their answers in pairs, or ask them to dictate the text for you to write on the board.

## Key

### Stella Star

Stella is the intellectual of the family. She loves reading, studying and playing on her computer. She also enjoys playing the piano and listening to classical music. She doesn't really like sport or doing physical exercise.

During the week she always goes to school in the morning, and in the afternoon she does her homework. She doesn't often play, but she occasionally writes computer programs or reads books. Her favourite books are in English, French and German. She can speak all three languages perfectly.

At the weekend she normally wakes up early and studies. She doesn't go to school, but she reads and writes a lot at home. She sometimes helps her parents with their problems.

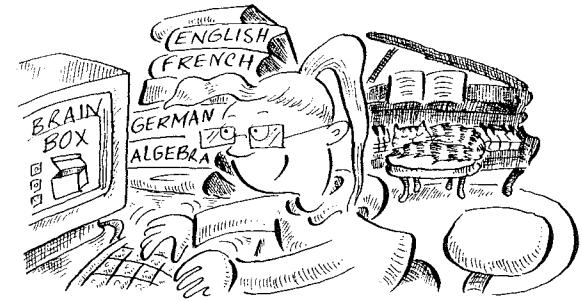
Today is Saturday and she is at home. At the moment Stella is reading a book about algebra. She is also good at algebra. She isn't writing on her computer because her brother Simon is playing games on it. He always plays with her computer. Stella likes her brother, but she is never happy when he plays on her computer. Simon plays a lot.

- 8 Finally ask some comprehension questions to make sure that everyone understands the text, e.g. *Who is the intellectual of the family? What does Stella enjoy doing? Does Stella like sport?*

## You read, I write

A

Stella Star



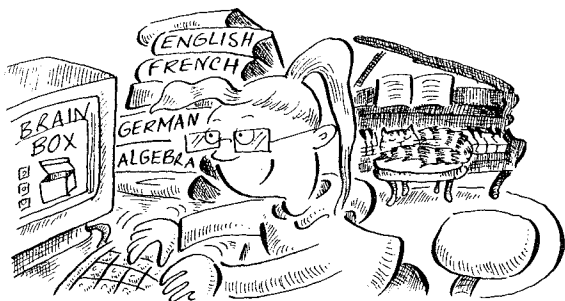
Stella \_\_\_\_\_ intellectual of the family. \_\_\_\_\_  
 \_\_\_\_\_, studying and playing \_\_\_\_\_  
 \_\_\_\_\_. She also enjoys \_\_\_\_\_  
 \_\_\_\_\_ listening to classical music. \_\_\_\_\_ really  
 like sport or \_\_\_\_\_ physical \_\_\_\_\_.  
 During the week \_\_\_\_\_ to school in the  
 \_\_\_\_\_, \_\_\_\_\_ she does  
 her homework. \_\_\_\_\_, but she  
 occasionally writes \_\_\_\_\_  
 \_\_\_\_\_. Her favourite books are in \_\_\_\_\_,  
 \_\_\_\_\_. She can speak all \_\_\_\_\_ perfectly.  
 \_\_\_\_\_ she normally wakes up early  
 \_\_\_\_\_ go to school, \_\_\_\_\_  
 \_\_\_\_\_ writes a lot at home. \_\_\_\_\_  
 \_\_\_\_\_ helps her parents \_\_\_\_\_.  
 Today is Saturday and \_\_\_\_\_.  
 At the moment Stella \_\_\_\_\_  
 about algebra. She is also \_\_\_\_\_. She isn't writing  
 \_\_\_\_\_ because her brother Simon \_\_\_\_\_  
 \_\_\_\_\_ He always plays  
 \_\_\_\_\_. Stella likes \_\_\_\_\_,  
 \_\_\_\_\_ she is never happy \_\_\_\_\_ on her  
 computer. \_\_\_\_\_ a lot.

## Use

Can you repeat that, please?  
 Can you spell that, please?

B

Stella Star



Stella is the intellectual \_\_\_\_\_ . She loves reading,  
 \_\_\_\_\_ on her computer. \_\_\_\_\_  
 \_\_\_\_\_ enjoys playing the piano and \_\_\_\_\_  
 \_\_\_\_\_ . She doesn't really \_\_\_\_\_ doing  
 physical exercise. \_\_\_\_\_  
 \_\_\_\_\_ she always goes \_\_\_\_\_  
 \_\_\_\_\_ morning, and in the afternoon  
 \_\_\_\_\_ . She doesn't often play,  
 \_\_\_\_\_ computer programs or  
 reads books. \_\_\_\_\_  
 English, French and German. \_\_\_\_\_ all three  
 languages perfectly.  
 At the weekend \_\_\_\_\_ early  
 and studies. She doesn't \_\_\_\_\_ , but she reads and  
 \_\_\_\_\_ . She  
 sometimes \_\_\_\_\_ with their problems.  
 \_\_\_\_\_ she is at home.  
 \_\_\_\_\_ is reading a book about  
 algebra. \_\_\_\_\_ good at algebra. \_\_\_\_\_  
 \_\_\_\_\_ on her computer because \_\_\_\_\_  
 Simon is playing games on it. \_\_\_\_\_ with her  
 computer. \_\_\_\_\_ her brother, but \_\_\_\_\_  
 \_\_\_\_\_ when he plays \_\_\_\_\_  
 \_\_\_\_\_ . Simon plays \_\_\_\_\_ .

**Use**

Can you repeat that, please?  
 Can you spell that, please?

2011

**Sentence walkabout**

**ACTIVITY TYPE**  
 group matching, syntax  
 awareness

**LANGUAGE FOCUS**  
 present tenses

**LEVEL**  
 2

**AGE RANGE**  
 9–10

**SKILLS**  
 reading, speaking, writing

**TIME**  
 30–45 minutes

**MATERIALS**  
 a copy of the *Sentence  
 walkabout worksheet* per  
 pupil, enlarged copies of the  
 word cards

**Before class**

Make an enlarged copy of the *Sentence walkabout* worksheet and cut out the 24 cards. If you have fewer than 24 pupils, select the appropriate number of cards, ensuring that they make up complete sentences. Make a copy of the *Sentence walkabout* worksheet for each pupil.

**In class**

- 1 Give each pupil a card with a word or phrase. If you have more than 24 pupils in your class, put some in pairs, putting stronger pupils with weaker ones so that they can help them.
- 2 Each pupil writes their word onto even larger pieces of card or paper (A4).
- 3 Draw four similar 'cards' or phrases on the board, e.g. 'a bike.' 'ride' 'I' 'can'
- 4 Explain that the activity involves forming sentences, and that each sentence consists of four elements. Pupils should use the punctuation to help them (full stop and capital letter). Elicit the sentence *I can ride a bike*.
- 5 Ask pupils to walk around to find their other sentence members to form correct sentences. Set a time limit of five or ten minutes. Circulate to monitor and help. If groups form correct sentences that are not included in the key (*She likes her jumper. We go to the cinema on Saturdays, etc.*), praise them and ask them to regroup with other members to form an alternative sentence.
- 6 When all the pupils have found their sentences, they line up holding their cards in front of them for correction by the other members of the class. Encourage discussion about why certain combinations are correct or incorrect. If necessary, regroup your pupils into the six sentences in the key.
- 7 Collect the cards.
- 8 Give your pupils the worksheets. They must put the words into the boxes to form the six complete sentences. They can do this by:
  - a Cutting out the words and gluing them in the boxes below.
  - b Writing the words in the boxes on the worksheet.
  - c Copying the sentences into their notebooks.
- 9 Correct collectively on the board.

**Key**

She	isn't	going to	play tennis.
They	go	to the cinema	on Saturdays.
He	likes	his	computer game.
She's	putting on	her	jumper.
We	haven't got	our	coats.
A spider	has got	eight	legs.

her	legs.	going to	likes
jumper.	go	She's	our
He	play tennis.	We	computer game.
has got	on Saturdays.	isn't	She
to the cinema	haven't got	putting on	coats.
his	They	eight	A spider






# What do we use?

**ACTIVITY TYPE**

small group matching game

**LANGUAGE FOCUS**

purpose clause  
use + infinitive  
*camera, spoon, racket, knife, stamp, fork, pencil, toothbrush, pen, tin opener, scissors, towel, pencil sharpener, key, brush, soap*

**LEVEL**

2

**AGE RANGE**

9-10

**SKILLS**

reading and speaking

**TIME**

40 minutes

**MATERIALS**

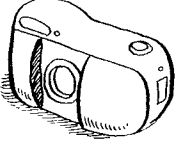

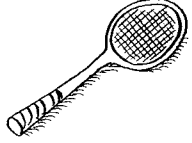
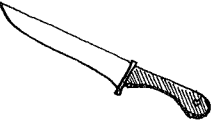


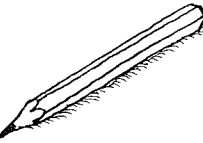
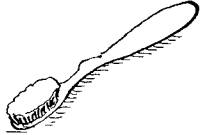
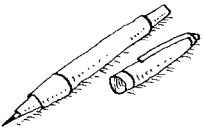
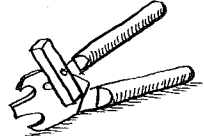
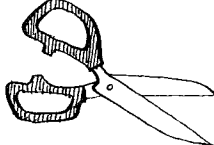
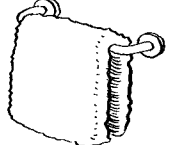
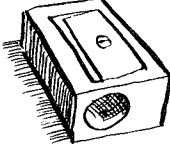

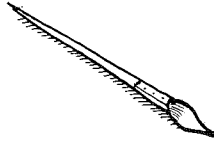
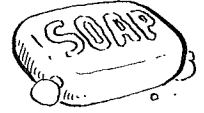
an enlarged copy of the *What do we use?* worksheet, a copy of the *What do we use?* worksheet per three to five pupils

**Before class**

Make an enlarged copy of the *What do we use?* worksheet, colour the pictures and cut them up into flashcards. Make one copy of the *What do we use?* worksheet for every group of three to five pupils and cut them into sets of 32 cards. If possible, stick the photocopies onto card (so that the pictures cannot be seen through the paper) before you cut them up into individual playing cards.

**In class**

- 1 Revise or pre-teach the vocabulary in the activity by using the flashcards. First hold up the pictures in turn, asking *What's this?* to check vocabulary. Then hold up the cards with the written text in turn and ask *What do you use to (take a photo)?* to elicit the response *A (camera)*. Allow pupils time to associate the verb with the pictures they have just seen and to suggest answers.
- 2 Drill by miming the actions:  
*A camera: I use a camera to take a photo.*  
*A spoon: I use a spoon to eat soup.*  
*A knife: I use a knife to cut meat, etc.*
- 3 Divide the class into small groups and give each group a set of the cards from the worksheet.
- 4 Demonstrate the game to the class with a small group of pupils. Using a big table or the floor, spread the cards out, face down.
- 5 In turn, pupils turn over two cards, one at a time, to find a matching pair.
- 6 If the two upturned cards do not match, the pupil turns them face down again in their original position and the next pupil continues in the same way. When pupils find a pair, they must say the sentence *I use a ... to ...* and only then can they keep the pair of cards. If they get the correct answer, they are allowed another turn.
- 7 They continue until no cards are left on the table. The winner is the pupil with the most pairs.
- 8 Circulate as they play. Encourage pupils to use English for communicating while they play by teaching them some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. How many pairs have you got? You're the winner.*

to take a photo		to eat soup	
to play tennis		to cut meat	
to post a letter		to eat spaghetti	
to draw a picture		to clean my teeth	
to write a letter		to open a tin	
to cut paper		to dry my hands	
to sharpen a pencil		to lock a door	
to paint		to wash my face	

## Where were they?

### ACTIVITY TYPE

pairwork information gap

### LANGUAGE FOCUS

Where was/were ...?

questions and answers  
*café, cinema, zoo, library, museum, swimming pool, gym, hospital, restaurant, park, supermarket*  
 days of the week

### LEVEL

2

### AGE RANGE

9–10

### SKILLS

speaking, listening for information, reading, writing

### TIME

20 minutes

### MATERIALS

a copy of the *Where were they?* worksheet per pair of pupils, an enlarged copy of the *Where were they?* worksheet

### Before class

Make a copy of the *Where were they?* worksheet for every pair of pupils. Cut each copy into two parts: A and B. Cut an enlarged copy of the *Where were they?* worksheet into flashcards of the characters and places.

### In class

- 1 Revise or pre-teach *was* and *were* and the vocabulary used in the activity. Hold up a flashcard of one of the characters (e.g. Susan) and a flashcard of one of the places (e.g. the café). Say *Susan was at the café yesterday*. Repeat. Ask *Where was Susan yesterday?* to elicit the response *She was at the café*. Repeat the procedure with other characters and other places, getting individual pupils to ask and answer the questions.
- 2 Drill: *at the café, at the swimming pool, at the park, etc.*  
 Drill: *on Monday, on Tuesday, etc.*
- 3 Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 4 Explain that some people were in different places in the town and they must find them by asking their partner questions. Copy part of the chart from the activity onto the board:

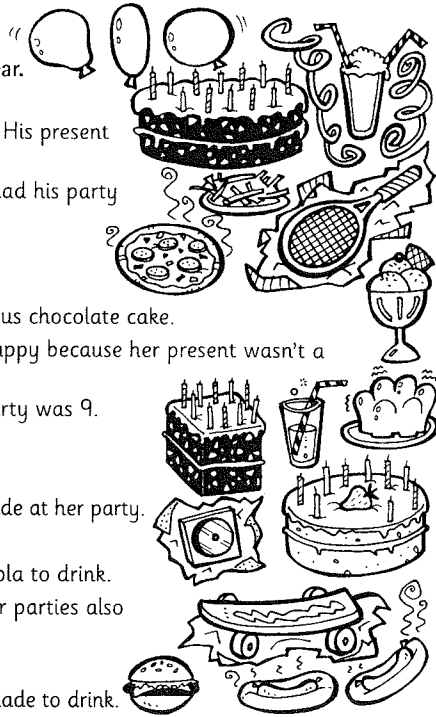
	wednesday
Sarah	

- 5 Ask the question:  
*Where was Sarah on Wednesday?* to elicit the response *She was at the café*. Write 'café' in the box on the board.
- 6 Ask pupils to face their partners. They ask and answer questions to complete the sheet.
- 7 Circulate to monitor and correct. Pay special attention to correct subject-verb agreement and use of prepositions.



Mary, Frank, Julie and Peter had birthday parties last year. Read the information and complete the chart.

- The boy who was 12 had his party on 15<sup>th</sup> May. His present was a skateboard.
- The boy who had a big, round, strawberry cake had his party on 14<sup>th</sup> March.
- All the children except Frank had jelly to eat.
- A boy and a girl had enormous chocolate cakes.
- The boy who had hot dogs to eat had an enormous chocolate cake.
- Julie's party was on 31<sup>st</sup> August. She was very happy because her present wasn't a watch or a tennis racket.
- The boy who had hamburgers and chips at his party was 9.
- The girl who was 11 had a CD for a present.
- The two girls had milkshakes to drink.
- The girl who had a watch for a present had lemonade at her party.
- The girl who was 10 had ice cream at her party.
- The children who had chips at their parties had cola to drink.
- The two children who had pizza and salad at their parties also had jelly.
- Three children had ice cream at their parties.
- The boy who had fruit salad at his party had lemonade to drink.
- A boy and a girl had orange juice to drink at their parties.



<b>Names</b>			Frank	
<b>How old were they?</b>	12			
<b>When was their party?</b>		2 <sup>nd</sup> September		
<b>What birthday cake did they have?</b>		small, square chocolate cake		
<b>What were their presents?</b>			tennis racket	
<b>What was there to eat?</b>	1 chips 2 _____ 3 _____ 4 _____	1 _____ 2 _____ 3 jelly 4 _____	1 _____ 2 _____ 3 _____ 4 _____	1 _____ 2 _____ 3 fruit salad 4 _____
<b>What was there to drink?</b>	1 _____ 2 _____	1 milkshake 2 _____	1 _____ 2 _____	1 orange juice 2 _____

# Grammargram

**ACTIVITY TYPE**  
individual, parts of speech classification

**LANGUAGE FOCUS**  
verbs  
adjectives  
nouns

**LEVEL**  
2

**AGE RANGE**  
9-10

**SKILLS**  
reading, writing

**TIME**  
30 minutes

**MATERIALS**  
a copy of the *Grammargram* worksheet per pupil

## Before class

Make a copy of the *Grammargram* worksheet for each pupil.

## In class

- Draw a simple line drawing of a boy on the board and say *This is John*. Draw a ball next to him and say *John's playing with a big blue ball*.
- Write 'John's playing with a big blue ball' on the board. Say *What's John doing?* to elicit *He's playing*, and underline 'playing'. Explain that an action is a verb and write 'verb' above 'playing'.
- Ask *Is the ball big or small? Is it blue or red?* to elicit *Big* and *Blue* and underline 'big blue'. Explain that an adjective is for description and write 'adjectives' above 'big blue'.
- Ask *What's John playing with?* to elicit *Ball* and underline 'ball'. Explain that a noun is a thing or an object and write 'noun' above 'ball'.
- Draw a *Grammargram* chart on the board:

	verb	adjective	noun

- Write 'play', 'blue' and 'ball' in the left-hand column. Point to 'play' and ask pupils *Is it a verb? Is it an adjective? Is it a noun?* When they answer correctly, put a ✓ in the 'verb' column. Repeat the procedure with 'blue' and 'ball'.
- Repeat the procedure with 'Mary writes long letters'.
- Give your pupils the worksheet. Ask them to do the exercise.
- Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- When pupils have completed the task, ask them to correct it first by comparing their sheets in pairs and then collectively on the board.

## Key

verbs: play, come, is, are, stand up, write, watch, read, like, wear  
adjectives: brown, yellow, round, long, short, big, old, happy, young, new  
nouns: table, boy, girl, comic, pencil, book, jeans, television, watch, computer, T-shirt  
(N.B. *Watch* is both a verb and a noun.)

## Extension

Fast finishers can write sentences using the words on the worksheet. They do not need to include all three components. e.g. 'Peter likes watching television.'

	verb	adjective	noun
table			✓
brown		✓	
boy			
play			
come			
yellow			
girl			
is			
round			
comic			
pencil			
long			
are			
short			
stand up			
book			
big			
jeans			
old			
write			
television			
watch			
computer			
happy			
read			
like			
T-shirt			
wear			
young			
new			



## Did he or didn't he?

### ACTIVITY TYPE

pairwork information gap

### LANGUAGE FOCUS

past simple question forms  
and short answers  
places

### LEVEL

3

### AGE RANGE

11–12

### SKILLS

speaking, listening for  
information, reading, writing  
(optional)

### TIME

20–30 minutes

### MATERIALS

a copy of the *Did he or didn't he?* worksheet per pair of pupils

### Before class

Make a copy of the *Did he or didn't he?* worksheet for every pair of pupils. Cut each copy into two parts: A and B.

### In class

- Write 'Where can we go in the town?' on the board and write pupils' suggestions on the board under the heading 'go'. Make sure that the answers necessary to complete the activity are included ('park', 'zoo', 'museum', 'hospital', etc.).
- Revise or pre-teach past simple question and short answer forms by asking individual pupils: *Did you go to the park yesterday? Did you go to school? Did you go to the zoo?* etc. to elicit positive or negative short answers (*Yes, I did. / No, I didn't.*). Ask pupils to ask and answer questions from the list on the board.
- Refer pupils to 'park' in the list. Say *What can you see in a park?* Write pupils' suggestions under the heading 'see', e.g. 'trees', 'children', 'flowers'. Select the relevant places for the activity and repeat the procedure to complete the list and to include *lion, statue, film, doctor and teacher.*
- Repeat the above procedure for 'do'. Say *What can you do in the park?* Write their suggestions under the heading 'do', e.g. 'walk', 'play', 'sit down'. Select the relevant places for the activity and repeat the procedure to complete the list and to include *take a photo, buy a poster, eat popcorn, have an X-ray and study history.*
- Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- Explain that some people went to different places in the town yesterday, and they must find out where they went, what they saw and what they did, by asking their partner questions. Copy part of the chart from the activity onto the board.
- Refer pupils to the example. Ask:  
*Did Jim go to the park yesterday?* to elicit the response *No, he didn't.*  
*Did Jim go to the zoo yesterday?* When pupils say *Yes, he did*, write 'to the zoo' in the box on the board.  
Continue with further examples:  
*Did he see an elephant? No, he didn't.*  
*Did he feed the giraffes? No, he didn't.*  
*Did he take a photo? Yes, he did.*
- Ask pupils to face their partners. They ask and answer questions to complete their sheet.
- Circulate to monitor and correct.

### Extension






Using the information in the chart, pupils write sentences about each character. This is particularly effective to practise the conjunctions *where* and *and*. Write an example on the board: 'Jim went to the zoo, where he saw a lion and took a photo.'

Ask pupils to write similar sentences. Correct collectively. Pupils dictate their sentences to the teacher, who writes them on the board.

A

Ask pupil B questions to complete the chart.






Example: Did Jim go to the park yesterday? No, he didn't.  
Did Jim go to the zoo yesterday? Yes, he did.

	go	see	do
Jim 	to the zoo	a lion	take a photo
Liz 	to the museum		buy a poster
Caroline 		a film	
Ricky 	to the hospital		have an X-ray
Ned and Milly 		their teacher	

B

Ask pupil A questions to complete the chart.

Example: Did Jim go to the park yesterday? No, he didn't.  
Did Jim go to the zoo yesterday? Yes, he did.

	go	see	do
Jim 	to the zoo	a lion	take a photo
Liz 		a statue	
Caroline 	to the cinema		eat popcorn
Ricky 		a doctor	
Ned and Milly 	to school		study history

3.2

## Three friends

**ACTIVITY TYPE**  
individual reading and drawing

**LANGUAGE FOCUS**  
comparative and superlative forms of simple adjectives  
physical description  
clothes

**LEVEL**  
3

**AGE RANGE**  
11–12

**SKILLS**  
reading, drawing

**TIME**  
30 minutes

**MATERIALS**  
a copy of the *Three friends* worksheet per pupil, crayons, books and pencils

### Before class

Make a copy of the *Three friends* worksheet for each pupil. Have three differently coloured books and pencils of varying sizes ready for comparison.

### In class

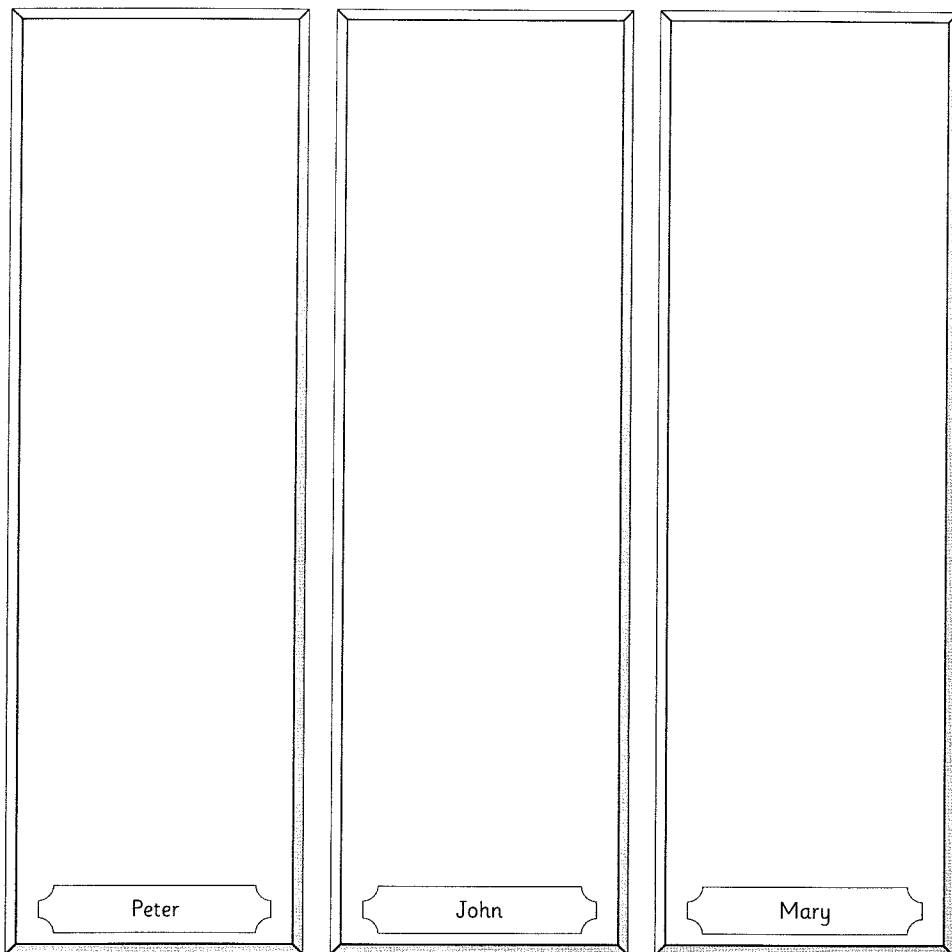
- Revise or pre-teach comparative forms of short adjectives, using classroom objects.
  - Show the class two differently sized books of different colours and ask pupils to describe them, to elicit *It's big* and *It's small*. Hold up the big book and say *Listen and repeat. The (red) book is bigger than the (blue) book.*
  - Hold up the small book and repeat the procedure to elicit the comparative *smaller*.
  - Continue with the pencils to practise the comparatives *longer* and *shorter*.
  - Write a comparative sentence on the board, underlining the 'er' ending and the conjunction 'than', for pupils to copy into their notebooks, e.g. 'A giraffe is taller than a lion.'
- Drill by giving the adjective to elicit the comparative response.  
TEACHER: *big (short, tall, long, small, thin, fat, old, young, new)*  
PUPILS: *bigger*, etc.
- Invite pupils to make comparative sentences about objects in the classroom, animals, etc. using the language above.
- Revise or pre-teach superlative forms of short adjectives, using classroom objects.
  - Show the class three differently sized books of varying colours. Hold up the big book and say:  
*Listen and repeat. The (red) book is the biggest.*  
*Listen and repeat. The (yellow) book is the smallest.*
  - Repeat the procedure with the pencils to elicit *the longest*, *the shortest*, etc.
  - Write a superlative sentence on the board, underlining the '-est' ending and the definite article 'the', for pupils to copy into their notebooks, e.g. 'The giraffe is the tallest animal.'
  - Drill by giving the adjective to elicit the superlative response.  
TEACHER: *big (short, tall, long, small, thin, fat, old, young, new)*  
PUPILS: *biggest*, etc.
  - Invite pupils to make superlative sentences about objects in the classroom, animals, etc. using the language above.
- Give your pupils the worksheet. They must read the information and draw pictures.
- Circulate to monitor and help.
- Pupils correct by comparing their pictures, first in pairs, and then in groups.
- Once they have finished, draw your pupils' attention to the spelling of the comparative and superlative forms: *big*, *bigger*, *biggest* (with one vowel followed by one consonant, the final consonant is doubled).

### Extension

Pupils can draw a picture of three people and dictate a description of it to their partner for them to draw.

Read the text and draw the three friends.

- 1 Peter, John and Mary are three friends.
- 2 Mary is the tallest of the three.
- 3 Peter is shorter than John.
- 4 John's hair is longer than Peter's, but it's shorter than Mary's.
- 5 Peter has got the biggest eyes. They are brown.
- 6 Mary's eyes are bigger than John's. Her eyes are green and his are blue.
- 7 Mary's ears are bigger than Peter's, but they're smaller than John's.
- 8 John is wearing blue jeans and a yellow T-shirt. His shoes are brown.
- 9 Mary's got a red skirt, white blouse and black shoes on.
- 10 Peter's wearing blue shorts and a green shirt. He's got white trainers on.



## A-Z

### ACTIVITY TYPE

small groups game, parts of speech classification

### LANGUAGE FOCUS

verbs  
adjectives  
nouns

### LEVEL

3

### AGE RANGE

11–12

### SKILLS

speaking

### TIME

30 minutes

### MATERIALS

a copy of the A–Z worksheet per small group, dice, counters

### Before class

Make a copy of the A–Z worksheet for each small group (three to four pupils).

### In class

- 1 Revise or pre-teach the parts of speech:
  - a Draw a simple picture of a man in a car on the board and write 'The man's driving a fast car.' Say *What's the man doing?* to elicit *He's driving*, and underline 'driving'. Explain that an action is a verb and write 'verb' above 'driving'.
  - b Ask *Is the car fast or slow?* to elicit *Fast* and underline 'fast'. Explain that an adjective is for description and write 'adjective' above 'fast'.
  - c Ask *What's the man driving?* to elicit *Car* and underline 'car'. Explain that a noun is a thing or an object and write 'noun' above 'car'.
- 2 If necessary, write three headings at the top of the board: 'verb', 'adjective', 'noun'. Ask pupils to think about the alphabet and to suggest different words from each category for each letter. Write them under the headings (allow nationalities), e.g. 'act', 'add', 'ask', 'answer', 'attractive', 'Australian', 'awful', 'awake', 'asleep', 'apple', 'animal', 'actor', 'August', 'autumn'.
- 3 Arrange the class in small groups (maximum four pupils) working around a table. Give each group their board.
- 4 Explain the rules. This can be done by example.
  - a Players must go around the board from a to z by rolling the dice and advancing the number on the dice.
  - b They must then say a word beginning with the letter they land on. This word must be an adjective, a noun or a verb. The number they roll indicates what part of speech they must say: numbers 1, 2: adjective; numbers 3, 4: noun; numbers 5, 6: verb. If their word is correct, they stay where they are. If the word is incorrect, they go back to where they were.
  - c To start, they all roll the dice and the player with the highest number starts.
  - d The player on his or her left continues the process.
  - e The winner is the first player to reach z or the nearest player when the game ends.
- 5 Encourage pupils to use English for communicating while they play by teaching/revising some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. Is that a noun? Can you spell that? You're the winner.*
- 6 Give each group their counters and dice and let them play.
- 7 Circulate to monitor and help.

### Note

Words are allowed or disallowed by group members. If there is conflict, the teacher is the judge.



1 or 2: Say an adjective  
3 or 4: Say a noun  
5 or 6: Say a verb

## The Bingo habit

34

### ACTIVITY TYPE

whole class listening game

### LANGUAGE FOCUS

present simple  
verbs of the daily routine  
adverbs of frequency  
time adverbs  
word order

### LEVEL

3

### AGE RANGE

11-12

### SKILLS

listening, reading

### TIME

30-40 minutes

### MATERIALS

two copies of the Teacher's baseboard, one copy of the Pupils' Bingo boards per 20 pupils, 12 paper squares per pupil, one copy of the Teacher's baseboard per two pupils (optional)

### Before class

The photocopies consist of 20 Pupils' Bingo boards and one Teacher's baseboard. Each Pupils' board has 12 boxes. Each horizontal line is a simple sentence. The Teacher's baseboard consists of 80 boxes.

Make two photocopies of the Teacher's baseboard, each on different coloured paper or card. Leave one sheet intact as the baseboard, and cut the other one up into individual pieces and keep these safely in a small bag or envelope.

Make a photocopy (enlarged if possible) of the Pupils' Bingo boards, for every 20 pupils, and cut it into individual boards of three sentences. Each pupil will need one board and either 12 paper squares to cover their boxes or a pencil to cross them off.

### In class

1 Drill sentences as follows:

TEACHER: *He plays football on Saturdays. they*

PUPILS: *They play football on Saturdays.*

TEACHER: *tennis*

PUPILS: *They play tennis on Saturdays.*

TEACHER: *never*

PUPILS: *They never play tennis.*

TEACHER: *watch*

PUPILS: *They never watch tennis.*

Continue using other prompts from the Bingo game, e.g. *she, television, in the evening, we*.

- 2 Give out the Bingo boards and ask your pupils to study them for a few minutes.
- 3 Explain that you are going to call out some words and if they have those words on their board, they should cover them with a piece of paper or cross them off in pencil. When they have covered a complete horizontal 'line' (a sentence), they must call out *Line!* and read the sentence back to you. If it is correct, they will win five points. Demonstrate on the board if necessary.
- 4 Explain that once pupils have called *Line!*, they should continue playing for 'Bingo'. The first pupil to cover all the squares on his or her card wins fifteen points.
- 5 Start the game by saying *Eyes down* and gesture by bending your head to look at your baseboard. Your pupils now have the cue which signals the start of the game. They should be looking at their cards and paying attention.
- 6 Mix up your bag or envelope of words and phrases. Take the first one out and read it aloud twice. Place it on the corresponding part of your baseboard and continue in this way. Pupils must not see the teacher's words, as this is primarily a listening exercise.
- 7 The winner must read the sentences aloud for you to check on your baseboard. Check both pronunciation and intonation.

### Extension

- 1 Divide your class into pairs and give them a photocopy of the Teacher's baseboard per pair. Set them a time limit to make their own Bingo boards of three sentences with four components from the baseboard in each, without repeating any one component.
- 2 When they have completed the task, proceed to play Bingo as above.

## Pupils' Bingo boards

Mr Star	plays	golf	at the weekend.	Mrs Cook	watches	cartoons	at night.
We	read	comics	every Saturday.	I	don't	have lunch	at school.
Cassandra Cat	likes	drinking	milk.	Dotty Dog	walks	in the garden	in the evening.
Mr and Mrs Star	go	to the cinema	in the evening.	Miss Jones	sometimes	watches	television.
Miss Jones	often	drinks	tea.	You	get up	late	at the weekend.
Stella and Simon	wear	a coat	in the winter.	Grandpa Star	cleans	his shoes	every day.
Mr Gardener	normally	has lunch	in the kitchen.	Mr and Mrs Star	go	to bed	late.
You	like	watching	cartoons.	Tommy Tortoise	doesn't	drink	coffee.
Dotty Dog	sleeps	at five o'clock	in the afternoon.	Dotty Dog	always	has lunch	in the kitchen.
Mr and Mrs Cook	don't	drink	milk.	Mr and Mrs Cook	like	drinking	tea.
Mr Star	likes	drinking	coffee.	Cassandra Cat	gets up	at eight o'clock	in the summer.
I	get up	at eight o'clock	in the morning.	Suzy Star	usually	sleeps	in the afternoon.
Tommy Tortoise	walks	in the garden	in the evening.	Mrs Mopp	arrives	at eight o'clock	in the morning.
Stella and Simon	normally	have lunch	at school.	Mr Wheeler	usually	has lunch	late.
Miss Jones	goes	to the cinema	at the weekend.	Stella Star	doesn't	read	comics.
We	drink	tea	every day.	Mrs Star	sometimes	drinks	coffee.
Mrs Star	gets up	at eleven o'clock	in the morning.	Mrs Cook	arrives	at five o'clock	in the afternoon.
Mr and Mrs Cook	always	have lunch	in the kitchen.	Mr Gardener	goes	to bed	at eleven o'clock.
Grandpa Star	plays	golf	in the summer.	Grandpa Star	doesn't	wear	a uniform.
You	normally	read	the newspaper.	Mr Wheeler	cleans	his shoes	at night.
Cassandra Cat	walks	in the garden	at night.	Simon Star	likes	watching	cartoons.

## Pupils' Bingo boards

We	like	watching	television.	Mrs Mopp	never	plays	golf.
Simon Star	never	cleans	his shoes.	Suzy Star	goes	to bed	early.
Mr and Mrs Star	don't	get up	early.	Mr Star	reads	the newspaper	every day.
Mrs Cook	sometimes	wears	a coat.	Stella Star	often	wears	a uniform.
I	go	to the cinema	every Saturday.	Simon Star	reads	comics	every Saturday.
Tommy Tortoise	always	sleeps	in the winter.	Mr Wheeler	watches	television	at eleven o'clock.
Stella Star	arrives	at school	early.	Mrs Mopp	wears	a coat	in the winter.
Stella and Simon	usually	wear	a uniform.	Mrs Star	never	reads	the newspaper.
Mr Gardener	gets up	at five o'clock	in the summer.	Suzy Star	often	drinks	milk.

## Teacher's baseboard

Mr Star	always	doesn't	walks
Mrs Star	often	don't	arrives
Simon Star	usually	wear	have lunch
Suzy Star	normally	wears	has lunch
Stella Star	sometimes	cleans	tea
Grandpa Star	never	watching	coffee
Stella and Simon	at five o'clock	watches	milk
Mr and Mrs Star	at eight o'clock	read	television
Miss Jones	at eleven o'clock	reads	golf
Mrs Mopp	in the morning	plays	comics
Mrs Cook	in the afternoon	go	his shoes
Mr Wheeler	in the evening	goes	a uniform
Mr Gardener	at night	drink	a coat
Mr and Mrs Cook	in the summer	drinks	the newspaper
Dotty Dog	in the winter	drinking	cartoons
Cassandra Cat	every day	like	in the garden
Tommy Tortoise	every Saturday	likes	in the kitchen
I	at the weekend	get up	at school
You	early	gets up	to the cinema
We	late	sleeps	to bed

# What are they going to do?

**ACTIVITY TYPE**

individual, describing pictures

**LANGUAGE FOCUS**

going to future

**LEVEL**

3

**AGE RANGE**

11-12

**SKILLS**

speaking, writing

**TIME**

40 minutes

**MATERIALS**

a copy of the *What are they going to do?* worksheet per pupil

**Before class**

Make a copy of the *What are they going to do?* worksheet for each pupil.

**In class**

- Revise or pre-teach the vocabulary in the activity.
- Say *I'm going to stand up*, wait a moment and then stand up. Say *I'm going to write on the board*, wait a moment and then write on the board. Say *I'm going to look out of the window*, wait a moment and then look out of the window.
- Say:  
*Listen and repeat.*  
*I. I'm going to look out of the window.*  
*You. You're going to look out of the window.*  
*He. He's going to look out of the window.*  
Continue with the remaining subject pronouns.
- Play the chain game. The idea of the game is that pupils respond quickly to a new prompt and say a correct new sentence each time. Ask the class to stand up. Explain the game by example by supplying the first three sentences (see below). Ask the first pupil to repeat the model sentence, and then give the prompts for individual pupils to say the new sentence. If pupils fail to supply the right sentence, they sit down. Play until you have a winner.  
TEACHER: *She's going to eat an apple.*  
TEACHER: *He.*  
TEACHER: *He's going to eat an apple.*  
TEACHER: *A sandwich.*  
TEACHER: *He's going to eat a sandwich.*  
TEACHER: *She's going to eat an apple. Repeat!*  
PUPIL 1: *She's going to eat an apple.*  
TEACHER: *He.*  
PUPIL 2: *He's going to eat an apple.*  
Continue with: *sandwich, make, they, a cup of tea, she, have, a bath, we, breakfast, I, an exam, you, do, she, an exercise, we, write, a letter, read, I, the book, they, buy, we, a comic, she, a dress, wear, wash, you, a car, he, drive, a bus, they, catch, a train, we, miss, the plane, I, wait for, she, take, they, a photo.*  
Continue with other suitable prompts if necessary.
- Give your pupils the worksheet. Ask them to do the exercise.
- Circulate to monitor. Do not tell them answers, but rather prompt and suggest.
- When pupils have finished, correct the activity either individually or collectively. Allow other reasonable variations.

**Key**

- He's going to take a photo.
- She's going to have breakfast.
- He's going to wash the car.
- She's going to get dressed.
- She's going to buy a comic.
- He's going to listen to a CD.
- They're going to play football.

## What are they going to do?

Example:

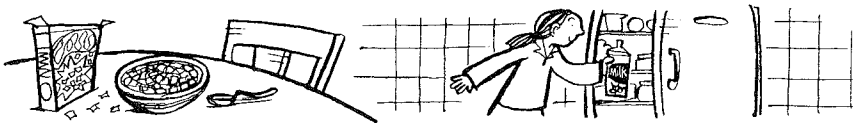


She's going to watch television.

1



2



3



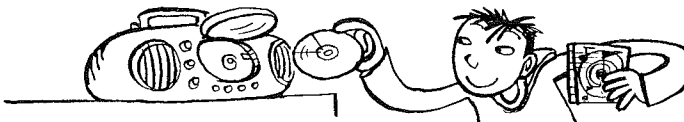
4



5



6



7





# Comparatively correct

**ACTIVITY TYPE**

individual error correction

**LANGUAGE FOCUS**

comparative and superlative forms

**LEVEL**

3

**AGE RANGE**

11-12

**SKILLS**

reading, writing

**TIME**

30 minutes

**MATERIALS**

a copy of the *Comparatively correct* worksheet per pupil

**Before class**

Make a copy of the *Comparatively correct* worksheet for each pupil.

**In class**

- 1 Revise or pre-teach comparative forms. (Alternatively, you can let pupils deduce the rules using the charts on the worksheet.)
  - a Brainstorm adjectives. Ask pupils to call out different adjectives as you write them on the board (minimum of 20). To ensure you get a selection of different types, prompt pupils with *What's the opposite of easy/heavy/comfortable/stupid? etc.*
  - b Write the following headings on the board: '1 one syllable', '2 two syllables', '3 more than two syllables'. Ask pupils to copy these and classify the adjectives on the board accordingly.
  - c Correct these lists collectively. Draw pupils' attention to the second list and ask them to divide these adjectives into two groups: those that finish with a consonant sound, and those that finish with a vowel sound. Explain that we are interested in the sound of the word, not the spelling of it, e.g. *narrow* ends in a consonant, but the sound is a vowel, and *polite* ends in a vowel, but the sound is a consonant.
  - d Explain that adjectives of one syllable and adjectives of two syllables ending with a vowel sound use the same comparative and superlative forms {-er, -est}.
  - e Drill by giving the adjective to elicit the comparative response:  
TEACHER: *big (short, easy, tall, heavy, narrow, long, small, dirty, thin, fat)*  
PUPILS: *bigger, etc.*
  - f Ask pupils to spell the following: *heavier, thinner, fatter, dirtier, bigger, easier*, as you write them on the board. Explain that the final y becomes an i, and that when one vowel is followed by one consonant, the final consonant is doubled (where the vowel is short), e.g. *fat, thin, big*.
  - g Ask for examples of comparative forms of adjectives of more than two syllables to elicit *more intelligent, more beautiful*, etc. If they do not know this form, teach it.
  - h Ask pupils for the irregular comparative forms of *good (better)* and *bad (worse)*.
  - i Invite pupils to make comparative sentences about classroom objects, animals, etc.
- 2 Drill comparative and superlative forms:  
TEACHER: *big (small, beautiful, old, intelligent, good, new)*  
PUPILS: *bigger, biggest, etc.*
- 3 Give your pupils the worksheet and explain the exercise. They must read the text, and correct the sentences. They can use the charts to help.
- 4 Circulate to monitor and help.
- 5 Pupils correct by comparing their answers in pairs, and then with the teacher.

**Key**

- 1 ~~biger that~~ bigger than    ~~bigest~~ biggest    2 ~~heavyest~~ heaviest    3 ~~longer~~ the longest  
 4 ~~intelligenter~~ more intelligent    ~~intelligentest~~ most intelligent    5 ~~better~~ best  
 6 ~~badder~~ worse    7 ~~more fast~~ faster    ~~most slow~~ slowest    8 ~~more thin that~~ thinner than  
 9 ~~it more beautiful~~ is the most beautiful

**Comparatively correct**

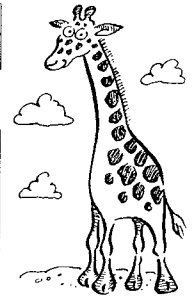
Look at these comparative and superlative sentences.



	comparative	superlative
fast	A horse is faster than a donkey.	The cheetah is the fastest animal.

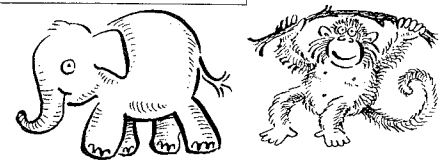
Look at these variations.

	comparative	superlative
thin	thinner	the <u>thin</u> nest
heavy	heavjier	the heavjiest
beautiful	<u>more</u> beautiful	the <u>most</u> beautiful
good	<u>better</u>	the <u>best</u>
bad	<u>worse</u>	the <u>worst</u>



Now read and correct the sentences.

Comparison of three animals: giraffe, elephant, monkey



Example: The giraffe is ~~tallest~~ of the three.

The giraffe is the tallest of the three.

1 The giraffe is biger that the monkey, but the biggest of the three is the elephant.

2 The heavyest animal of the three is the elephant.

3 The animal with longer neck is the giraffe.

4 The elephant is intelligenter than the giraffe. The monkey is the intelligentest of the three.

5 The monkey is the better of the three at climbing trees.

6 The elephant is badder than the monkey at climbing trees.

7 The giraffe is more fast than the elephant. The elephant is the most slow.

8 The giraffe is more thin that the elephant.

9 The giraffe it more beautiful of the three animals.



# 3.7

## Weather report

**ACTIVITY TYPE**  
individual parts of speech classification

**LANGUAGE FOCUS**  
the weather: verbs, adjectives, nouns

**LEVEL**  
3

**AGE RANGE**  
11-12

**SKILLS**  
reading, writing

**TIME**  
30 minutes

**MATERIALS**  
a copy of the *Weather report* worksheet per pupil

### Before class

Make a copy of the *Weather report* worksheet for each pupil.

### In class

1 Revise or pre-teach the parts of speech.

a Write these three sentences on the board:

1 We didn't go out because of the rain.

2 It rains a lot in Manchester.

3 What's the weather like? It's rainy.

b Ask pupils what part of speech the underlined words are, to elicit *noun*, *verb* and *adjective*, and write them on the board.

c With more capable classes, ask them to help you make a simple definition of each part of speech (in pupils' first language, if appropriate), e.g.

*A noun is a thing or an object, often preceded by an article (a ball, the rain).*

*An adjective is for description, generally coming before a noun (rainy weather), or after the verb to be (He is tall).*

*A verb is an action (or state) which is formed in different tenses depending on the time we are talking about (rains, is raining, rained).*

2 Give pupils their worksheet and ask them to connect the six pictures to the six weather adjectives.

3 Correct the first exercise orally.

#### Key

1 sunny 2 rainy 3 foggy 4 windy 5 cloudy

4 Copy the chart below onto the board:

noun	verb	adjective
rain	rain	rainy
1 _____	blow	windy
2 _____	-	cloudy
3 _____	-	foggy
4 _____	5 _____	sunny
6 _____	7 _____	snowy

Pupils copy and complete the chart in their notebooks.

5 Correct the exercise by pupils coming up to the board to complete the chart.

#### Key

1 wind 2 cloud 3 fog 4 sun 5 shine 6 snow 7 snow

6 Focus your pupils' attention on the second exercise on the worksheet, and refer them to the examples on the board. Tell them to do the exercise by selecting the correct option.

7 Circulate to monitor and help.

8 Correct orally, encouraging discussion about what is correct and the reasons why.

#### Key

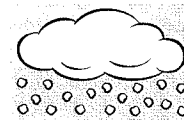
1 sunny 2 to snow 3 rainy 4 Fog 5 snow 6 rains 7 sun shines 8 blows 9 foggy

9 Pupils describe today's weather in pairs and then do the third exercise.

## Weather report

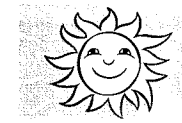
Match the pictures to the weather adjectives.

Example:



snowy

1



\_\_\_\_\_

2



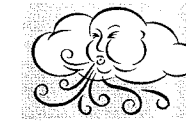
\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

- foggy
- snowy
- rainy
- windy
- sunny
- cloudy

Underline the correct words.

Example: Today it is raining / rainy very hard.

1 I like the weather when it is sun / sunny.

2 It's cold today. I think it's going snow / to snow.

3 Manchester is a very rain / rainy city.

4 Fog / Foggy makes driving dangerous.

5 In England in the winter, there is a lot of snowy / snow.

6 When it rains / rainy I always carry an umbrella.

7 In the summer the sun shines / sunny shines and it is hot.

8 When the wind blows / shines it always feels colder.

9 When it is fog / foggy you can't see very well.

Write a weather report.

Today's weather

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# Irregular verb checklist

**ACTIVITY TYPE**  
individual self-study

**LANGUAGE FOCUS**  
past simple (irregular verbs)

**LEVEL**  
3

**AGE RANGE**  
11-12

**SKILLS**  
speaking, reading, writing

**TIME**  
30 minutes

**MATERIALS**  
a copy of the *Irregular verb checklist* worksheet per pupil

## Before class

Make a copy of the *Irregular verb checklist* worksheet for each pupil.

## In class

- 1 Revise or pre-teach the irregular verbs in the activity.
- 2 Play the 1, 2, 3 class game. Say *Do*. Tap the table three times, saying *One, two, three*, and then click your fingers as you say *Did*. Give individual pupils the infinitive form as the prompt to elicit the correct past form, e.g.  
TEACHER: *Win, 1, 2, 3*  
PUPIL: *Won*  
If pupils take longer than ten seconds, or give the incorrect form, they are out. The last pupil left is the winner.  
Use the verbs from the worksheet. These may be repeated several times, so that weaker pupils can learn from previous mistakes.
- 3 Give your pupils the worksheet. Ask them to read the list of verbs on the left in silence. Say *Listen and repeat. Is ... Was*, for pupils to practise pronunciation. Repeat the procedure with the remaining verbs in the list.
- 4 Ask pupils to study the list of the verbs for five to ten minutes. They then fold the page down the centre and write the irregular forms in pencil in the spaces provided on the right-hand side.
- 5 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 6 When pupils have finished, they can either correct their own work by comparing their answers with correct answers on the left, or swap worksheets with their neighbour to correct each other's.

## Option

If appropriate, divide the list over two, three or four sessions.

## Extension

Fast finishers can choose five verbs from the list to make sentences about what they did last week and write them in their notebooks, e.g.  
'I saw my grandparents last week.'

## Irregular verb checklist

Look and read. Say. Fold the page. Write the words. Correct. ✓ X

Past simple		
1 is	<u>was</u>	1 is _____
2 are	<u>were</u>	2 are _____
3 come	<u>came</u>	3 come _____
4 go	<u>went</u>	4 go _____
5 get	<u>got</u>	5 get _____
6 have	<u>had</u>	6 have _____
7 see	<u>saw</u>	7 see _____
8 write	<u>wrote</u>	8 write _____
9 eat	<u>ate</u>	9 eat _____
10 drink	<u>drank</u>	10 drink _____
11 take	<u>took</u>	11 take _____
12 lose	<u>lost</u>	12 lose _____
13 leave	<u>left</u>	13 leave _____
14 find	<u>found</u>	14 find _____
15 give	<u>gave</u>	15 give _____
16 do	<u>did</u>	16 do _____
17 win	<u>won</u>	17 win _____
18 send	<u>sent</u>	18 send _____
19 speak	<u>spoke</u>	19 speak _____
20 can	<u>could</u>	20 can _____

fold here

# Who went where?

**ACTIVITY TYPE**

pairwork information gap

**LANGUAGE FOCUS**

past simple questions and answers  
town vocabulary  
days of the week  
shops  
food and drink

**LEVEL**

3

**AGE RANGE**

11-12

**SKILLS**

speaking, listening for information, reading, writing

**TIME**

30 minutes

**MATERIALS**

a copy of the *Who went where?* worksheet per pair of pupils

**Before class**

Make a copy of the *Who went where?* worksheet for every pair of pupils. Cut each copy into two parts: A and B.

**In class**

1 Revise the question words *Where, When, What, How, What time* and *Who*, with the past simple, e.g.

*Manolo, where did you go on Saturday?*

*How did you go there?*

*Who did you go with?*

*What did you do there?*

Write these questions on the board and pupils ask and answer questions.

2 Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B.

Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.

3 Explain that pupils are detectives who must get the missing information about each character by asking their partner questions. Copy part of the charts onto the board.

4 Ask the question:

*Where did Bella go on Monday?* to elicit the response (*She went to*) the office.

Write 'office' in the box for B on the board.

Ask the question:

*What time did she go there?* to elicit the response (*She went there at*) 9 am.

Write '9 am' in the box for B on the board.

Ask the question:

*How did she go there?* to elicit the response (*She went there by*) car.

Write 'by car' in the box for B on the board.

5 Draw pupils' attention to the question words in the left-hand column and practise these question forms:

*Where did he go? When did he go? What did he buy?*

*Where did she go? What did she do? Who did she go with?*

*Where did he go? What did he eat?*

You may wish to write these questions on the board for pupils to refer to.

6 Ask pupils to face their partners. They ask and answer questions to complete the sheet.

7 Circulate to monitor and correct.

8 When pupils have completed the task, ask them to correct it in pairs. Then ask:

*Somebody gave some chewing gum to the lions. Who was it?* (Betty)

*Somebody dropped a banana skin in the train to Oxford. Who was it?* (Bella)

*Somebody broke some eggs in the supermarket. Who was it?* (Dave)

*Somebody talked to their friend during the film. Who was it?* (Betty)

*Somebody didn't finish their cheeseburger. Who was it?* (John)

**Extension**

Fast finishers can write up a report for one character's week.

## Who went where?



Ask pupil B questions to complete the chart.

Example: Where did Bella go on Monday? She went to the office.

?		Monday	Tuesday	Wednesday	Thursday	Friday
Bella	Where What time How	office 9 am by car		library 1 pm on foot		Oxford 4.30 pm by train
Dave	Where When What		chemist's evening aspirin		baker's lunchtime six rolls	
Betty	Where What Who ... with	theatre <i>Hamlet</i> Susan		zoo the lions Joe		stadium football match Mary
John	Where What		Chinese restaurant fried rice		Pizza Palace pizza	

**Use**

Can you repeat that, please? Can you spell that, please?



Ask pupil A questions to complete the chart.

Example: Where did Bella go on Monday? She went to the office.

?		Monday	Tuesday	Wednesday	Thursday	Friday
Bella	Where What time How	office	gym 6 pm by taxi		cinema 8 pm by bus	
Dave	Where When What	butcher's morning lamb chops		supermarket evening milk		greengrocer's afternoon carrots
Betty	Where What Who ... with		cinema <i>Aladdin</i> Anthony		tennis club tennis Louise	
John	Where What	Italian restaurant spaghetti		café sandwich		burger bar cheeseburger

**Use**

Can you repeat that, please? Can you spell that, please?



# Broken words

**ACTIVITY TYPE**  
individual vocabulary  
matching activity

**LANGUAGE FOCUS**  
past simple irregular verbs

**LEVEL**  
3

**AGE RANGE**  
11-12

**SKILLS**  
reading, writing

**TIME**  
30 minutes

**MATERIALS**  
a copy of the *Broken words*  
worksheet per pupil, 21 small  
pieces of paper (optional)

## Before class

Make a copy of the *Broken words* worksheet for each pupil.

## In class

- Revise or pre-teach the necessary irregular verbs (see key below for the list of words). This can be done by drilling. Say the verb and ask individual pupils to supply the past form, e.g. TEACHER: *is* PUPIL: *was* TEACHER: *come* PUPIL: *came*
- Give each pupil a copy of the *Broken words* worksheet.
- Explain the task by example on the board. Write 'ca \_\_\_\_\_' on the board, and a number of word endings ('s', 'ag', 'wn', 'ft', 'ank', 'me'), each inside a box similar to those on the worksheet.
- Ask pupils to connect the beginning with the ending. You can suggest possible alternatives for them to say *Yes* or *No*.  
e.g. *Is it cas? Is it caft? Is it caag? Is it came?*  
When they get the correct answer, write the complete word on the line next to 'ca' ('came') and tick 'me'.
- It is important for pupils to understand that the first part of the word is only a prompt and that they must write the complete word on the line.
- Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- When pupils have completed the task, ask them to correct it first by comparing their sheets in small groups, and, if necessary, as a class-teacher dictation on the board.

## Key

1 came 2 did 3 ate 4 fell 5 found 6 flew 7 went 8 had 9 left 10 made  
11 ran 12 saw 13 took 14 thought 15 wrote 16 was 17 drank 18 broke  
19 gave 20 met

## Extension

Write the 21 past tense verbs on pieces of paper and put these into a bag or envelope. Explain to the class that together you are going to tell a story about a character of your choice, e.g. Peter the Pilot, Eric the Explorer, Candy the Cat. Ask a pupil to come to the front and take a word out of the bag. The pupil reads the word aloud for the class to suggest sentences for the character. Once the class have chosen a sentence from those suggested, write it on the board, e.g. 'Once upon a time Eric the Explorer saw a purple tiger.'  
Encourage and prompt as many imaginative suggestions as possible, by suggesting adjectives, exotic place names, fabulous animals, etc.  
If necessary, question some of the suggestions to direct pupils towards a coherent text.

## Broken words

Find the irregular past verbs.

Example:

- |    |     |       |       |
|----|-----|-------|-------|
| 1  | we  | were  | _____ |
| 2  | ca  | _____ | _____ |
| 3  | di  | _____ | _____ |
| 4  | a   | _____ | _____ |
| 5  | f   | _____ | _____ |
| 6  | fou | _____ | _____ |
| 7  | fl  | _____ | _____ |
| 8  | we  | _____ | _____ |
| 9  | h   | _____ | _____ |
| 10 | le  | _____ | _____ |
| 11 | ma  | _____ | _____ |
| 12 | ra  | _____ | _____ |
| 13 | sa  | _____ | _____ |
| 14 | to  | _____ | _____ |
| 15 | tho | _____ | _____ |
| 16 | wr  | _____ | _____ |
| 17 | wa  | _____ | _____ |
| 18 | dr  | _____ | _____ |
| 19 | bro | _____ | _____ |
| 20 | ga  | _____ | _____ |
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# Exhilarating auxiliaries

**ACTIVITY TYPE**  
dictation, pair matching activity

**LANGUAGE FOCUS**  
affirmative and negative short answers: *is, are, has, have, do, does, did, can, could*

**LEVEL**  
3

**AGE RANGE**  
11–12

**SKILLS**  
listening, reading, speaking, writing

**TIME**  
30 minutes

**MATERIALS**  
a copy of the *Exhilarating auxiliaries* worksheet per pupil, scissors

## Before class

Make a copy of the *Exhilarating auxiliaries* worksheet for each pupil. Cut them in half.

## In class

- 1 Revise short Yes/No answers.
  - a Draw a picture of a happy face on the board and write 'Is he happy?' to elicit the answer 'Yes, he is.' Underline 'he' and 'is'.
  - b Draw a picture of an unhappy face on the board and write 'Is he happy?' to elicit the answer 'No, he isn't.' Underline 'he' and 'isn't'.
  - c Remind your pupils of the pattern that relates question and short answer: inversion of subject and auxiliary verb and the repetition of the pronoun. If necessary, continue practising with other auxiliaries from the activity: *does, doesn't, has, hasn't*, etc.
  - d Point out that the subject pronoun may change when the reference is to the first or second person *I* or *we* and *you* by writing 'Can you play football?' on the board to elicit the answer 'Yes, I can' or 'No, I can't'.
- 2 Give your pupils the top half of the worksheet and scissors, and ask them to cut it up into 18 cards, each with a short answer.
- 3 Pupils work in pairs. Explain the object of the activity. As you read the 18 questions from the bottom half of the worksheet, the pupils put the corresponding short answers on the table, in the right order.
- 4 Pupils compare their answers in fours, and then correct orally as a class.
- 5 Ask pupils to mix up their pieces of paper, and give out the bottom half of the worksheet. Pupils write the correct answers in the spaces provided.
- 6 Circulate to monitor and help.
- 7 Correct collectively and write the solutions on the board.

## Key

1 Yes, he has. 2 Yes, she could. 3 No, we don't. 4 No, she can't. 5 Yes, she does.  
6 No, you haven't. 7 Yes, it did. 8 Yes, they do. 9 No, she hasn't. 10 No, he isn't.  
11 Yes, we are. 12 No, he doesn't. 13 Yes, they have. 14 No, you aren't.  
15 No, he didn't. 16 Yes, I can. 17 No, I couldn't.

## Exhilarating auxiliaries

Yes, I can.	No, she can't.	Yes, they have.
No, you haven't.	Yes, he has.	No, she hasn't.
Yes, they do.	No, we don't.	Yes, she does.
No, he doesn't.	Yes, it is.	No, he isn't.
Yes, we are.	No, you aren't.	Yes, it did.
No, he didn't.	Yes, she could.	No, I couldn't.

Example: Is this a new book? (✓) Yes, it is.

- 1 Has he got black trousers? (✓) \_\_\_\_\_
- 2 Could she talk when she was five? (✓) \_\_\_\_\_
- 3 Do you wake up at seven o'clock in the morning? (X) \_\_\_\_\_
- 4 Can she speak German? (X) \_\_\_\_\_
- 5 Does she like playing football? (✓) \_\_\_\_\_
- 6 Have I got a big nose? (X) \_\_\_\_\_
- 7 Did the dog eat the chocolate? (✓) \_\_\_\_\_
- 8 Do they like chocolate? (✓) \_\_\_\_\_
- 9 Has she got blue eyes? (X) \_\_\_\_\_
- 10 Is he your brother? (X) \_\_\_\_\_
- 11 Are you writing a letter? (✓) \_\_\_\_\_
- 12 Does he go to school by car? (X) \_\_\_\_\_
- 13 Have they got long black hair? (✓) \_\_\_\_\_
- 14 Are we from China? (X) \_\_\_\_\_
- 15 Did he give you the computer game? (X) \_\_\_\_\_
- 16 Can you ride a bike? (✓) \_\_\_\_\_
- 17 Could you speak English when you were two? (X) \_\_\_\_\_

# 3.12

## Grammingle



**ACTIVITY TYPE**

whole class matching activity, team classification

**LANGUAGE FOCUS**

parts of speech discrimination

**LEVEL**

3

**AGE RANGE**

11-12

**SKILLS**

reading, speaking, writing, (optional)

**TIME**

30 minutes

**MATERIALS**

one copy of the *Grammingle* worksheet, three large pieces of different coloured card and a felt-tip pen

**Before class**

Make one copy of the *Grammingle* worksheet. Cut up the photocopy into 30 cards. Select words according to the number of pupils in the class. On each large piece of card write a separate heading, 'nouns', 'pronouns' and 'verbs', and the respective subheadings, 'countable' and 'uncountable', 'object' and 'subject', and 'root' and '*-ing* form'. Put these in different areas of the classroom to form 'homes'.

**In class**

- 1 Write the headings 'nouns', 'pronouns' and 'verbs' on the board. Ask pupils to call out examples of each and write the correct ones under the corresponding heading. Explain any incorrect suggestions. Ensure that you have a selection of countable and uncountable nouns and object and subject pronouns. Ask pupils to give you examples of roots of verbs and *-ing* forms (*do, doing, go, going, etc.*), explaining if necessary. Divide your list into these subgroups and ask pupils to suggest where each word should go. When you feel they are confident with this classification task, proceed with the activity.
- 2 Give each pupil a word card and ask them to read it in silence.
- 3 Explain the object of the activity. Each pupil must go to the right 'home' in the classroom, according to the word card they have been given. Once they reach their home the rest of the group there must collectively decide who belongs and who does not, to form a team. Each team must then rearrange themselves into the correct subgroups. The first team to do this successfully is the winner.
- 4 Circulate to monitor and, if necessary, tell teams that they are mistaken without giving them the answer. Encourage them to think about it a bit more and to regroup accordingly. Continue in this way until you have a winning team.
- 5 Write the solutions on the board for pupils to copy.

**Key**

**pronouns**

subject: I, he, she, we, they

object: them, us, her, me, him

**nouns**

uncountable: money, coffee, meat, rice, fruit

countable: people, sheep, foot, hamburger, dollar

**verbs**

root: bite, forget, meet, shut, spend

*-ing* form: falling, stealing, breaking, thinking, leaving

**Extension**

Pupils can write a sentence or a question containing each of their words.

**Grammingle**

I	he	she
we	they	them
us	her	me
him	money	coffee
meat	rice	fruit
people	sheep	foot
hamburger	dollar	bite
forget	meet	shut
spend	falling	stealing
breaking	thinking	leaving



# Read all about it!



**ACTIVITY TYPE**  
individual form filling and story writing

**LANGUAGE FOCUS**  
past simple  
past continuous

**LEVEL**  
3

**AGE RANGE**  
11-12

**SKILLS**  
reading, writing, speaking

**TIME**  
45 minutes

**MATERIALS**  
a copy of the *Read all about it!* worksheet per pupil

## Before class

Make a copy of the *Read all about it!* worksheet for each pupil.

## In class

- 1 Revise the language used in the sheet. Ask pupils questions similar to the ones on the sheet, e.g.  
*Where were you yesterday? What were you wearing? Who did you meet?*
- 2 Explain that your pupils are reporters and they are going to write a scandalous article for a gossipy newspaper.
- 3 Divide the class into small groups of three to four pupils seated around a desk. Give pupils the worksheet and ask them to write the date and the price of the newspaper in the spaces provided. Demonstrate the activity by example. Point to the first section, saying *The name of a famous person or character*, to elicit suggestions. Write these on the board. As long as the names are in English, allow any suggestions, e.g. Mickey Mouse, Cinderella, Harry Potter, Madonna. Explain that the information that pupils write on the paper is 'secret' and that their neighbours must not see it.
- 4 Ask pupils to complete the first section and to fold the sheet along the line away from them, so that the second section is now at the top of the page. Demonstrate by example if necessary.
- 5 Ask pupils to pass the sheets to the pupil on their left to complete the second section with the information required. At this stage it is not necessary to write complete answers. e.g. 'In the bath' is sufficient for the moment. When they have written the answer, pupils again fold the sheets and pass them to the pupil on their left.
- 6 Continue in this way until all the sections have been completed. At this point the pupil holding each sheet unfolds it and reads the 'nonsense' story in silence.
- 7 Each pupil then reads the story aloud to the rest of the group, using the questions to form complete sentences, e.g. *Mickey Mouse was in the bath. He was wearing a pink bikini. He was eating a hamburger.* Circulate to monitor and correct.

## Extension

Pupils can write out their stories in their notebooks. Use this opportunity to explain how pupils can improve their narrative by using connectors: *and, then, after that, so*, etc. Circulate to correct. Pupils can then write their correct stories out, to be displayed on the walls or made into a class newspaper.

# THE DAILY SCANDAL

Date \_\_\_\_\_

Price \_\_\_\_\_

The name of a famous person/character	Fold here
Where was he/she?	Fold here
What was he/she wearing?	Fold here
What was he/she doing?	Fold here
Who did he/she meet?	Fold here
What did he/she say?	Fold here
Where did they go?	Fold here
What did they do?	Fold here
What happened as a result?	Fold here

# Film frenzy

**ACTIVITY TYPE**  
individual cognitive puzzle

**LANGUAGE FOCUS**  
past simple irregular verbs  
holiday vocabulary

**LEVEL**  
3

**AGE RANGE**  
11-12

**SKILLS**  
reading, writing

**TIME**  
30-40 minutes

**MATERIALS**  
a copy of the *Film frenzy*  
worksheet per pupil

## Before class

Make a copy of the *Film frenzy* worksheet for each pupil. If you are able to, make an OHT copy of the charts.

## In class

- 1 Give out the worksheets. Ask pupils to read the information in silence while you copy the charts on the worksheet onto the board or project the OHT.
- 2 When they have finished reading, draw pupils' attention to the charts and read the first piece of information on the worksheet aloud. Show them that the information about each person is organised in the four charts. Say *Paul, transport* to elicit the answer *car ferry*.
- 3 Tell your pupils that point 11 names the four places visited, and the four pictures show the places visited. If pupils do not recognise the pictures, explain that they can find the information in the text.
- 4 When pupils have a clear idea of what they have to do, ask them to complete the puzzle individually.
- 5 While the class are doing the puzzle, circulate to help and correct. Try not to give them too much help, only prompting and suggesting.
- 6 Correct the activity collectively. Ask pupils to read the information back to you, point by point, while you write it on the board. Encourage them to justify their answers.

## Key

name	Paul	name	Silvia	name	Lydia	name	Jim
transport	car ferry	transport	plane	transport	train	transport	coach
food	fish	food	ham-burger	food	ham-burger	food	steak
drink	water	drink	cola	drink	cola	drink	tea
clothes	T-shirt shorts	clothes	red dress	clothes	purple trousers	clothes	jeans
in the evening	cinema	in the evening	opera	in the evening	pop concert	in the evening	no
visited	Coliseum	visited	Empire State Building	visited	Eiffel Tower	visited	Big Ben
city	Rome	city	New York	city	Paris	city	London

## Extension

- 1 Once they have completed the charts, ask them to write a paragraph about one of the characters. You may have to write an example paragraph on the board (with their help), using the information about Paul, e.g. 'Last year Paul went to Rome by car. When he visited the Coliseum, he ate fish and drank water. In the evening he went to the cinema and he wore a T-shirt and shorts.'
- 2 Fast finishers can then use this as a model to write about their last holiday, including all the information about themselves.

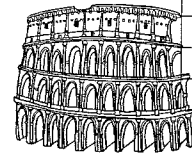
## Film frenzy

Jim, Paul, Silvia and Lydia went on holiday to four different places. They took a lot of photographs on holiday, but the shop mixed up their films.

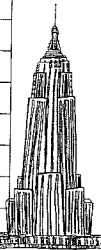
Write the information in the charts.

- 1 They all went on holiday using different forms of transport: plane, train, coach and car ferry. There's a picture of Paul standing next to his car before going onto the ferry.
- 2 Lydia's got a picture on a train going through the Channel Tunnel.
- 3 In one photograph a woman's standing with her suitcases in the airport. She visited the Empire State Building.
- 4 Two of them ate hamburgers and drank cola. One of the others ate steak and the other ate fish.
- 5 In the first picture of Silvia she's drinking cola.
- 6 There's a picture of a person eating fish, drinking water and wearing a T-shirt.
- 7 There's a photograph of a man drinking tea next to Big Ben.
- 8 There's a photograph of Paul outside the cinema. He's going to watch a film. He's wearing a T-shirt and shorts.
- 9 The man who wore jeans didn't go out in the evening. The other three went to the cinema, the opera and a pop concert. Silvia wore her red dress to go to the opera.
- 10 The person who went to a pop concert wore her purple trousers.
- 11 There are photos of the Empire State Building, the Coliseum, the Eiffel Tower and Big Ben.
- 12 There's a picture of Lydia in front of the Eiffel Tower.

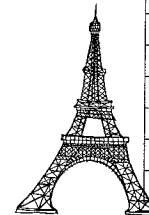
name	Paul
transport	
food	
drink	
clothes	
in the evening	
visited	
city	



name	Silvia
transport	
food	
drink	
clothes	
in the evening	
visited	
city	



name	Lydia
transport	
food	
drink	
clothes	
in the evening	
visited	
city	



name	Jim
transport	
food	
drink	
clothes	
in the evening	
visited	
city	





# King Arthur

**ACTIVITY TYPE**  
small group discourse  
matching exercise

**LANGUAGE FOCUS**  
word order  
discourse  
present and past tenses

**LEVEL**  
3

**AGE RANGE**  
11-12

**SKILLS**  
reading, identifying correct  
discourse

**TIME**  
45 minutes

**MATERIALS**  
a copy of the *King Arthur*  
worksheet per small group,  
scissors, crayons, an  
enlarged set of cut out cards

## Before class

Make a copy of the *King Arthur* worksheet for each small group. Prepare an enlarged set of cut out cards to explain the activity to your class.

## In class

- 1 Pre-teach any vocabulary which you think your pupils may need help with, e.g. *legend, knight, century*.
- 2 Impress upon the class that the fact that a word begins with a capital letter means that it must either go at the beginning of the sentence, or be a proper noun, i.e. name (e.g. *Arthur, Excalibur, Merlin, Lancelot, Galahad, Camelot, Guinevere, England*), and that a word with a full stop after it must go at the end of the sentence. Also explain that the first word in a new paragraph is indented.
- 3 Using some of your pre-prepared cards, explain how the activity works. First they must mark each half of the card with the colour it says at the bottom of the card. They then use this colour code to match and connect the cards to make up a coherent text. As colours are repeated, they must pay attention to punctuation, as well as the logical syntax of the sentences. If you prefer, they can simply match the colour word without colouring.
- 4 Organise the class into pairs or small groups (three or four pupils). Give each small group a copy of the worksheet and ask them to colour and cut out the pieces. They must then put the text together. They will probably complete the task according to what sounds right, rather than reasoning to find a solution.
- 5 Circulate to monitor and help.
- 6 Correct the activity collectively. Ask pupils to read the text back to you and write it on the board. Allow pupils sufficient time to correct their own work.

## Key

King Arthur was a legendary King of England. Nobody knows exactly when he was king, but the legends started in the twelfth century. He was famous for his sword, Excalibur, and his friend, Merlin the magician.

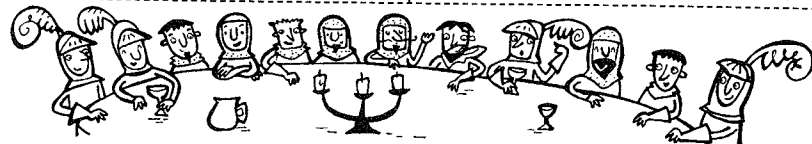
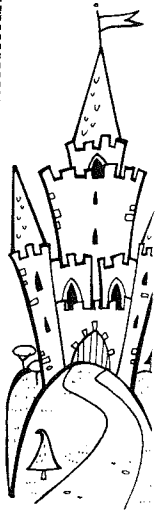
His wife's name was Guinevere and they lived in their castle which was called 'Camelot'. His court was famous for twelve knights. They were called 'the Knights of the Round Table' because they sat at a round table where everyone was equal. They included Lancelot and Galahad, and were the bravest knights in the country.

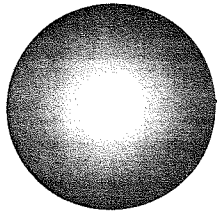
According to legend, King Arthur and his knights never died. They went to Avalon, where they are sleeping, waiting for their country to call them. They will then come out and rescue England from danger.

## King Arthur



come out and rescue	Guinevere and they lived in
orange	black purple orange
famous for twelve knights.	where everyone was equal.
pink	black red orange
They included Lancelot and	England from danger.
orange	grey black
legendary King of England.	He was famous for his
blue	red brown yellow
According to legend,	Avalon, where they are sleeping,
yellow	red pink brown
to call them. They will then	Nobody knows exactly when
yellow	orange red black
he was king, but the legends	called 'Camelot'. His court was
black	green brown pink
started in the twelfth century.	Galahad, and were the
green	brown grey purple
King Arthur and his knights	waiting for their country
red	blue brown yellow
of the Round Table' because	King Arthur was a
purple	blue blue
they sat at a round table	His wife's name was
blue	red grey purple
bravest knights in the country.	never died. They went to
purple	yellow blue pink
friend, Merlin the magician.	They were called 'the Knights
pink	grey black purple
their castle which was	sword, Excalibur, and his
orange	brown yellow pink





# Crosswords

### ACTIVITY TYPE

crossword: individual or pairwork (information gap)

### SKILLS

reading, speaking, writing

### TIME

30 minutes

### MATERIALS

a copy of the crossword per pupil

## Before class

Make a copy of the Crossword worksheet per pupil.

## In class

- 1 Give a copy of the worksheet to each of your pupils.
- 2 Draw a horizontal arrow → on the board and write 'Across'. Draw a vertical arrow ↓ on the board and write 'Down'.
- 3 As an example, draw your pupils' attention to the first Across clue. Draw the appropriate number of squares for the answer on the board, e.g.



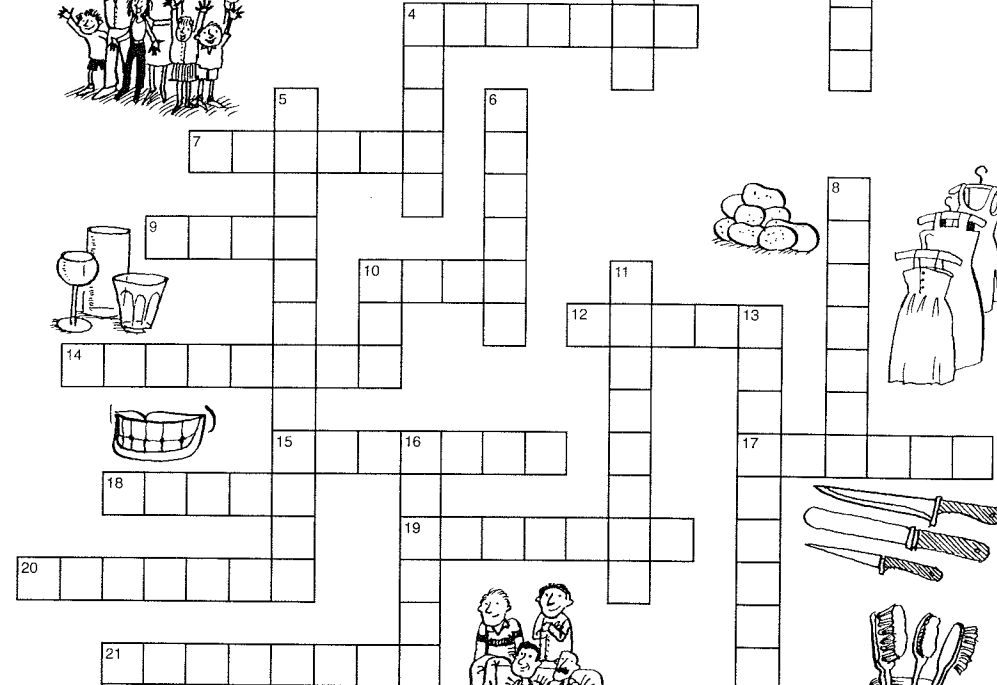
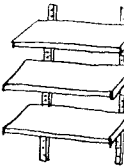
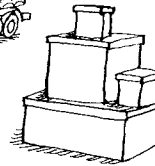
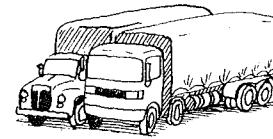
- 4 Read the clue aloud to elicit the correct answer and write it in the squares.
- 5 Repeat the procedure for the first Down clue.
- 6 Tell them to continue in the same way for the other clues. Make sure they use the completed answers to help them find new answers.
- 7 Circulate to monitor and help.
- 8 Once they have finished, correct the crossword orally: one pupil reads the clue and another answers. Check they have used the correct spelling by asking one pupil while you, or another pupil, write it on the board.

## Half crossword

Crossword 6 is a half crossword for use as an information gap activity.

- 1 Make a copy of worksheet A for half the class and worksheet B for the other half.
- 2 Arrange the class in pairs: A and B. Give pupils their worksheet, A or B, and ask them to face their partners. Explain that the information on their worksheet is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 3 Pupils ask each other questions to complete their crossword.
- 4 In pairs pupils compare their sheets to correct.

## Crossword 1 Plurals



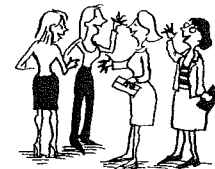
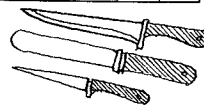
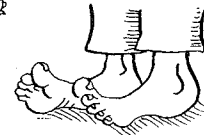
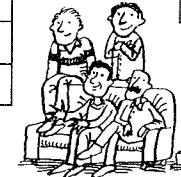
Write the plurals.

### Across →

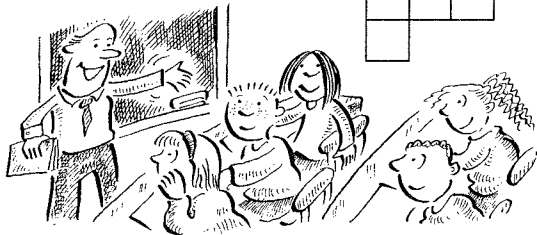
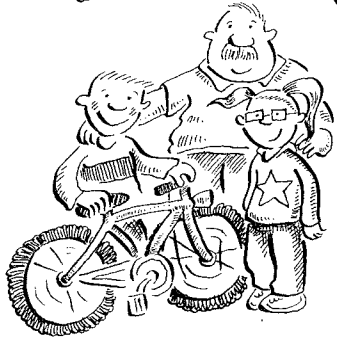
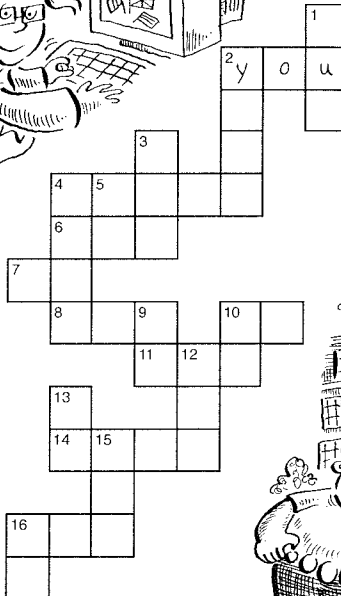
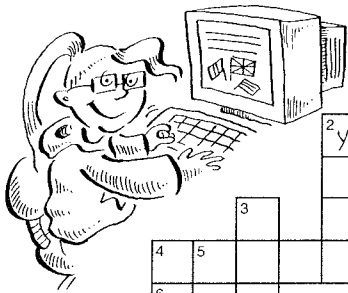
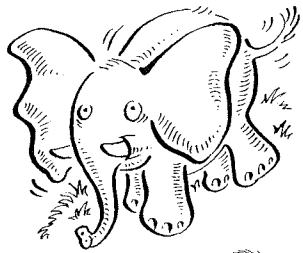
- 3 lorry
- 4 watch
- 7 person
- 9 foot
- 10 mouse
- 12 fox
- 14 child
- 15 shelf
- 17 dish
- 18 tooth
- 19 dress
- 20 party
- 21 tomato

### Down ↓

- 1 glass
- 2 box
- 4 woman
- 5 toothbrush
- 6 knife
- 8 puppy
- 10 man
- 11 potato
- 13 sandwich
- 16 lady



## Crossword 2 I, me, my ...



### Across →

- 2 Where are you from? I'm from Spain.
- 4 Look at Mr and Mrs Star! Look at \_\_\_\_\_ house.
- 6 Look at Stella! Look at \_\_\_\_\_!
- 7 This is a picture of my sister and me. \_\_\_\_\_ 're at the zoo.
- 8 You're in the classroom. The teacher's in front of \_\_\_\_\_.
- 10 I'm in the garden. This is \_\_\_\_\_ ball.
- 11 Where's Mrs Cook? \_\_\_\_\_ 's in the kitchen.
- 13 Where are you? \_\_\_\_\_ 'm in the playground.
- 14 Stella and Simon are in front of Grandpa. Grandpa is behind \_\_\_\_\_.
- 16 Look at this elephant. \_\_\_\_\_ ears are enormous.

### Down ↓

- 1 We're in the classroom. This is \_\_\_\_\_ teacher.
- 2 What's \_\_\_\_\_ name? My name's Peter.
- 3 This is Stella. This is \_\_\_\_\_ computer.
- 4 Where are Simon and Stella? \_\_\_\_\_ 're at school.
- 5 This is Simon. \_\_\_\_\_ is Stella and Suzy's brother.
- 9 Look at \_\_\_\_\_! We're in the garden!
- 10 Pass me the book, please. Pass it to \_\_\_\_\_.
- 12 Simon's hungry. Give \_\_\_\_\_ a hot dog!
- 13 Where is Mr Star's favourite car? \_\_\_\_\_ 's in the garage.
- 15 This is Simon. This is \_\_\_\_\_ bike.
- 16 That's Suzy's doll. Give \_\_\_\_\_ to her!

## Crossword 3 A day in the life ...

Read the text and complete the crossword.

Mr Star lives (8 across) in 'Star House', a very big mansion in the country.

He usually \_\_\_\_\_ (10 across) up at ten o'clock when the alarm clock rings, but he stays in bed for 15 minutes and \_\_\_\_\_ (6 across) up at quarter past ten. Then he \_\_\_\_\_ (11 across) off his pyjamas and \_\_\_\_\_ (14 down) a shower.

At about half past ten, he gets dressed. He always \_\_\_\_\_ (10 down) black leather trousers, a white T-shirt and sunglasses.

After that he goes to the kitchen to \_\_\_\_\_ (3 down) breakfast. He usually has a bowl of cornflakes and two pieces of toast. He doesn't \_\_\_\_\_ (5 down) tea because he doesn't like it.

At 11 o'clock he \_\_\_\_\_ (16 across) to the studio. He doesn't \_\_\_\_\_ (13 across) a bus – he goes by private limousine. In his limousine, he \_\_\_\_\_ (15 across) his fan letters.

He \_\_\_\_\_ (4 across) at the studio at five to 12 and starts work. He \_\_\_\_\_ (1 down) newspaper reporters and photographers. His personal secretary \_\_\_\_\_ (9 across) the answers to his fan letters.

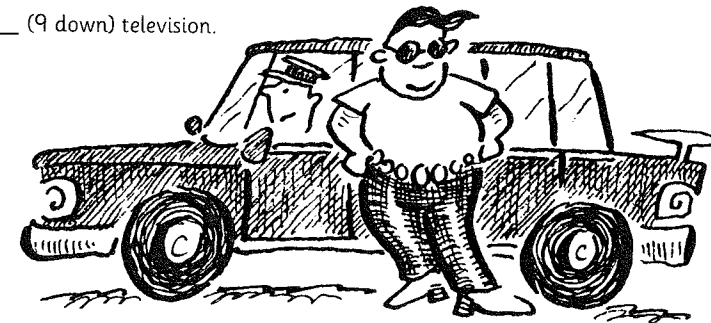
He always goes to an expensive restaurant for lunch. He normally \_\_\_\_\_ (2 down) a lot, but he only \_\_\_\_\_ (7 down) mineral water. After lunch he closes his eyes and \_\_\_\_\_ (12 down) for about an hour.

At five o'clock he \_\_\_\_\_ (17 across) on his sunglasses and leaves the studio. He doesn't \_\_\_\_\_ (16 down) home immediately.

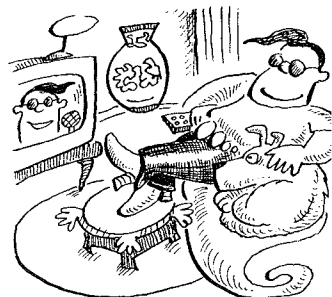
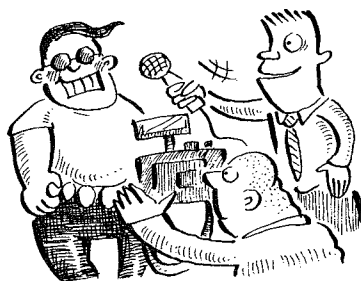
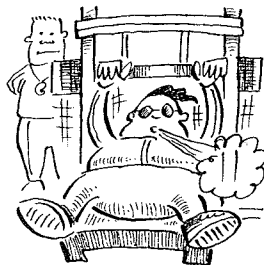
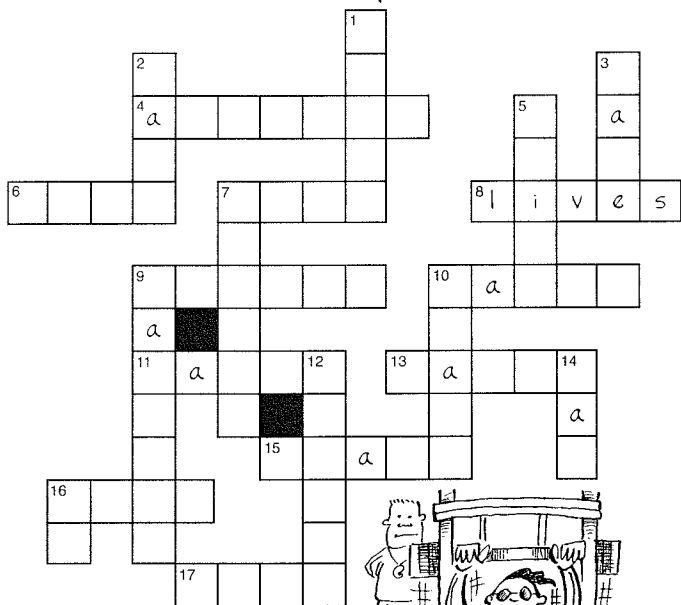
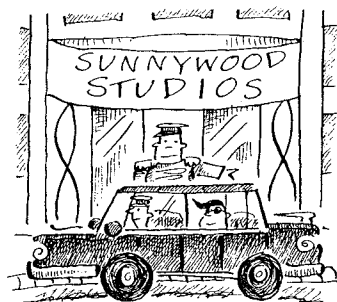
He \_\_\_\_\_ (7 across) some exercise in the gym.

After dinner he \_\_\_\_\_ (9 down) television.

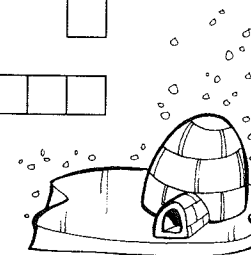
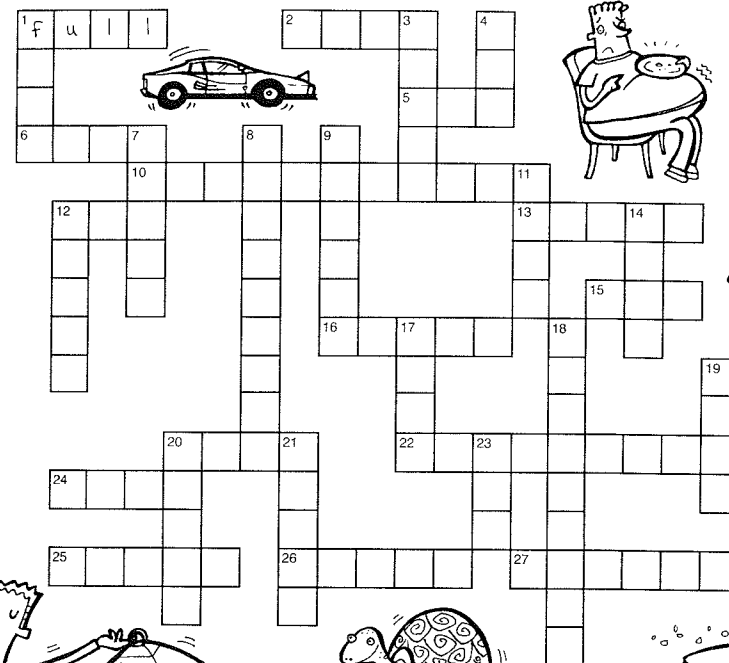
What a hard day!



### Crossword 3 A day in the life ...



### Crossword 4 Adjectives



#### Across →

- 1 I can't eat any more. I'm Full. (luff)
- 2 A tortoise is slow. (wols)
- 5 My grandfather's 67 years old. (dlo)
- 6 I'm 1 metre 35 centimetres. (lalt)
- 10 Not stupid. Stupid. (lentilgiten)
- 12 Elephants and giants are big. (gib)
- 13 I smile when I'm happy. (paphy)
- 15 When it's sunny, it's usually hot. (tho)
- 16 Another word for correct. Right. (girth)
- 20 Ice is cold. (dloc)
- 22 Be careful! That's very dangerous. (rangeduso)
- 24 A person with lots of money is rich. (hirc)
- 25 My hands aren't dirty. They're clean. (nealc)
- 26 The opposite of thin. Thick. (hick)
- 27 Another word for small. Little. (tellit)

#### Down ↓

- 1 A Ferrari is a fast car. (staf)
- 3 That answer isn't right. It's wrong. (nowgr)
- 4 The opposite of good. Bad. (dab)
- 7 It's not heavy. It's light. (glith)
- 8 Paris is a big city. (featubilu)
- 9 He can speak four languages. He's clever. (relcev)
- 11 The opposite of fat. Thin. (hint)
- 12 Zebras are black and white. (calbk)
- 14 Somebody who hasn't got much money is poor. (ropo)
- 17 Best, better, best. (doog)
- 18 If it costs a lot of money it is expensive. (pensevixe)
- 19 Playing chess is difficult. It isn't easy. (asye)
- 20 It doesn't cost much. It's cheap. (peach)
- 21 I'm washing it because it's dirty. (tridy)
- 23 Do you like my old football? I bought it yesterday. (wne)

## Crossword 5 Parts of speech

Write the words in the right column.

of✓	laugh	guitar	night	between	understand
cupboard	hungry	nice	cloud	through	above
remember	excellent	find	great	lose	low
below	newspaper	cry	dirty	engineer	at
fat	by				

verbs	adjectives	nouns	prepositions
			of

Write the words on the crossword.

A crossword puzzle grid with the following pre-filled words:

- Across 1: guitar
- Across 2: of
- Across 3: between
- Across 4: understand
- Across 5: night
- Across 6: above
- Across 7: through
- Across 8: cloud
- Across 9: nice
- Across 10: hungry
- Across 11: remember
- Across 12: excellent
- Across 13: find
- Across 14: great
- Across 15: lose
- Across 16: low
- Across 17: below
- Across 18: newspaper
- Across 19: cry
- Across 20: dirty
- Across 21: engineer
- Across 22: at
- Across 23: fat
- Across 24: by

## Half crossword 6A Past simple

A

A half crossword puzzle grid with the following pre-filled words:

- Across 1: was
- Across 2: spoke
- Across 3: came
- Across 4: wore
- Across 5: met
- Across 6: sang
- Across 7: bought
- Across 8: put
- Across 9: found
- Across 10: drew
- Across 11: left
- Across 12: could
- Across 13: took
- Across 14: had
- Across 15: had
- Across 16: had
- Across 17: had
- Across 18: had
- Across 19: had
- Across 20: had
- Across 21: had
- Across 22: had
- Across 23: had
- Across 24: had

Ask your partner questions.

Example: **A** What's 3 across? **B** It's the past of come.

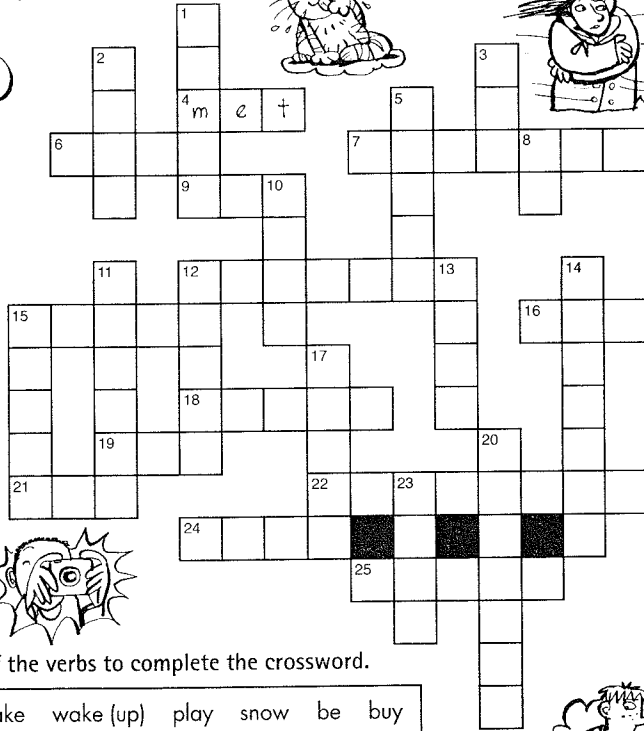
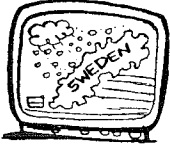
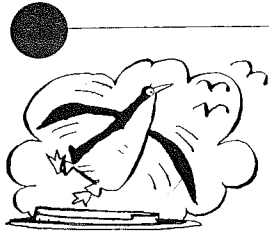
Across →

- 1 is
- 6 wear
- 10 sing
- 15 take
- 18 find
- 21 draw
- 23 can

Down ↓

- 2 speak
- 3 cut
- 4 meet
- 5 buy
- 6 are
- 9 sit
- 13 put
- 20 leave

## Crossword 8 Mixed tenses



Use the correct form of the verbs to complete the crossword.

sit break drink take wake (up) play snow be buy  
see go run wear do meet✓ have watch fly eat  
come shine get (up) clean read blow wash go

### Across →

- 4 They met their friends in the café.
- 6 Mary doesn't \_\_\_\_\_ up early.
- 7 At the moment they're \_\_\_\_\_ football in the park.
- 9 We \_\_\_\_\_ that film last week.
- 12 The dog's \_\_\_\_\_ after the cat.
- 15 Peter \_\_\_\_\_ two plates when he washed up.
- 16 He doesn't \_\_\_\_\_ fish very often.
- 18 I never \_\_\_\_\_ coffee.
- 19 John usually \_\_\_\_\_ lunch at two o'clock.
- 21 We \_\_\_\_\_ at the back of the theatre.
- 22 They're \_\_\_\_\_ TV in the living room.
- 24 He \_\_\_\_\_ his homework in the evening.
- 25 Where are you \_\_\_\_\_?

### Down ↓

- 1 She sometimes \_\_\_\_\_ here for lunch.
- 2 They often \_\_\_\_\_ jeans.
- 3 Penguins can't \_\_\_\_\_.
- 5 We always \_\_\_\_\_ our teeth after breakfast.
- 8 Jim \_\_\_\_\_ an actor.
- 10 Peter \_\_\_\_\_ to the cinema yesterday.
- 11 Anna \_\_\_\_\_ some new shoes yesterday.
- 12 Mr Smith \_\_\_\_\_ the newspaper every day.
- 13 Susan \_\_\_\_\_ up at eight o'clock in the morning.
- 14 The cat's \_\_\_\_\_ its face.
- 15 It's only cold when the wind \_\_\_\_\_.
- 17 In Sweden it \_\_\_\_\_ in winter.
- 20 It's hot and the sun's \_\_\_\_\_.
- 23 He remembered his camera and \_\_\_\_\_ a lot of photos.

## Crossword key

### Crossword 1 Plurals

#### Across

3 lorries 4 watches 7 people 9 feet 10 mice 12 foxes 14 children 15 shelves 17 dishes  
18 teeth 19 dresses 20 parties 21 tomatoes

#### Down

1 glasses 2 boxes 4 women 5 toothbrushes 6 knives 8 puppies 10 men 11 potatoes  
13 sandwiches 16 ladies

### Crossword 2 I, me, my ...

#### Across

2 you 4 their 6 her 7 we 8 you 10 my 11 she 13 I 14 them 16 its

#### Down

1 our 2 your 3 her 4 they 5 he 9 us 10 me 12 him 13 it 15 his 15 it

### Crossword 3 A day in the life ...

#### Across

4 arrives 6 gets 7 does 8 lives 9 writes 10 wakes 11 takes 13 catch 15 reads 16 goes 17 puts

#### Down

1 meets 2 eats 3 have/make 5 drink 7 drinks 9 watches 10 wears 12 sleeps 14 has 16 go

### Crossword 4 Adjectives

#### Across

1 full 2 slow 5 old 6 tall 10 intelligent 12 big 13 happy 15 hot 16 right 20 cold  
22 dangerous 24 rich 25 clean 26 thick 27 little

#### Down

1 fast 3 wrong 4 bad 7 light 8 beautiful 9 clever 11 thin 12 black 14 poor 17 good  
18 expensive 19 easy 20 cheap 21 dirty 23 new