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# Racing Past

## Teacher's Notes

### Aim

Talking about past actions.

### Materials

One copy of the worksheet for each pair of children. One dice per pair.  
One piece of paper and a coloured pen per child (different colours for each player).

### Duration

20-30 minutes.

### Language focus

*Last weekend/on Saturday/Sunday/Monday/Thursday ... I/he/she/we/they ...  
went/played/read/bought/watched/stayed ... shopping/football/basketball/table tennis/to the  
supermarket/to the cinema/to the park/to the theatre/television/a film/cards/a book.*

### Aim of the game

To make as many complete sentences as possible in the time given.

### Introduction

Ask the class what they did last weekend, on Monday etc. Write these up on the board. Make sure the children can see the difference in the verb endings. Ask them about other days of the week so that they get practice at using *On ...* Write up a list of activities that they did.

### Playing the game

- 1 Give out a copy of the worksheet to each pair. The children place their counters on START. Child A throws the dice and moves along as many circles as shown on the dice. Players can move either horizontally or vertically but not diagonally. Child A notes down the word in the circle he or she arrives at, on his or her piece of paper and marks the circle on the copy with a coloured pen. Child A now "owns" this circle and only he or she can pass through it to move onto other circles.
- 2 Child B now throws the dice and moves across the number of circles indicated on the dice. Again, he or she notes down the word he or she arrives at on a piece of paper and colours in the circle using a different colour from Child A.
- 3 The children take it in turns to throw the dice and gradually occupy circles. They must also start making sentences with the words they have occupied. Each sentence should only consist of "occupied words".
- 4 You can stop the game after a minimum of 20 – 25 minutes. The children count up the number of words they have in complete sentences and try to add in any of the words which are not yet occupied. The winner in each pair is the player with the most words in correct sentences.

It is advisable to monitor pairs, to check that the sentences they are making are correct and to clarify any doubts that the children may have.

# Racing Past Worksheet

START

on	weekend	shopping	went	he	the	I
football	television	last	weekend	to	Saturday	a
theatre	to	played	magazine	went	we	read
Monday	bought	a	basketball	watched	they	book
last	the	played	went	Sunday	Thursday	the
park	went	cinema	cards	on	a	played
she	to	on	she	supermarket	watched	last
played	table tennis	to	film	the	he	weekend

# FAMILY SPINNER

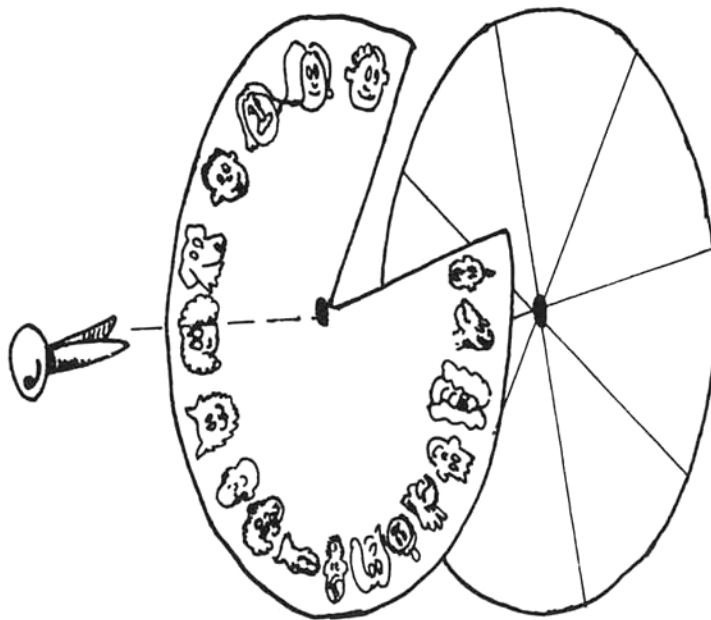
<b>Aim:</b>	Talking about your family.
<b>Materials:</b>	One copy of Sheet 7 (page 55) per group of four. One paper fastener for each group. One dice per group
<b>Duration:</b>	Preparation: 10 minutes      Playing the game: 15 minutes
<b>Language focus:</b>	<i>Have you got... a brother, a sister, a baby brother, a baby sister, a grand mother, a grandfather, a dog, a bird? Yes, I have. No, I haven't.</i>
<b>Aim of the game:</b>	To win three points by answering questions about your family.

## INTRODUCTION

Revise the vocabulary of families by getting the children to ask you questions about your family e.g. *Have you got a sister?* etc. Write up the question form on the board for reference.

## PREPARATION

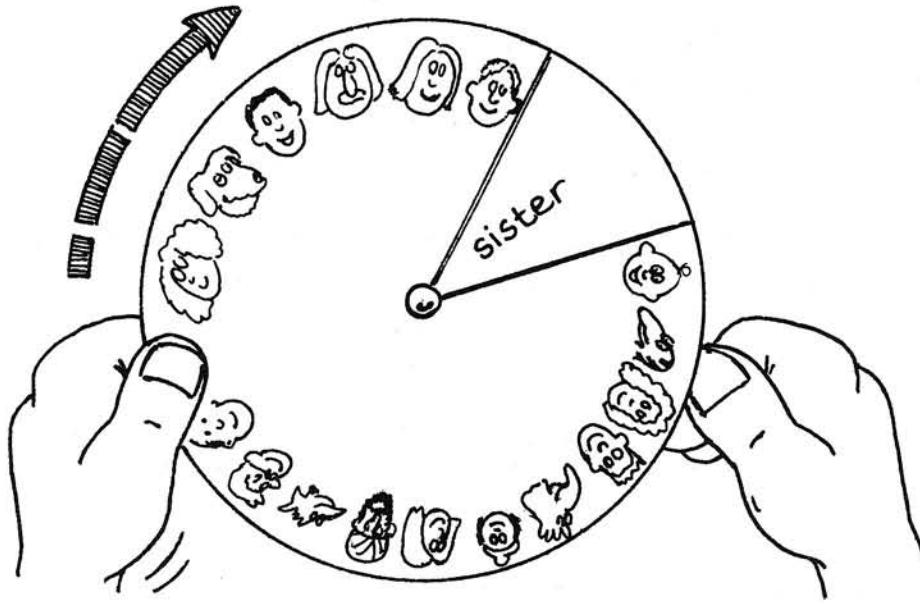
- 1 Give each group of four children a copy of Sheet 7.
- 2 Ask the children to cut out the two circles and to join them using a paper fastener as shown below:



## PLAYING THE GAME



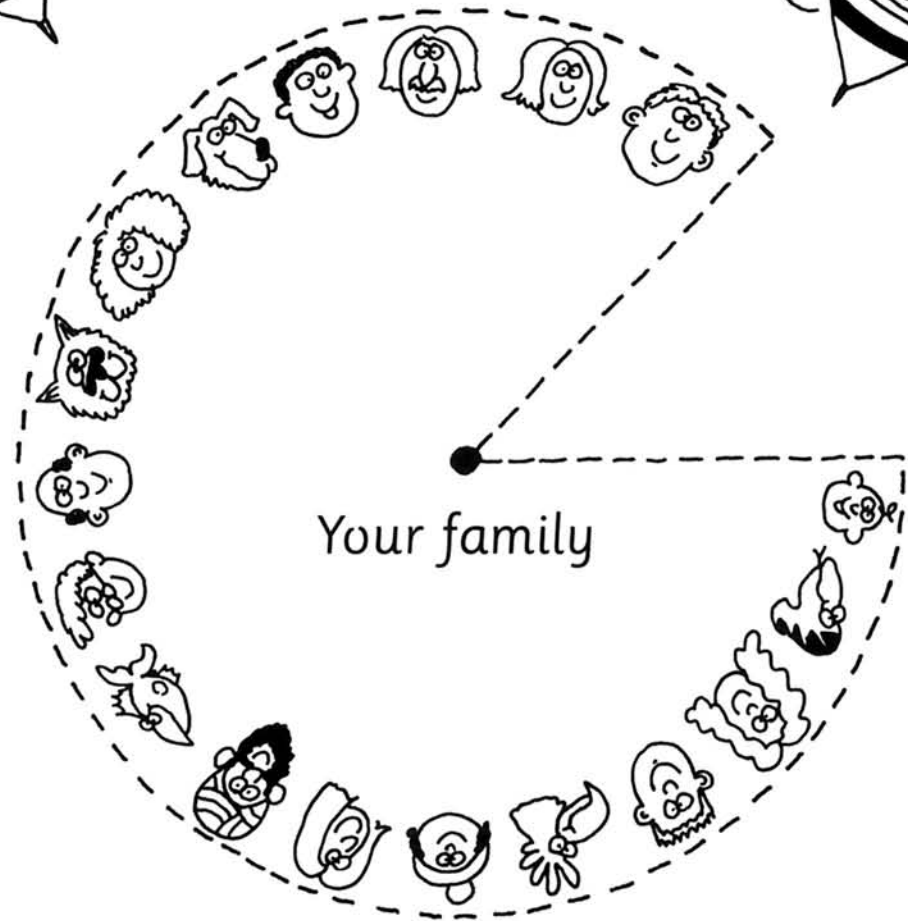
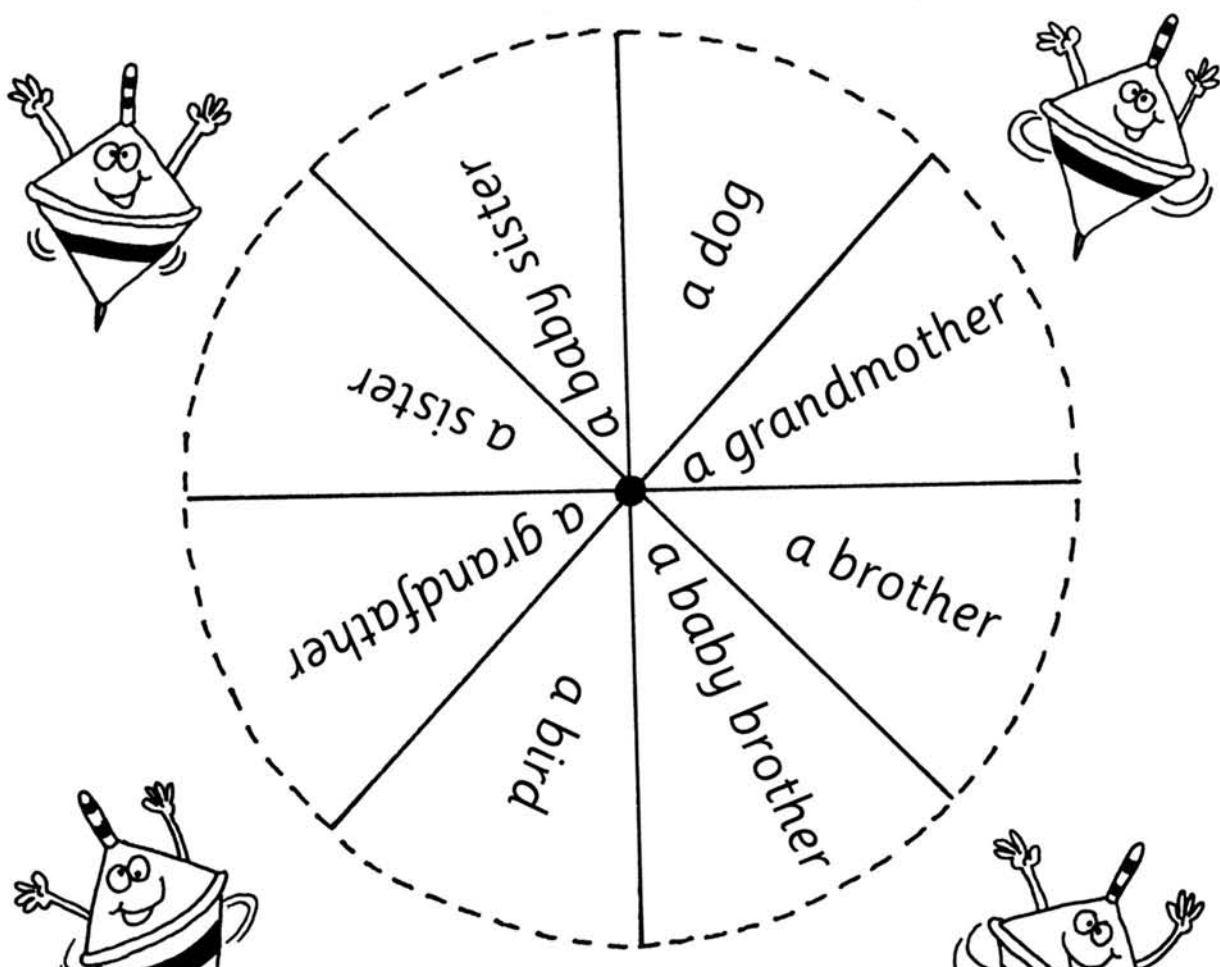
- 1 Arrange the class in groups of four. Child A throws the dice and moves the upper circle of the spinner over the corresponding number of triangles, as indicated below:



- Child A then reads the word, or words, in the triangle which is now exposed on the lower circle.
- 2 The number on the dice is also used to choose the person who will be asked the question. Starting on his or her left, Child A counts clockwise round the group (the child immediately to his or her left is number 1, the next child along is number 2, and so on) until he or she reaches the number shown on the dice. This child (Child B) will have to answer the question.  
Child A asks the question using *Have you got a...?* If the child chosen answers *Yes, I have*, Child A scores a point. If however, the answer is negative, no points are scored. It is Child B's turn to throw the dice and move the spinner.
  - 3 The children take it in turns to ask and answer questions until one child has three points. He or she is the winner. The children can play as many rounds as they wish in the same group, or the groups can be changed for each new round.

**Extra ideas** The text on the spinner can be changed to practise other areas. For example, \* Pictures of food, with *Do you like...?* \* Classroom objects e.g. ruler, pencil etc. with *Have you got...?* In this case, if the answer is *Yes, I have* the child should show the item to the others in the group.

# FAMILY SPINNER





# STOP

## Teacher's Notes

### Aim

Talking about the past.

### Materials

One copy of Worksheet 1 and Worksheet 2 per group of four children.

### Duration

15 minutes.

### Language focus

*I ... watched television, stayed in bed/at home  
went to the fun fair, circus, cinema, park, supermarket  
read a book, a comic, a newspaper  
played football, basketball, table tennis, tennis*

### Aim of the game

To lay down all the cards in your hand by calling the actions indicated in the pictures.

### Introduction

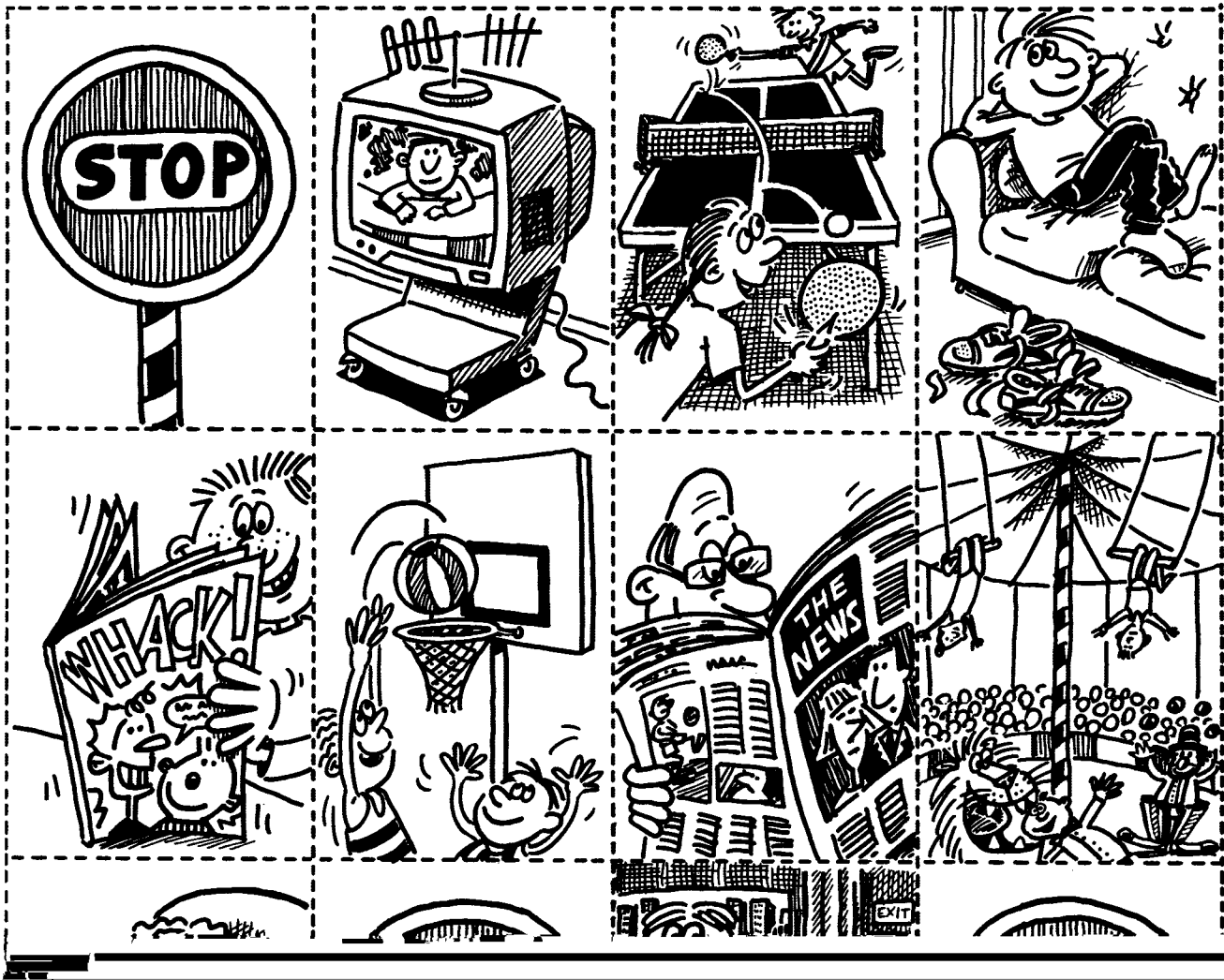
It is useful to revise actions in the past by asking the class what they did last weekend. Write their answers up on the board. Make groups of four children by asking them to sit together with others who did the same thing as them last weekend. This may not work out exactly so you may need to move some children into different groups.

### Playing the game

- 1 Give out a set of cards from both sheets to each group of children. One member of each group is the dealer. He or she shuffles the cards together and deals them out around the group.
- 2 The dealer starts the game by laying down a card and making a sentence about it e.g. *Last weekend I played football.*
- 3 The next child must now lay down either another *I played ...* card (e.g. *I played football*) or a *Stop* card which enables him or her to change the verb into something else, e.g. *I read a book.*

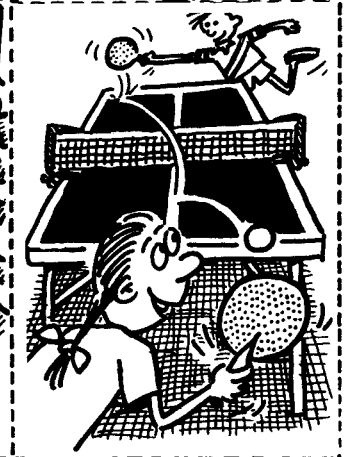
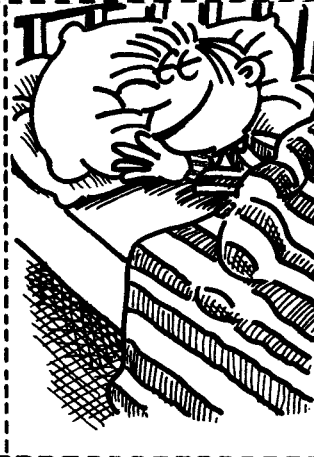
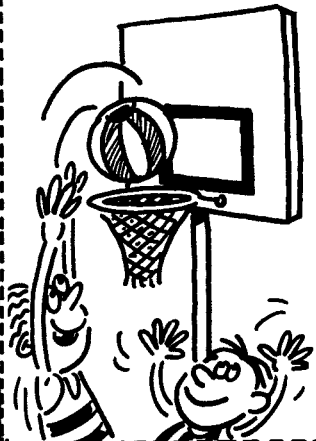
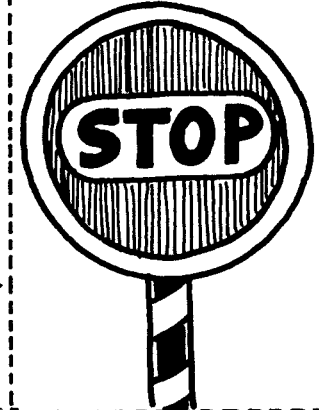
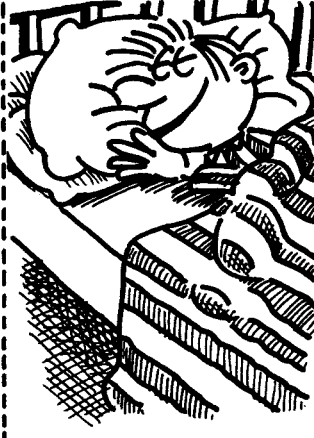
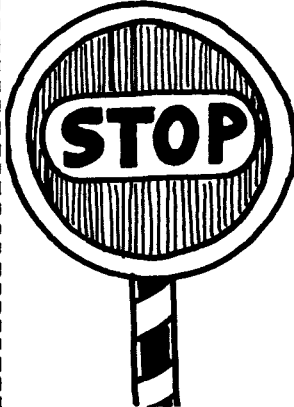
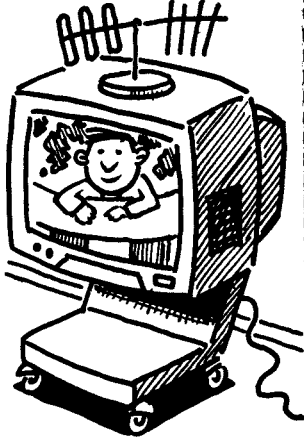
**Example** Child A has laid down the *Last weekend I played football* card. Child B follows by laying down a *Last weekend I played basketball* card. Child C does not have a *play* card in his or her hand and decides to lay down the *Stop* card, followed immediately by a new action card, e.g. *Last weekend I read a book.* Child D can either follow with a *Last weekend I read a*

# STOP Worksheet 1





# STOP Worksheet 2



# THE DATES QUIZ

## Teacher's Notes

### Aim

Giving dates.

### Materials

A calendar page showing a past month in the current year.

### Duration

Teacher preparation: 15 minutes. Playing the game: 20 minutes.

### Language focus

Dates on the calendar, e.g. 23rd April.

### Aim of the game

To answer questions about specific dates correctly and occupy three dates in a row.

### Preparation

Prepare a list of true/false questions, one for each of the days in the month you have chosen. See the example below.

### Introduction

Ask the children when their birthdays are. Repeat dates and encourage the class to use the correct forms. You can make this into a memory game, by asking different children in the class to say their birthdays and then asking them to sit in the order of the months of their birthdays. See if the others with birthdays in the same month can remember the exact date of each other's birthdays. Teams can then be made up by dividing the group from January to June and from July to December. (If this does not give you two roughly equal teams you will have to change the dividing date.)

### Playing the game (2 teams)

- 1 If you have not done the introduction activity, divide the class into two teams. One team are crosses and the other are circles. Stick up the calendar page showing a previous month or write it up on the board yourself so that all the children can see. Practise the correct form of dates by pointing to certain dates and getting pupils to say them, e.g. the 5th of April.
- 2 Team A begins by saying a specific date, e.g. the 5th of April. Look at your list and read out the true/false statement for this date. The team can confer and should give one answer. If this is correct, that date is marked with a cross, and Team A now occupies it.
- 3 It is now Team B's turn to choose a date and answer the corresponding question. If they answer correctly, their date is marked with a circle.
- 4 Teams take it in turns to choose dates in order to occupy three dates together, and try to prevent the other team doing the same. The first team to achieve three crosses or circles in a row are the winners.

## Example true/false statements

*1st January was Anna's birthday. T/F?*

*2nd January was a Monday. T/F?*

*On 3rd January the shops were open. T/F?*

*You didn't have school on 4th January. T/F?*

*On 5th January it rained. T/F?*

*6th January was a (national holiday/local celebration). T/F?*

*On 7th January we went to Madrid. T/F?*

*On 8th January we had an English class. T/F?*

*On 9th January the shops were closed. T/F?*

To make up true/false statements you can use children's birthdays, school events, local or religious festivals, and facts about the class which you can collect by talking to the children about their weekends etc.

# TIME BATTLESHIPS

## Teacher's Notes

### Aim

Telling the time.

### Materials

One copy of the Worksheet for each child.

### Duration

30 minutes

### Language focus

*a quarter to, a quarter past, half past, o'clock, ten past, five to, twenty-five past + hours.  
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

### Aim of the game

To be the first to guess the location of the other player's battleships.

### Suggestion

You may wish to make the game shorter by cutting down the number of squares and the number of battleships used. The same game can be played using a grid of a minimum of  $4 \times 4$  squares.

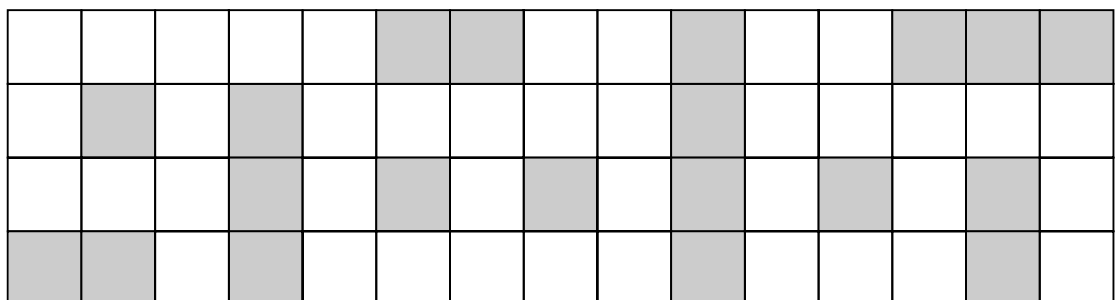
### Introduction

Revise telling the time with the children using a clock with movable hands.

OR Ask them time questions about school, e.g. *What time do we start our English lessons? What time do you have lunch?* etc.

### Preparation

- 1 Give one copy of the Worksheet to each child.
- 2 Each child draws one battleship consisting of four connected squares in a line, two battleships consisting of three connected squares in a line, three battleships consisting of two connected squares and four battleships consisting of one square each – see below for example. These can be drawn anywhere they like on the grid, but remember to explain that the battleships are not allowed to touch each other and cannot be drawn diagonally. The children should not let each other see where they draw their battleships.



## Playing the game

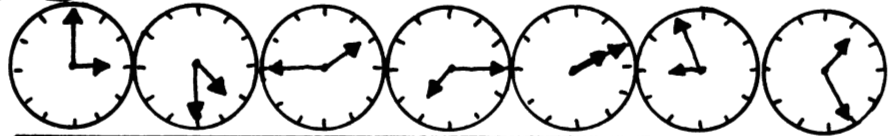
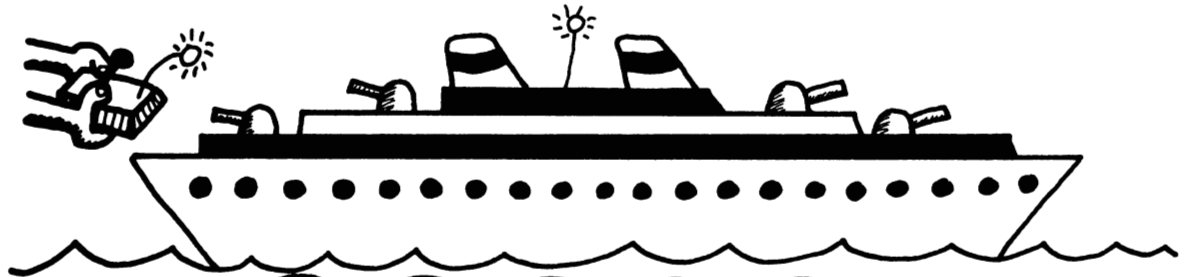
- 1 Children play in pairs. Each person must try to find out where his or her partner's battleships are, using the day/time references. For example, Child A might say *Monday: Ten past two*. Child B looks for the row *Monday* and the clock *Ten past two* and finds the box where these two points meet on the grid. If Child B does not have anything in this square he or she says *missed*. If the box is part of a larger battleship he or she says *hit* and marks the square Child A has asked about. When Child A has guessed the location of the whole of one battleship, Child B says *sunk*. When either player guesses anything correctly (either *hit* or *sunk*) they take their turn again.
- 2 The winner is the first to find all of the other player's battleships.

## Extra ideas

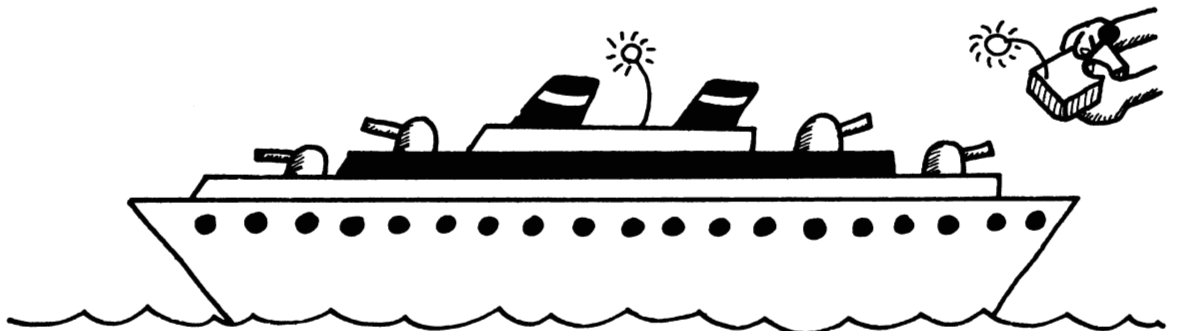
The same game can be used to practise other language areas, e.g. Pronunciation practice (use words with difficult sounds as reference points e.g. this: sheep) Vocabulary practice (use pictures for reference points, e.g. pictures of food, things in the classroom, actions such as *She's playing a guitar*, etc.) Numbers (in the traditional game, numbers are used as reference points along one side and letters of the alphabet along the other.)

# TIME BATTLESHIPS

## Worksheet



Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							



# TREASURE HUNT

## Teacher's Notes

### Aim

Following written instructions and solving word puzzles.

### Materials

One copy of Worksheet 1 and Worksheet 2.

Five matchboxes, two dictionaries, a pair of scissors, two bags, a pencil case, a photograph, a coat or jacket, a pile of books, a poster (on the classroom wall), coloured pens.

### Duration

Teacher preparation: 30 minutes

During the treasure hunt: 20 minutes

### Language focus

*look for... in/on/under/behind... teacher's table, window, pocket, scissors, matchbox, book, dictionary, bag, photograph, pencil case, teacher's coat or jacket.*

Vocabulary of the classroom: *window, door, board, cupboard, poster, coat peg, bin.*

### Aim of the game

To look for and to be the first group to find the treasure by following written instructions and solving work puzzles.

### Suggestion

You can use anything as "treasure" e.g. sweets, English coins, etc. There is a lot of preparation involved in this game as each clue for each group has to be hidden carefully in a specific place. However, if you can afford the preparation time you will find it a useful game in which the children will participate enthusiastically. It is advisable to do the game when there is enough free time before the class starts and when the classroom is empty (e.g. the first lesson in the morning, after break, etc.)

### Introduction

Play a short guessing game. Give the children something to hide. Cover your eyes while they hide it in the classroom. Ask, e.g. *Is it in the cupboard?* You have twenty questions to find out where it is. The children can only answer *Yes* or *No*.

### Preparation

#### 1 Group A

Colour code all Group A's clues and their treasure with a red mark.

Take Group A sentence 1 (*Go to the teacher's table. Look for more information.*) and put it in a matchbox. Put the matchbox next to a window.

Take Group A crossword puzzle and put it somewhere on the teacher's table. This could be underneath a book, etc.

Take Group A "Break the code" and put it in a dictionary. Leave the dictionary either in its usual place or somewhere visible.

Finally, take the treasure and put it in a bag outside the door of the classroom in the corridor.

#### 2 Group B

Colour code all Group B's clues and their treasure with a blue mark.

Take Group B sentence 1 (*Look at the windows in the classroom for more information.*) and put it in a matchbox. Leave the matchbox under the board.

Take Group B crossword puzzle and stick it on or just below one of the windows.

Take Group B “Break the code” and put it under a pair of scissors somewhere in the classroom.

Finally, hide the treasure in a cupboard.

### 3 Group C

Colour code all Group C’s clues and their treasure with a green mark.

Take Group C sentence 1 (*Look for a dictionary under the teacher’s table for more information.*) and put it in a matchbox. Place the matchbox next to the door.

Take Group C crossword puzzle and put it in a dictionary. Leave the dictionary under your table.

Take Group C “Break the code” and put it behind or under a photograph.

Finally, hide the treasure under a bag.

### 4 Group D

Colour code all Group D’s clues and their treasure with a yellow mark.

Take Group D sentence 1 (*Look for your teacher’s coat or jacket. Look in a pocket for more information.*) and put it in a matchbox. Leave the matchbox in the bin.

Take Group D crossword puzzle and put it in your coat or jacket pocket. Leave the coat or jacket in its usual place.

Take Group D “Break the code” and put it in a pencil case. Leave the pencil case on the teacher’s table.

Finally, hide the treasure under a pile of books.

### 5 Group E

Colour code all Group E’s clues and their treasure with a purple mark.

Take Group E sentence 1 (*Look for a poster with more information.*) and put it in a matchbox.

Place the matchbox under the teacher’s table.

Take Group E crossword puzzle and put it behind a poster so that you can just see part of it.

Take Group E “Break the code” and put it on a coat peg.

Finally, hide the treasure under a spare table in the room.

Divide the class into five groups and tell them their colours. (Group A is red; Group B is blue; Group C is green; Group D is yellow; Group E is purple.)

## Doing the treasure hunt

Each group is given an initial clue (Sentence 1). They then follow these instructions in order to find the next clue which will lead them on to another clue and so on. They must only touch treasure or clues which are colour coded with their group’s colour. Each group has five clues in total. After they have solved the five clues, they will find the treasure.

## Crossword key

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1 hundred	1 cheese	1 apple	1 parrot	1 watch
2 train	2 watch	2 shoe	2 keys	2 shoe
3 scarf	3 bin	3 foot	3 hundred	3 tail
4 teeth	4 six	4 throw	4 watch	4 throw
5 tail	5 shoe	5 gloves	5 hair	5 elephant
6 shoe	6 gloves	6 orange	6 leg	6 cheese
7 cinema	7 run	7 arm	7 scarf	7 egg
8 peas	8 keys	8 hair	8 arm	Clue: coat peg
9 arm	Clue: scissors	9 grapes	9 shoe	
10 eyes		10 three	10 cheese	
Clue: dictionary		Clue: photograph	Clue: pencil case	



# TREASURE HUNT Worksheet 2

## Group A Crossword

100

1

2

3

4

5

6

7

8

9

10

Illustrations: 1. 100, 2. Tractor, 3. Ribbon, 4. Teeth, 5. Snake, 6. Shoe, 7. Stage, 8. Grapes, 9. Arm, 10. Eye.

## Group B Crossword

1

2

3

4

5

6

7

8

Illustrations: 1. Pie, 2. Apple, 3. Cup, 4. 6, 5. Shoe, 6. Corn, 7. Running person, 8. Key.

## Group C Crossword

1

2

3

4

5

6

7

8

9

10

Illustrations: 1. Tomato, 2. Sandwich, 3. Foot, 4. Hand, 5. Corn, 6. Apple, 7. Arm, 8. Fruit, 9. Grapes, 10. 3.

## Group D Crossword

1

2

3

4

5

6

7

8

9

10

Illustrations: 1. Pig, 2. Key, 3. 100, 4. Apple, 5. Shoe, 6. Pie, 7. Ribbon, 8. Arm, 9. Hand, 10. Fruit.

## Group E Crossword

1

2

3

4

5

6

7

Illustrations: 1. Apple, 2. Shoe, 3. Snake, 4. Hand, 5. Elephant, 6. Pie, 7. Egg.

# TRYING TO GET HOME

## Teacher's Notes

### Aim

Making suggestions.

### Materials

One copy of Worksheet 1 and Worksheet 2 per group of four children. One dice for each group of four children.

### Duration

25 minutes.

### Language focus

*Let's go to the... zoo, theatre, museum, park, cinema, library.*

*Let's play... cards, football, tennis.*

*Let's go... swimming, shopping.*

*Let's... do homework, have lunch, have a Coke, watch television, read.*

*Sorry. I can't. I'm busy.*

### Aim of the game

To be the first to reach home.

### Introduction

Make up cards with words from Language focus e.g. *go swimming, go shopping, go to the cinema, go to the library* etc. Make sure there are enough cards for each child to have one. Give out the cards and ask the children to move around inviting others to do the actions or go to the places on their cards. They ask for example, *Let's go swimming* or *Let's go to the zoo*. As soon as the children meet someone who wants to do the same (i.e. has the same card), they stay together and look for others to join their group. Groups can be formed in this way in order to play the game.

### Playing the game

- 1** Give out one copy of Worksheet 1 and a set of the cards on Worksheet 2 to each group of four. The children place their counters on START. Each child takes it in turn to throw the dice and move along the number of squares shown.
- 2** If a child lands on an instruction square e.g. *Miss a turn*, he or she must follow this instruction. If they fall on a place square e.g. *Supermarket*, they do not need to do anything
- 3** If a player falls on a CARD square, he or she takes the top card from the pile of cards. If it is a suggestion card e.g. *Go to the zoo – Invite the person on your left*, he or she turns to his or her left and invites this player to go to the zoo. If the card is a refusal e.g. *Sorry. I can't. I'm busy*, the player keeps this until he or she wants to use it.
- 4** If a player is invited to go somewhere, he or she, and the person who had the suggestion card, must move to the corresponding place on the board, unless the player being invited has a refusal card which he or she would like to use. The refusal card would then be shown to everyone and replaced under the pile of cards. This player can then remain where he or she is. Players cannot play refusal cards for suggestion cards which they pick up themselves.
- 5** The game continues until one player reaches HOME. This player is the winner.

# TRYING TO GET HOME!















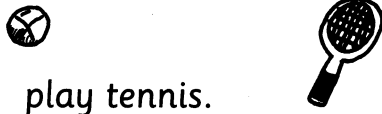






## Worksheet 1

The board game grid consists of the following squares:

- 1** Card
- 2** Miss a turn.
- 3** ZOO
- 4** Card
- 5** SUPERMARKET
- 6** Have another turn.
- 7** Card
- 8** CINEMA
- 9** Miss a turn.
- 10** THEATRE
- 11** Card
- 12** PARK
- 13** Card
- 14** TELEVISION
- 15** Have another turn.
- 16** do homework
- 17** Card
- 18** LIBRARY
- 19** SWIMMING POOL
- 20** LUNCH
- 21** Have another turn.
- 22** have a coke
- 23** Card
- 24** play football
- 25** Card
- 26** play tennis
- 27** Miss a turn.
- 28** read
- 29** Card
- 30** play cards
- 31** Card
- 32** Have another turn.
- 33** MUSEUM
- 34** MUSEUM
- 35** FINISH

# TRYING TO GET HOME!

## Worksheet 2

<p>go to the zoo. (Invite the person on your left.)</p> 	<p>go to the theatre. (Invite the person on your right.)</p> 	<p>go swimming. (Invite everyone.)</p> 
<p>go to the museum. (Invite the person on your right.)</p> 	<p>play cards. (Invite everyone.)</p> 	<p>go to the park. (Invite the person on your right.)</p> 
<p>go to the cinema. (Invite the person on your left.)</p> 	<p>go shopping. (Invite the person on your left.)</p> 	<p>watch television. (Invite everyone.)</p> 
<p>Sorry, I can't. I'm busy.</p> 	<p>Sorry, I can't. I'm busy.</p> 	<p>Sorry, I can't. I'm busy.</p> 
<p>Sorry, I can't. I'm busy.</p> 	<p>Sorry, I can't. I'm busy.</p> 	<p>play tennis. (Invite the person on your right.)</p> 
<p>play football (Invite the person on your left.)</p> 	<p>go to the library. (Invite everyone.)</p> 	<p>make lunch (Invite the person on your right.)</p> 
<p>have a Coke. (Invite the person on your left.)</p> 	<p>do homework. (Invite everyone.)</p> 	<p>Sorry, I can't. I'm busy.</p> 

# WHAT'S SHE WEARING?

## Teacher's Notes

### Aim

Describing clothes.

### Materials

One copy of Worksheet 1 and Worksheet 2 for each child.  
Envelopes for storage.

### Duration

Preparation: 25 minutes    Playing the game: 20 minutes

### Language focus

He's wearing/She's wearing... a jumper, trousers, a hat, shoes, skirt  
Colours and the order of adjectives: *a red jumper* etc.

### Aim of the game

To dress a model in the appropriate clothes following instructions given by the teacher.

### Suggestion

This activity is divided into two parts and can therefore be done over two lessons.

### Introduction

Describe one of the children. The class has to guess who you are describing.  
OR ask two children to come to the front of the class and stand back to back. Each child describes what the other is wearing from memory or by guessing. (They should not turn round to look at each other). Repeat with other pairs.

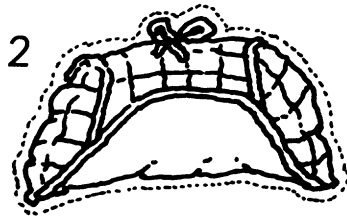
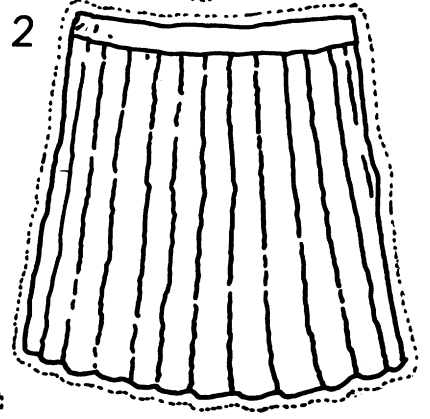
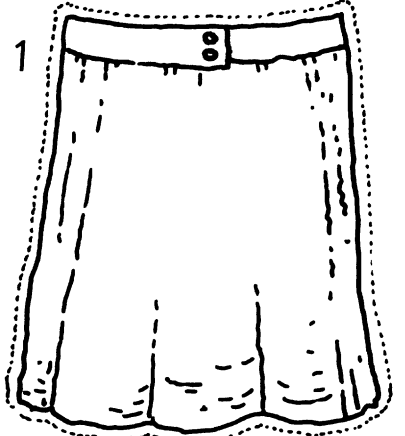
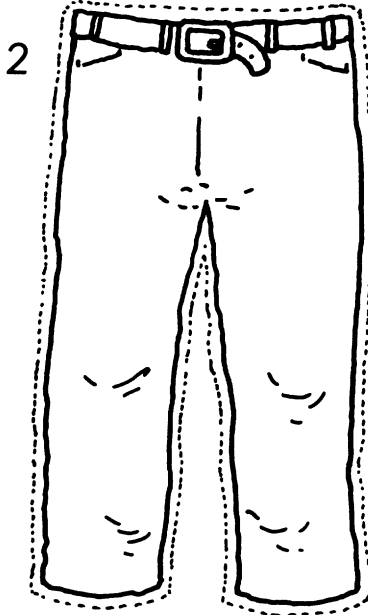
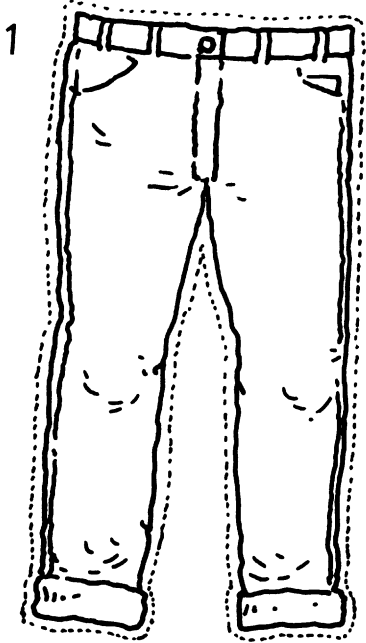
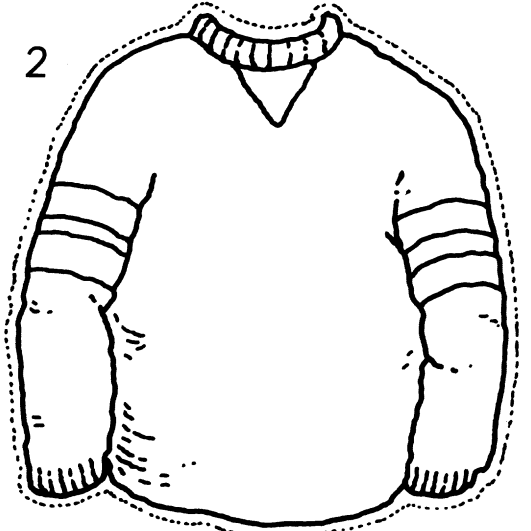
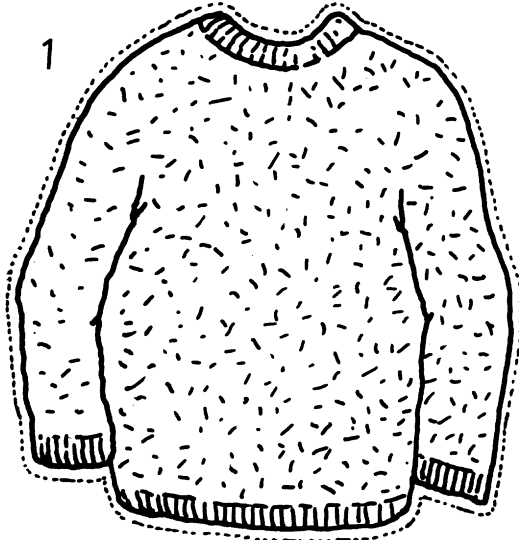
### Preparation

- 1 Give each child a copy of Worksheet 1 and Worksheet 2.
- 2 Tell the children that they are going to colour in the clothes according to your instructions. Speak clearly, saying e.g. *Colour jumper number 1 yellow. Colour jumper number 2 red*, and so on, until all the clothes have been coloured in. Allow time for the children to colour in each item before going onto the next, and choose colours which you have already covered in class. If you prefer, you can give the class written instructions to follow instead of doing a dictation.
- 3 The children then cut out all the items of clothing.

### Playing the game

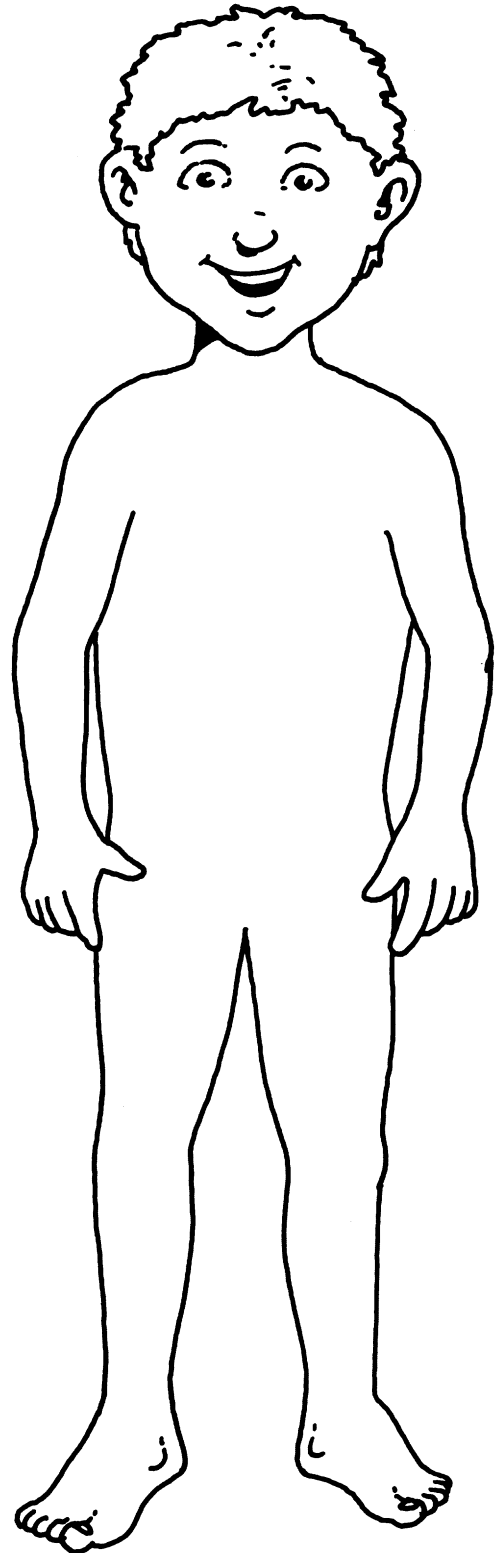
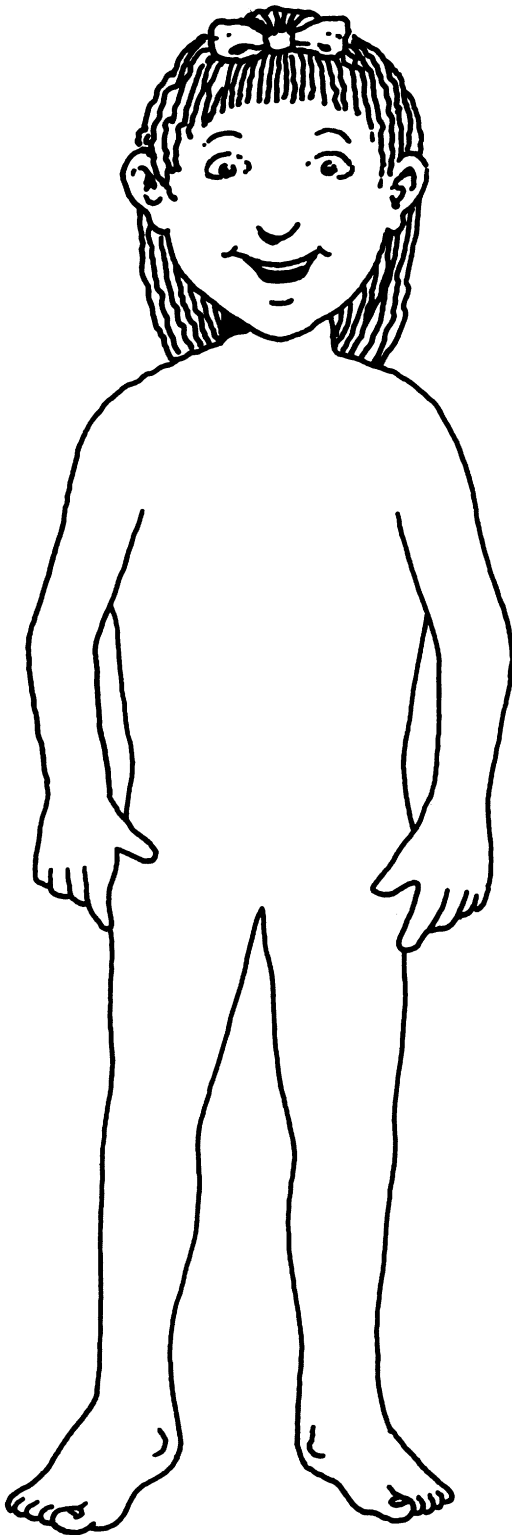
- 1 Arrange some items of clothing on one of the models, and describe him or her to the children. Ask the children to put the same items of clothing on their own model. In order to do this, they should listen carefully for He's or She's wearing... as well as for the colours and clothes. When you have finished, check all the children have followed you successfully. Repeat the activity several times if necessary.
- 2 Arrange the children in pairs (Child A and Child B). Ask Child A to "dress" one of the models in secret. It is helpful if the children hold up a file or a piece of cardboard between them so that they cannot see each other's work.
- 3 Child A describes his or her model and Child B dresses one of his or her models accordingly. When they have finished they look to see if they have the same model and the same clothes.
- 4 They can now change roles and begin again.

# WHAT'S SHE WEARING? Worksheet 1



# WHAT'S SHE WEARING?

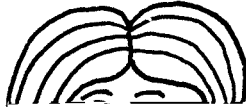
## Worksheet 2





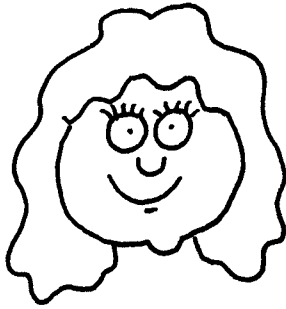


# Who's Who? Worksheet 1

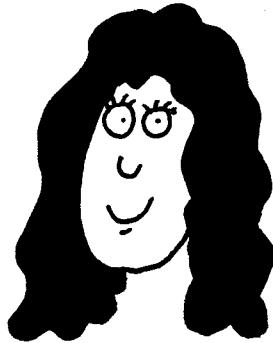


Handwriting practice area with multiple sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are approximately 10 such sets of lines for writing practice.

# Who's Who? Worksheet 2



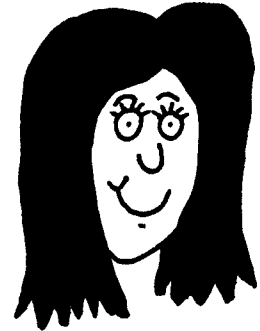
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HELEN



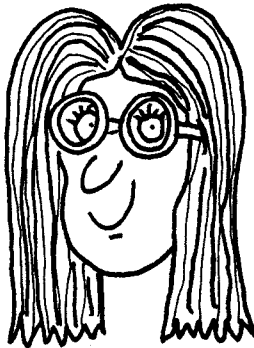
SANDRA



KATHY



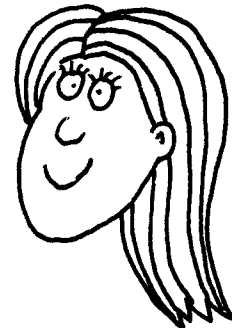
LESLEY



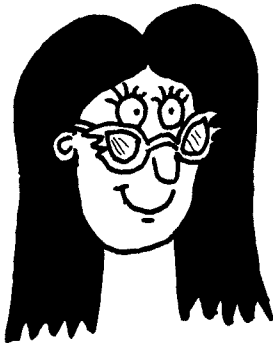
SARAH



SUE



CLAIRE



ANNA



GILLIAN



ANNA



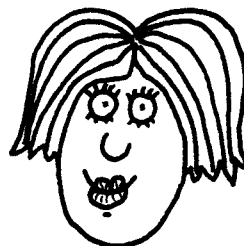
ALISON



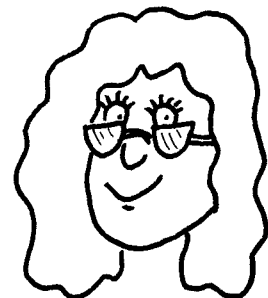
ANITA



CHRISTINE



JANE



BRENDA

# ZZZ LAND

## Teacher's Notes

### Aim

Introducing oneself and meeting others. Spelling names and addresses.

### Materials

Enough copies of the Worksheet for each child to have at least one card. A blank piece of paper for each child.

### Duration

**Part 1:** Meeting others in the class: 20 minutes **Part 2:** Breaking the code: 25 minutes

### Language focus

The alphabet and numbers. *What's your name? How old are you? Where do you live? My name's... I'm... I live...*

### Aim of the game

To break the code and find out which person in the class is from Earth.

### Background information

Tell the children they are on ZZZ Land. Detective ZZZ is worried. She knows that someone from Earth has arrived in secret but she doesn't know who he or she is. The class is going to help her find out by breaking a special code.

The first part of the activity will involve the children introducing themselves to each other and noting down other children's names and addresses. It is important that these are noted accurately as they are the clues for solving the problem. The second part of the activity will involve giving the class the code and solving the mystery.

### Introduction

The children all write their names in capital letters in their notebooks. Call out the letters of the alphabet. If any children have that letter in their name they should stand up. Letters can either be called in alphabetical order or at random. You can ask one or two children to be callers and call out the letters in their name, in order or at random. If you wish, you can do a survey by writing up the letters on the board and writing the number of children who have that particular letter in their name next to the letter. Let the children count so that they also get practice in using the numbers.

### Playing the game

#### Part 1 Meeting the others

- 1 Give each group of five children a name and address card. You can repeat cards or give a different one to each child. The number of cards you use in the activity is flexible BUT you must include "WENDY" as one of the cards for one child in the class.
- 2 The children look at their role-cards and have ready a blank piece of paper and a pencil. They then take it in turns to stand up and introduce themselves to the other children in their group using *My name's... I'm... My address is...* Each child writes down all the information about at least two of the other people in their group spelling out their name and address. You may prefer to set a limit for this part of the activity. **IMPORTANT** The children must know that it is essential for them to write down the information accurately otherwise they will not be able to break the code! They also need to make sure that everyone's details have been noted down by someone.

3 Write the following code on the board and ask the children to help you. Begin by writing and saying the alphabet aloud so that the children join in.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Ask the class to copy the code in their notebooks.

## Part 2 Breaking the code

1 The children now proceed to work out the total for each person they have met, including their own name cards in the following way. It is probably useful to show them how one name card works by writing it all up on the board.

$$\begin{array}{r}
 P \quad A \quad T \\
 16 + 1 + 20 = 37 \\
 M \quad O \quad O \quad N \\
 13 + 15 + 15 + 14 = 57 \\
 R \quad O \quad A \quad D \\
 18 + 15 + 1 + 4 = 38 \\
 \text{Letters total} = 132
 \end{array}$$









They add the age number and the street number to the total produced by the letters.

$$\begin{array}{r}
 \text{Age and street number} = 10 + 8 = 18 \\
 \text{Total} = 150
 \end{array}$$

2 Ask several individuals to give you their totals for the different people. Now the class tries to work out what all the children who live on ZZZ Land have in common.

All the cards total 150 except for one: WENDY. This card totals 230. Wendy is therefore the exception and she is the person from Earth.

# ZZZ LAND Worksheet

Name Wendy 	Name Steve 
Age 10	Age 8
Address 19 Yellow Road	Address 2 Fall Road
Name Greg 	Name Pat 
Age 10	Age 10
Address 5 Bed Street	Address 8 Moon Road
Name Ken 	Name Pete 
Age 10	Age 11
Address 1 Fig Street	Address 12 Ford Road
Name Mike 	Name Helen 
Age 11	

# 3 BY 4

## Teacher's Notes

### Aim

Distinguishing between different vowel and consonant sounds.

### Materials

One set of cards from Worksheet 1 per child.

### Duration

15 minutes.

### Language focus

The pronunciation of: *tea, tree, three, sheep, ship, shop, chip, card, car, cat, bread, bed.*

### Aim of the game

To lay out cards on a grid of 3 x 4 in the correct order, following oral instructions.

### Suggestion

Play the game with the children a few times, calling out the words yourself, before asking them to play in pairs.

### Introduction

Give out the set of cards from Worksheet 1 to each child or team of children. Call out the words at random. Each child or team holds up the corresponding card.


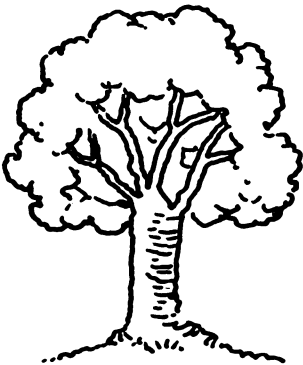

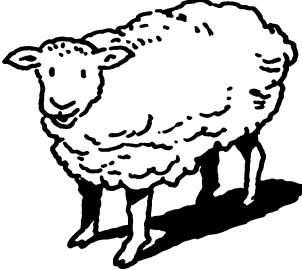
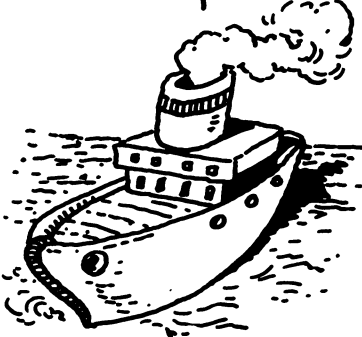

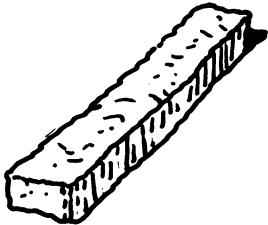

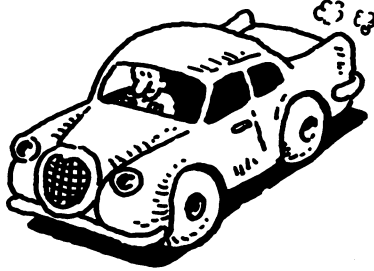



### Playing the game

- 1 The children arrange themselves in pairs with a folder or a large piece of card between them so they cannot see each others desks.
- 2 Draw a 3 x 4 grid on the board and number each square in order, as shown below:

1	2	3
4	5	6
7	8	9
10	11	12

- 3 Child A lays out his or her cards in random order but within a 3 by 4 grid.
- 4 Child A now gives Child B instructions on how to lay out his or her cards in the same way, beginning by saying, for example *Square 1 is a sheep* etc. Child B looks at his or her cards, chooses the correct one and lays it in the correct place. (Both players can refer to the numbered grid on the board to check the number reference for each square.)
- 5 Child A continues giving instructions until he or she has explained where all the cards should be placed.
- 6 The folder is taken away and both learners check to see if they have laid the cards out in the same way. It is now Child B's turn to be the caller.

# 3 BY 4 Worksheet

<p>tea</p> 	<p>tree</p> 	<p>three</p> 
<p>sheep</p> 	<p>ship</p> 	<p>shop</p> 
<p>chip</p> 	<p>card</p> 	<p>car</p> 
<p>cat</p> 	<p>bread</p> 	<p>bed</p> 

# ACTIVITY DOMINOES

## Teacher's Notes

### Aim

Talking about habit using the present simple.

### Materials

One set of domino cards from Worksheet 1 and Worksheet 2 per group of three to five children.

### Duration

Approximately 15 minutes.

### Language focus

*He/She/They/It... read a newspaper, listen to the radio, eat meat for dinner, eat fish, like cheese, play the guitar, play basketball, eat sandwiches, do homework, go to karate classes, go to piano lessons, drink Coke, go swimming, play games, get up at 7 o'clock, do ballet, have a shower, play tennis, go to the library, go to the cinema.*  
*everyday, on Sundays, every morning, every week, every evening.*

### Aim of the game

To be the first player to lay down all the dominoes in your hand by connecting pictures to text.

### Suggestion

The amount of language included in this game can be reduced by omitting some of the domino cards, or alternatively, the pictures on the domino cards can be changed.

### Introduction

Write up *On Sundays*, *Every morning* and *Every evening* in a row on the board. Ask the children to say different things they do on Sundays, every morning, and every evening. Write these up as lists under each heading. You can follow this up with a short class survey by asking the children to find out three things that their partners do. Ask them to report back, e.g. *She/He plays tennis on Sundays*, etc.












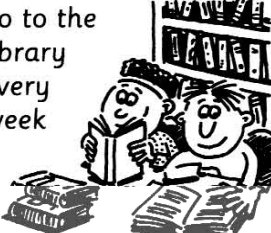

### Playing the game

- 1 Give a set of dominoes to each group of three to five children and ask one child in each group to deal them all out.
- 2 The children look at their dominoes. The dealer starts by laying one down. The child on his or her left lays down a domino that matches one end of the dealer's domino, e.g. if the dealer lays down *go to the cinema every week/he*, the next player can either put *they* before *go to the cinema every week*, or, e.g. *goes swimming every week* after *he*. Remember, the pictures should match the personal pronouns, so if there is a picture of a boy, then *he*, if there is a picture of a girl, *she*, if there is a picture of an animal, *it*, etc.
- 3 The next player takes his or her turn by laying down another domino that matches. If a player cannot lay down a domino, he or she misses a turn.
- 4 The winner is the first person to put down all their dominoes. MAKE SURE that the children are putting the dominoes the right way round, i.e. there should always be a picture and personal pronoun, never two pronouns together.



# ACTIVITY DOMINOES

## Worksheet 1

<p>goes to bed at 10 o'clock every day</p> 	<p>She</p>	<p>does ballet on Thursdays</p> 	<p>He</p>
<p>go to karate class on Tuesdays</p> 	<p>He</p>	<p>has a shower every morning</p> 	<p>They</p>
<p>goes to piano classes on Fridays</p> 	<p>She</p>	<p>plays tennis on Sundays</p> 	<p>She</p>
<p>drink coke every day</p> 	<p>It</p>	<p>goes dancing every Saturday evening</p> 	<p>They</p>
<p>goes swimming every week</p> 	<p>They</p>	<p>listen to music every day</p> 	<p>He</p>
<p>play games every day</p> 	<p>They</p>	<p>go to the library every week</p> 	<p>They</p>
<p>gets up at 7 o'clock every day</p> 	<p>They</p>	<p>go to the cinema every week</p> 	<p>He</p>

# ACTIVITY DOMINOES

## Worksheet 2

# BODY SNAP

## Teacher's Notes

### Aim

Naming the parts of the body.

### Materials

One copy of the worksheet per child. Flashcards of the words for parts of the body plus something for fixing them onto the board.

### Duration

Preparation: 20 minutes    Playing the game: 10-15 minutes.

### Language focus

Parts of the body: *arm, leg, foot, hand, eye, nose, mouth ear.*

### Aim of the game

To be the first to call *Snap* when text and picture match.

### Introduction

Revise the parts of the body by giving the children instructions such as *Touch your nose, Touch your mouth*, etc. If you do the preparation for the game in class, draw pictures of the parts of the body included in this game on the board. Have ready some flashcards showing the words for each part of the body. Give out the flashcards to the children at random. Ask each child to stick their word next to the correct picture on the board. The class can then refer to these words on the board if they need to during the preparation.

### Preparation

- 1 Give one copy of the worksheet to each child and ask them to fill in the appropriate word in the blank box next to each picture. (This stage could be done for homework.)
- 2 The children cut along all the dotted lines to make cards.

### Playing the game


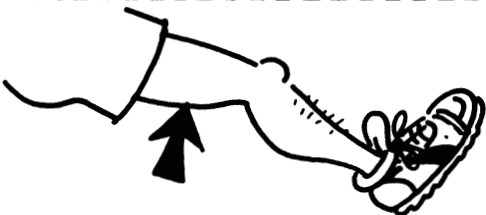





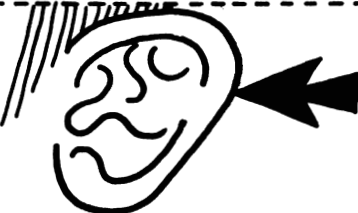
- 1 In pairs Child A and Child B mix their cards together and put them face down on their desks. They take sixteen cards each, putting their cards one on top of each other in a pack, with the words and pictures still face down.
- 2 Child A starts by turning over the card from the top of his or her pack and laying it in the middle of the desk while saying the part of the body out loud. Child B then takes a card from his or her pack and lays it on top of Child A's card, calling out the part of the body. If the two cards go together, for example, *arm* (picture) and *arm* (text), the first player to say *arm – Snap* wins the cards and places them underneath the other cards in his or her hand. If they do not match, the players continue to turn over the cards in turn until two matching cards appear. The first person to say the correct part of the body and snap takes all the cards in the middle of the desk and adds them to the other cards on his or her hand.
- 3 If a child calls *Snap* by mistake, for example when two cards do not match, or he or she says an incorrect word for a part of the body, such as a *leg* for a picture of an *arm*, the other player takes the cards from the centre of the desk and adds them to his or her pile.

- 4 If a child had used up all his or her cards, the other player continues to lay down and call cards one after another until *Snap* is called.
- 5 The first player to gain all the cards is the winner. As it can sometimes take a long time to get to this stage, you can impose a time limit, for example, ten minutes. The players can then count their packs of cards to see who has the highest number of cards left.

### **Extra ideas**

The same game can be played using pictures and words for the other vocabulary sets, for example, food, clothing etc.

# BODY SNAP Worksheet

# MMMMM!

## Teacher's Notes

### Aims

Expressing likes and dislikes.

### Materials

Game Worksheet.

### Duration

25 minutes

### Language focus

*Do you like...? oranges, apples, cheese, chocolate, milk, fish, coffee, bananas, lemons, ice-cream, bread, cake, carrots, spaghetti, tomatoes, ham, burgers, grapes, Coke, eggs, pizza, water, salad, chips. Yes I do. No, I don't.*

### Aim of the game

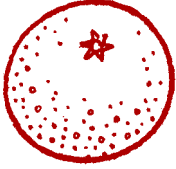
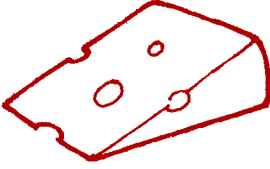



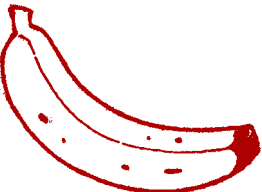


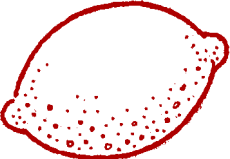
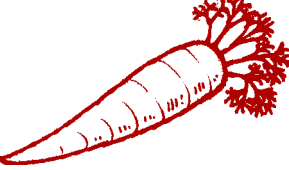



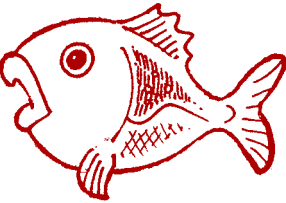

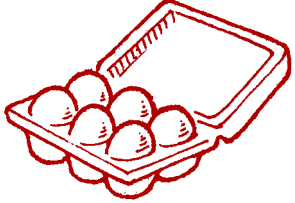
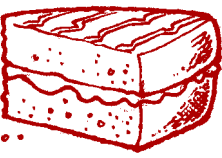







To be the first to find out which item of food or drink the other player likes.

### Introduction

Write the following words on the board: *oranges, apples, pizza, salad, ham, Coke, fish* and *eggs*. Tell the class that you like a certain number of these and they have to find out which ones they are by asking questions, *Do you like oranges? Do you like pizza?* etc.

### Playing the game

- 1 Give each pupil a copy of the Worksheet.
- 2 Ask each pupil to mark an X or a tick ✓ in each box according to whether or not they like the food or drink in the picture. An X indicates that they do not like the item of food and a tick ✓ indicates that they do. The children should not show their sheets to anyone else in the class.
- 3 Each child carefully counts up how many ticks ✓ they have. Once they have done this they form pairs and tell their partner how many things they like. (Note: if you have any children who say they like everything on the sheet, encourage them to pretend they don't like some of the items, otherwise their partner will not have a very challenging task.) Each child now takes it in turn to ask his or her partner about the different food or drink items eg *Do you like ...?* The first child to guess all the things that their opponent likes is the winner.



# CAN CARDS

## Teacher's Notes

### Aim

Asking for and giving permission.

### Materials

One copy of Worksheet 1 and Worksheet 2 for each group of four children.

### Duration

20 minutes

### Language focus

*Please can I... go to the toilet, watch television, borrow your pencil/bicycle/book/ruler/skateboard, play football/tennis, go to lunch, sit next to..., make a cake, close the door, open the window, write on the board, go to the library?*

*Yes, you can. No, you can't.*

### Aim of the game

To be the first to lay down all the cards in your hand.

### Introduction

Explain to the children (in L1 if necessary) that for five minutes you will allow them to do anything they want, provided that they ask you permission first. Help them by writing the prompt *Please can I...?* on the board. Remind them that it is only for five minutes so that they ask the questions quickly. It will also allow you to avoid situations in which children ask you for permission to go home, as is unlikely that they will be able to go home and come back in five minutes!

OR If you have access to a photocopier that enlarges, make enlargements of each of the sixteen "asking for permission" cards with the text in the bubbles removed. Ask the children to tell you what is happening in the picture. Stick a selection of the cards on the board and ask the children what the person is saying in each picture. You can write the request in the balloon. Make enough copies of Worksheet 2 to give one "giving permission" card to each child. Ask the children to stick their cards next to the corresponding "asking for permission" card on the board. Review the language if you wish.

### Playing the game

- 1 Give each group of four children a pack of cards from Worksheet 1 and Worksheet 2. The dealer shuffles the cards together and gives out eight cards to each child in the group including him or herself.
- 2 The children look at their cards. Players who already have an "asking for permission" card and the corresponding "giving permission" card, can lay these down face up in front of them.
- 3 The players take it in turns to ask different children in their group at random for permission to do something, e.g. Player A had the card with *Please can I open the window?* and asks player D this question. Player D does not have the corresponding "giving permission" card so he or she answers *No, you can't*.  
It is now Player B's turn to ask a question. Player B asks Player A *Please can I borrow your bicycle?* Player A has the corresponding card and answers *Yes, you can*. Player A gives the card to Player B who then lays down the two corresponding cards face up in front of him or her. It is then his or her turn to ask another question as he or she has won a pair. Any player left with only giving permission cards must wait to be asked in order to get rid of their cards.
- 4 The first player to have no more cards left in his or her hand is the winner.



## Extra ideas

An alternative way of playing this game is to give out “asking for permission” cards to half the class (one for each child), and the corresponding “giving permission” cards to the other half of the class. The children who have “asking for permission” cards move around and ask other children their question. The children who have “giving permission” cards answer *No, you can't* if they do not have the corresponding “giving permission” card. If they do have the corresponding card they answer *Yes, you can* and form a pair with the child who asked the question.



# CAN CARDS

## Worksheet 2



# CLASSROOM CUBES

## Teacher's Notes

### Aim

Giving instructions and saying where things are in the classroom.

### Materials

One copy of Worksheet 1 and Worksheet 2 per group of four children.

### Duration

Playing the game: 25 minutes

### Language focus

*Put a book/pencil/ruler/pen/pencil sharpener/pencil case...in/on/under...a table/chair/bag/cupboard/the teacher/board.*

### Aim of the game

To create instructions by throwing two cubes and adding the correct preposition. The opposing team has to carry out the instruction correctly.

### Suggestion

The children can make up the cubes for homework.

### Introduction

Give the children a series of instructions and ask them to carry them out. Make sure you include practice of *in* and *on* so that the children understand the difference.

### Preparation

Give out a copy of Worksheet 1 and Worksheet 2 to each group of four children. Show them how to make cubes.

### Playing the game

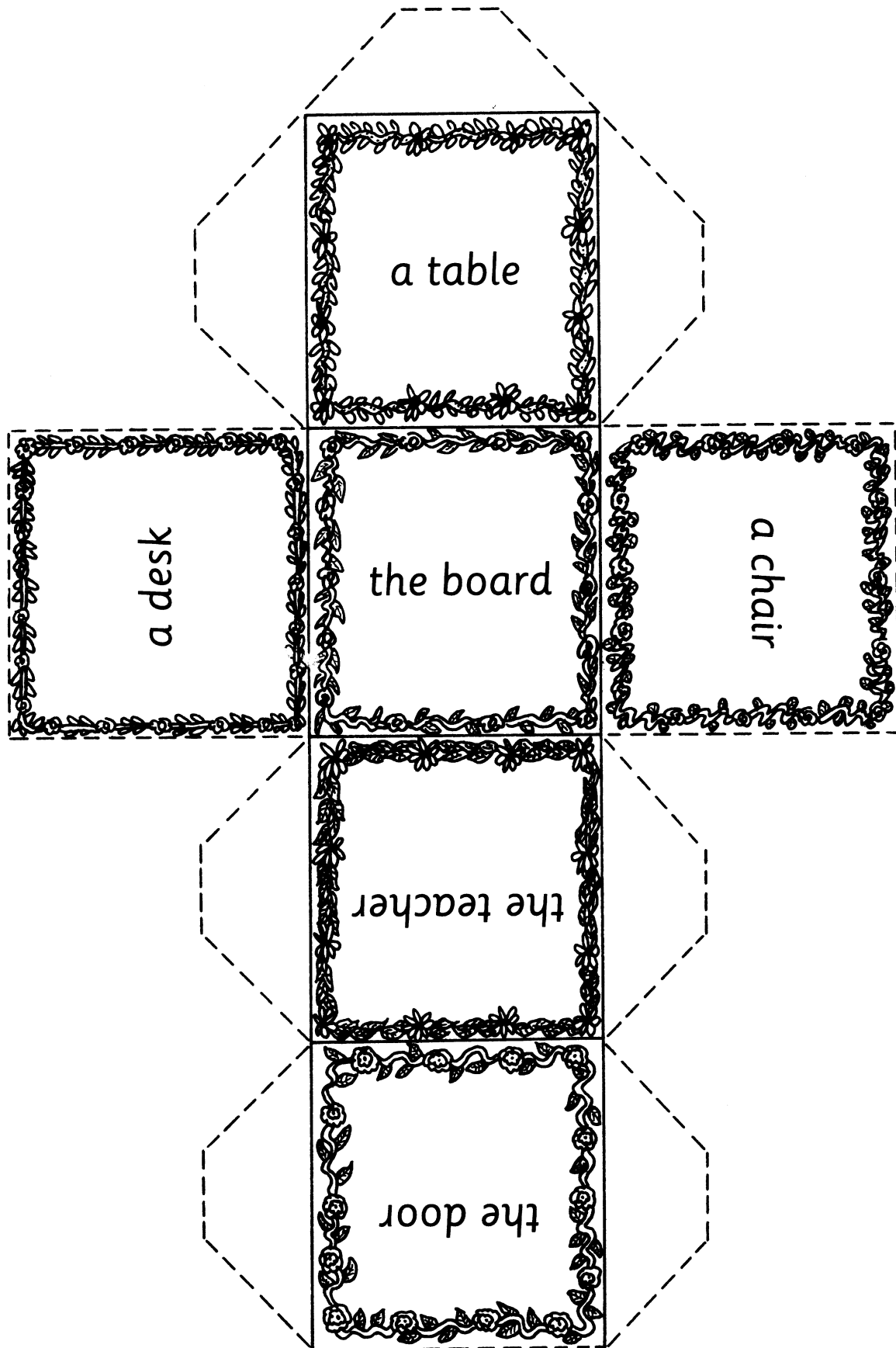
- 1 Make sure each of the group of four children has both cubes. Divide the groups of four into two teams of two, Team A and Team B. Write up the following prepositions on the board for reference: *in, on, under*.
- 2 Team A in each group begins by throwing each cube once. They then say a sentence out loud, using the words they have thrown and adding a preposition (either *in, on* or *under*) to make a logical and correct instruction, e.g. *Put a pen in the cupboard* but not *Put a pen in the board*. If team B agrees that the instruction is correct, Team A scores a point. Team B then carries out the instruction. They too score a point if they carry out the instruction correctly.
- 3 Team B now throws the cubes and makes a correct sentence, and so on until you stop the game. The teams count up their points and those with the highest scores in each group are the winners.

### Extra ideas

The text on the cubes can be changed to practice other areas. For example, Numbers 1–10 (Make two cubes both showing numbers between 1 and 10. Check that the pupils understand plus and minus. Team A throws the cubes and gives Team B a question, e.g.  $3+4$  or  $6-2$ . Team B must then give the correct answer.) Actions in the past (Make two cubes, one showing times and the other showing days. Team A throws the cubes and gives one of the players in Team B a question, e.g. (Friday/9 o'clock.) Team A: *What were you doing on Friday at 9 o'clock?* Pupil in Team B: *I was watching TV.*)

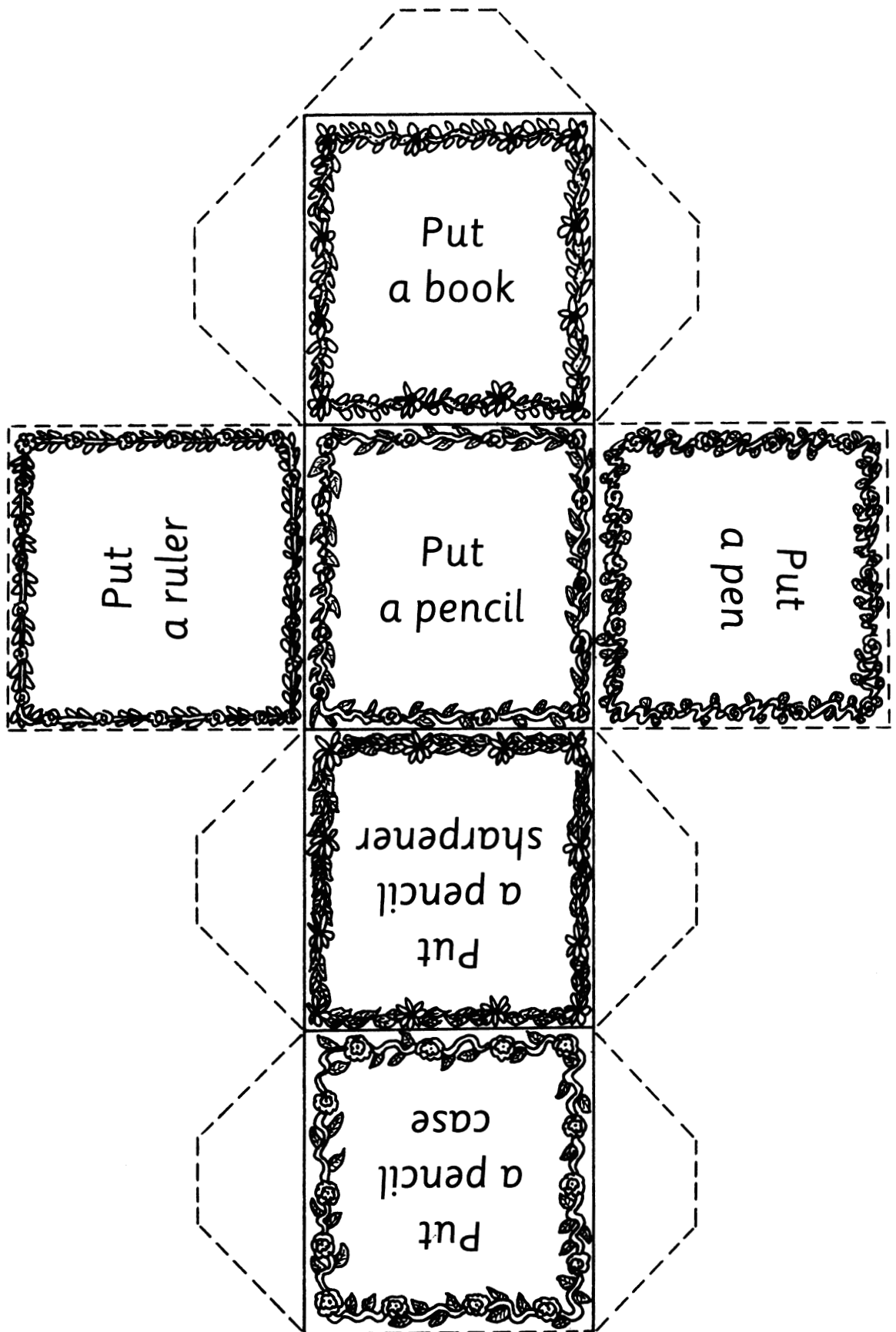
# CLASSROOM CUBES

## Worksheet 1



# CLASSROOM CUBES

## Worksheet 2





# CLOTHES DOMINOES

## Teacher's Notes

### Aim

Talking about clothes and their colours.

### Materials

One copy of the worksheet per child.

### Duration

Preparation: 30 minutes Playing the game: 20 minutes

### Language focus

Colours: *purple, red, blue, yellow, black, white, green.*

Clothes: *skirt, jumper, shoes, trousers, T-shirt.*

Adjective order: *a green skirt, blue shoes* etc.

### Aim of the game

To lay down all the dominoes in your hand.

### Suggestion

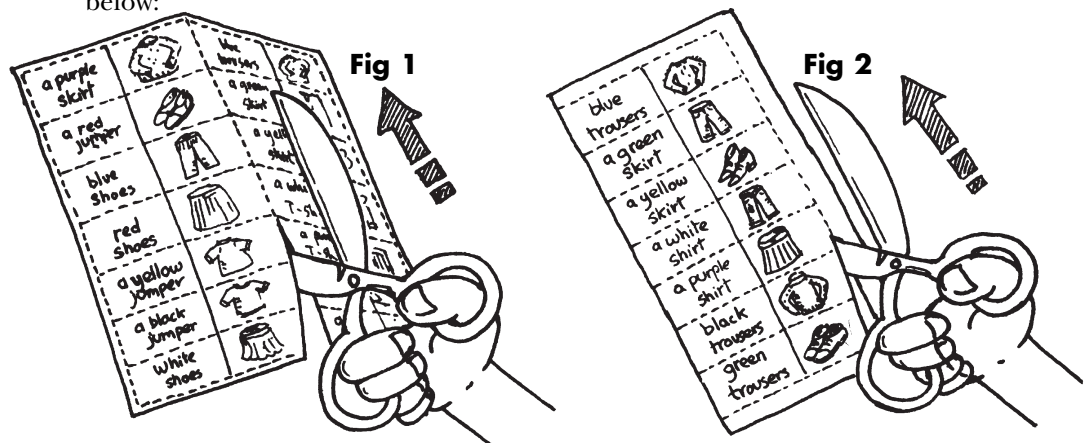
The preparation (colouring in the dominoes) can be done for homework.

### Introduction

Revise the names of the clothes at the beginning of the lesson by quickly writing on the board some of the clothes the children are wearing and their colours. Make sure you include *skirt, jumper, shoes, trousers* and *T-shirt*. Give the children one minute to look around the class and decide who is wearing these items of clothing. They copy down the item of clothing and add the name of the child who is wearing it, e.g. *a red jumper – Maria*. Ask a couple of children seated in different places in the class to say their list. Check as a class.

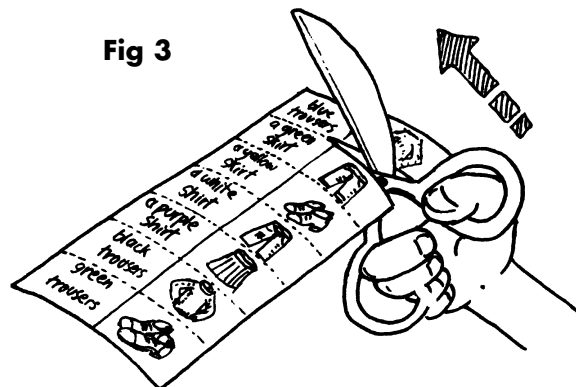
### Preparation

- 1 Give each child a copy of the worksheet and show them how to colour in the clothes by doing two or three yourself. Make sure they understand that the words are not next to the pictures they describe, so they have to match up the pictures and the text carefully before they start to colour.
- 2 Once the children have finished colouring, ask them to fold the page in half lengthways along the central, vertical dotted line. They then cut along this line (Fig. 1) and along the other vertical lines (Fig.2). It is important to do these stages in steps with the children so that they do not cut along the solid lines and ruin the cards! See the diagram below:



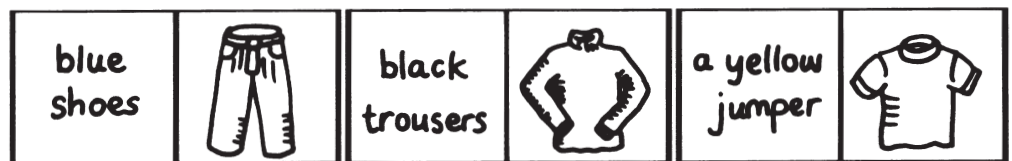
Then they take one half, fold over the first card and cut along the dotted line (Fig. 3). Continue so that the children are cutting each card at a time. Do the same with the remaining half until the children have fourteen individual cards.

Fig 3



### Playing the game

- 1 Arrange the class into groups of three and ask them to mix all their cards together face down on their tables.
- 2 Each child takes seven 'dominoes'. The remaining cards are left face down on one side of the table.
- 3 The oldest child begins by laying down the first domino on the table, The next child tries to place one of his or her cards down on either side of the first one. They can only do this if they have a domino which matches one side of the first one. Dominoes should be matched TEXT – PICTURE – TEXT – PICTURE etc. and never TEXT – TEXT or PICTURE – PICTURE, e.g.



- 4 The game continues with each child laying down a domino in turn. If one of the children cannot lay down a domino, they must take another one from the remaining pack on the table and wait until their next turn before laying down another domino.
- 5 The winner is the first child to use up all the dominoes in his or her hand.

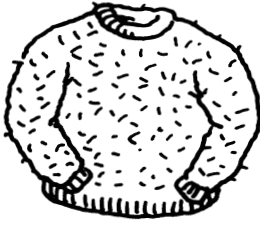





### Extra ideas

The same game can be played using pictures and words for other vocabulary areas, for example, people and adjectives (e.g. a tall woman, a fat man etc.).



# CLOTHES DOMINOES

## Worksheet

a purple skirt		blue trousers	
a red jumper		a green skirt	
blue shoes		a yellow skirt	
red shoes		a white T-shirt	
a yellow jumper		a purple T-shirt	
a black jumper		black trousers	
white shoes		green trousers	

# COLOUR BINGO

## Teacher's Notes

### Aim

Naming colours and expressing possession.

### Materials

Enough copies of the worksheet for each child to have a Bingo grid. (NB There are eight Bingo grids on each card.) Small pieces of paper to cover the colours on the card.

### Duration

Preparation: 15 minutes    Playing the game: 30 minutes

### Language focus

Colours: *blue, green, red, purple, black, white, yellow, pink, brown, orange. I've got ...*

### Aim of the game

To be the first to cover all the colours on the Bingo cards.

### Suggestion

Tell the children to fold back the words they think they know so that they do not have them to refer to. When they exchange their cards they retrieve the words they are not sure of and fold over others they know so the children are made responsible for their own learning.

### Introduction

Call out the name of a colour and ask the children to touch something of that colour. (They may need to move in order to do this.)

OR Make enough colour cards (of six different colours) for the whole class. For example, if there are thirty children in the class you will need five colour cards of each colour. Give one colour card to each child. The children look at the colour but do not show them to anyone else. Ask six children, all with different colour cards, to come to the front of the class. They become representatives of different teams. Explain this by indicating each of the children and their colour and saying for example, *This is the red team, This is the black team*, etc. The red team begins by asking a child in the class at random, *What colour have you got?* If the other child answers *red*, he or she joins the red team. If he or she has another colour, for example, green, he or she joins the green team. This child then asks another child in the class the same question, *What colour have you got?* The game goes on until one of the teams is complete. They are the winners. The cards can be collected and the game played again.

### Preparation

Cut out the eight Bingo grids on each copy of the worksheet and give one to each pupil. Ask the children to colour in their cards according to the text.

## Playing the game

- 1** Play the game in three stages. Ask the children to cover each colour with a small piece of paper when you call it. The first child to cover all six colours calls *Bingo*. One child in the eight should have 'Bingo', so the winner is the first one of these to call *Bingo*.
- 2** The children then exchange cards. Ask *Who's got ...?* If a child has the colour, he or she covers the appropriate square and puts up his or her hand.
- 3** The children exchange cards again. Ask the children *Who's got ...?* Again. This time, if a child has the colour, he or she covers the appropriate square and calls out *I have*.
- 4** Go on to play Bingo again. At the end of the game, the winner must list his or her colours using *I've got ...*. He or she then becomes the caller and the game can be repeated.

## Extra ideas

Prepare new Bingo cards using pictures instead of colours, for example, Parts of the body, actions, etc. Ask the children to make 'months' Bingo cards by choosing six names of months. Bingo is played in the same way as above. Bingo can be played in the traditional way with numbers.

# COLOUR BINGO

## Worksheet



blue	black	white	pink	blue	white
green black	purple yellow	yellow brown	brown pink	orange yellow	green brown
orange black	purple orange	blue blue	white pink	purple green	green orange
pink blue	brown yellow	white purple	black yellow	yellow orange	purple red
pink	brown	white	black	green	brown



# DIRECTIONS RELAY

## Teacher's Notes

### Aim

Remembering, understanding and giving directions.

### Materials

One copy of Worksheet 1 and Worksheet 2 per group of four children.

### Duration

20 minutes.

### Language focus

*The pet shop, greengrocer, book shop, sweet shop, supermarket, post office, toy shop is on ... street/road.*

*Go (straight) along ..., turn right into ..., turn left into ...*

### Aim of the game

To be the first team to complete the map, and identify the correct shop by following instructions.

### Suggestion

The activity should be done quietly otherwise the teams will help each other. Make sure that the children WALK to the string. This can be enforced by telling them that if they start to run, they will have to go back to where the team is sitting and walk to the string again. The game can be played in two halves: first the children identify the shops, then they follow the instructions.

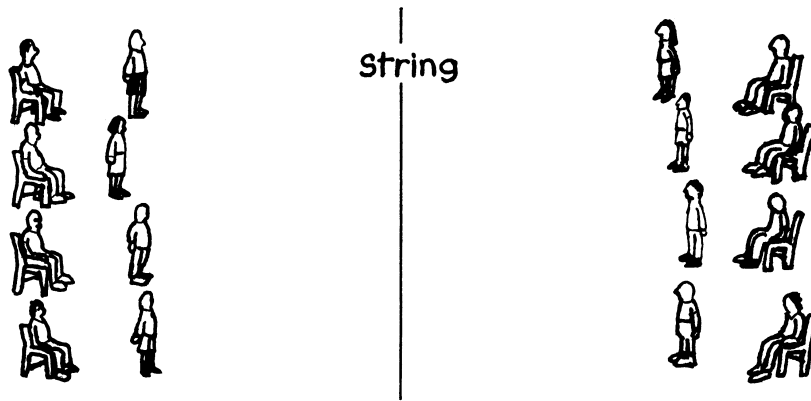
### Introduction

Draw a simple map on the board and include some of the following street names: *Market Street/Bridge Road/Glen Road*. Draw some buildings e.g. *supermarket/book shop/pet shop* etc. and add an X Start here. Divide the class into two teams. Each team chooses a "representative" to come to the board and follow your instructions. Pick a shop but do not tell the children which it is. Give instructions on how to get there from the starting point, e.g. *Go straight on, turn right into Red Street. Turn left into Glen Road. The book shop is on Glen Road*. If the children identify the building correctly, they score a point for their team. This can be repeated with other children in the class.

OR Take one child (Child A) and blindfold him or her. Ask the class quietly to choose a person (Child B) in the class. Child A is given instructions by the class or the teacher e.g. *Go straight ahead, turn left* etc. Child A follows the directions until he or she reaches Child B. Child B then asks Who am I? The blindfolded pupil has to identify the voice. It is then Child B's turn to be blindfolded and the game is played again.

## Preparation

- 1 Arrange the classroom as indicated in the diagram below:

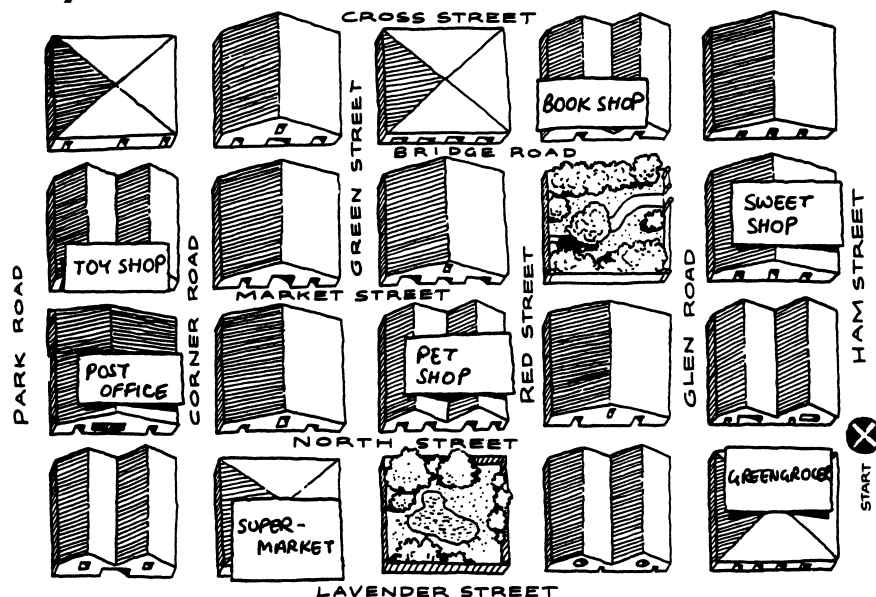


- 2 Divide the class into teams of four. Two members (Child A and Child B) of each team take their places at one end of the classroom and the remaining two (Child C and Child D) at the other end of the classroom.
- 3 Child A and B are given a copy of Worksheet 1 and Child C and D are given a copy of Worksheet 2.

## Playing the game

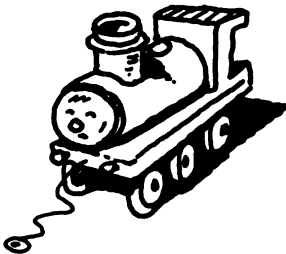
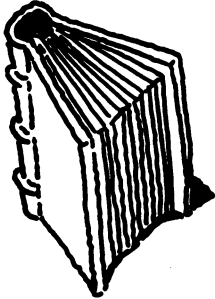
- 1 The idea of the game is that Child A and B pass on the information they have on Worksheet 1 as quickly to Child C and D. Child C and D add this information to the map on Worksheet 2.
- 2 Child A sits down with Worksheet 1 on his or her lap. Child B reads the first sentence, tries to remember it by heart, and walks to the string. Child C also walks to the other side of the string. Child B relays the information to Child C, Child C walks back to Child D and tells him or her the information. Child D then transfers this information to the map on Worksheet 2.
- 3 The game continues in this way until you call *Change* and the children then change places. Child A then stands up while Child B sits down and Child C sits down and Child D stands up. The game continues as before.
- 4 Once all the information has been correctly transferred, the children should have found their way to the *toy shop*. The first team to show the teacher their completed map with the correct destination marked on it are the winners.

## Key



# DIRECTIONS RELAY

## Worksheet 1



# THE SHOPS

The pet shop is on Red Street.

The greengrocer is on North Street.

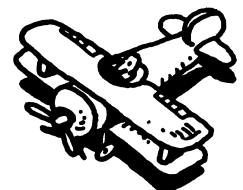
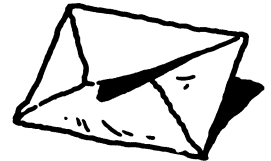
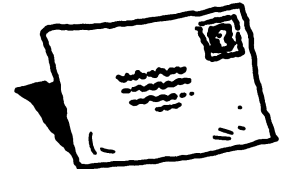
The book shop is on Bridge Road.

The sweet shop is on Ham Street.

The supermarket is on Lavender Street.

The post office is on Corner Road.

The toy shop is on Market Street.



# THE DIRECTIONS

Go along North Street.

Turn right into Glen Road.

Turn left into Market Street.

Turn right into Red Street.

Turn left into Bridge Road.

Turn left into Corner Road.

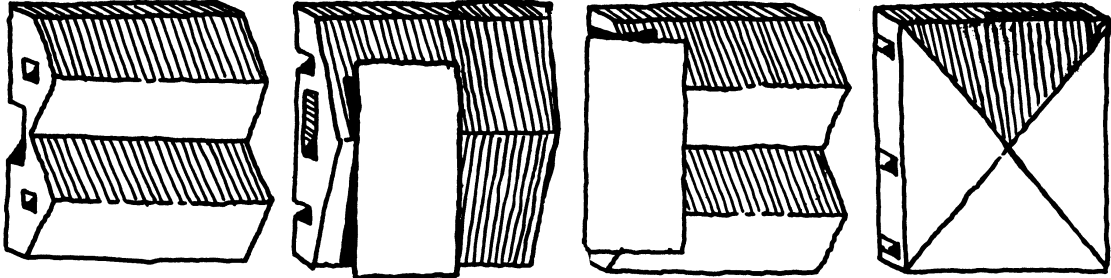
Turn right into Market Street.

The shop is on the right.

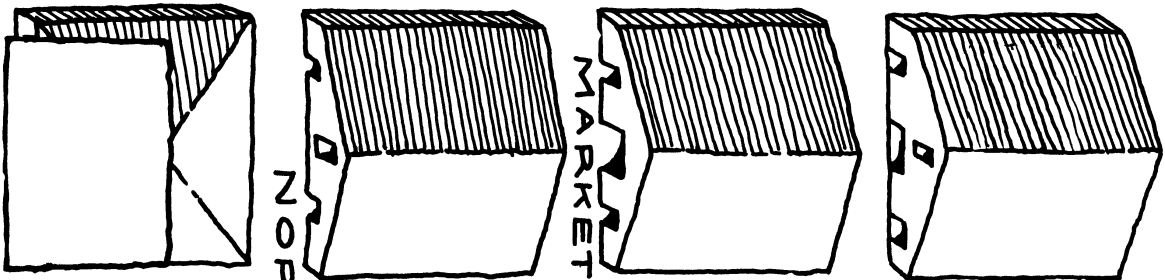
# DIRECTIONS RELAY

## Worksheet 2

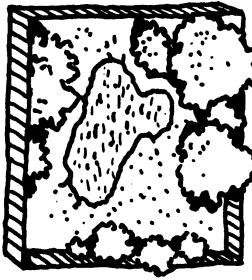
PARK ROAD



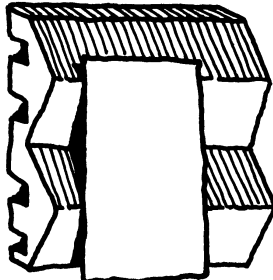
CORNER ROAD



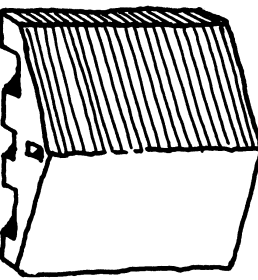
LAVENDER STREET



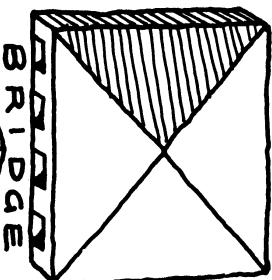
NORTH STREET



MARKET STREET

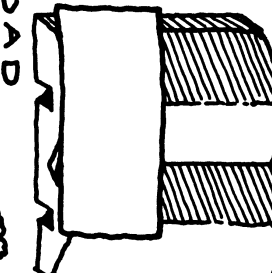
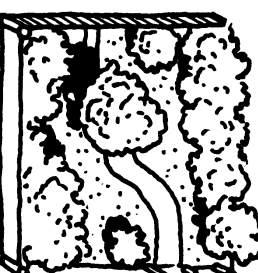
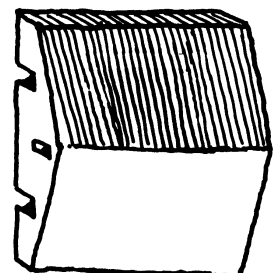
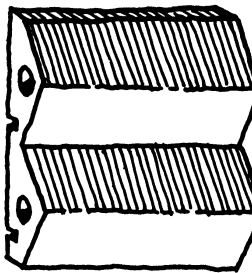


GREEN STREET

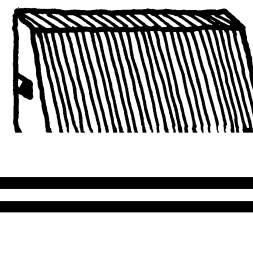
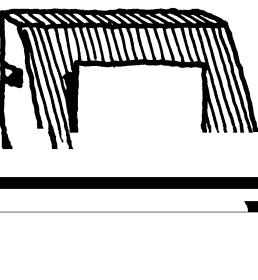
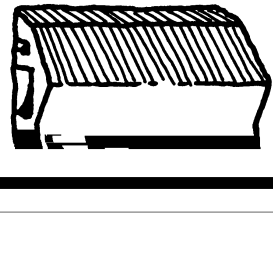
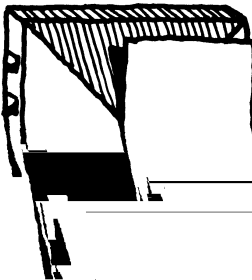


CROSS STREET

RED STREET



GLEN ROAD





# ELIMINATION

## Teacher's Notes

### Aim

Expressing ability.

### Materials

One copy of Worksheet 1 per two children.

### Duration

20 minutes.

### Language focus

*He or she can/can't play football, play the guitar, play the piano, swim, ride a bike, sing, skateboard, play table tennis, paint, drive a car, dance, play basketball.*

### Aim of the game

To guess your opponent's secret actions as quickly as possible.

### Introduction

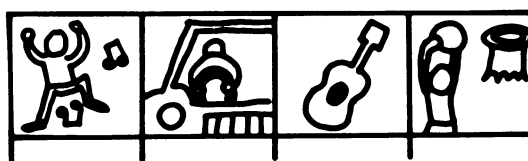
Do a class survey to find out who can/can't do the actions in Language focus above, by asking the class to go round and find out information about each other. Ask the children to report back about each other using *He/She can/can't...*

### Playing the game

- 1 Give out one copy of Worksheet 1 to each pair of children. This should be positioned in the centre of the table between the two children. Ideally the two children should sit opposite each other.
- 2 Ask one child (Child A) in each pair to think of someone they both know (this could be someone in the class or in the school etc.). Child A begins by taking a small piece of paper, folding it in half and drawing four pictures in a row, representing actions on Worksheet 1 that he or she thinks this person can definitely do. The identity of the person remains a secret.
- 3 Child B has to try and guess the four actions in exactly the same order. To do this he or she draws four pictures on Row number 1 of the grid on Worksheet 1. Child A indicates whether the person can or can't do the actions, by giving an answer out loud and entering a symbol in each of the boxes next to Row 1, so that by process of elimination the four actions will eventually be guessed.
- 4 For example, Child A may begin by drawing the following four actions:



- 5 Child B draws the following four actions on Row number 1 of the grid.



Child A then says He *can't dance. He can drive; wrong place. He can't play the guitar. He can play basketball; right place*, and enters the following symbols into the boxes:

X	△	X	✓	
---	---	---	---	--

- 6** Child B tries again in Row number 2, working with the information given by Child A. For example, if Child A gave a tick to any of the previous actions, Child B will draw that same action again in the same place.

Key

X = The person can't.

△ = The person can. Wrong place.

✓ = The person can. Right place.

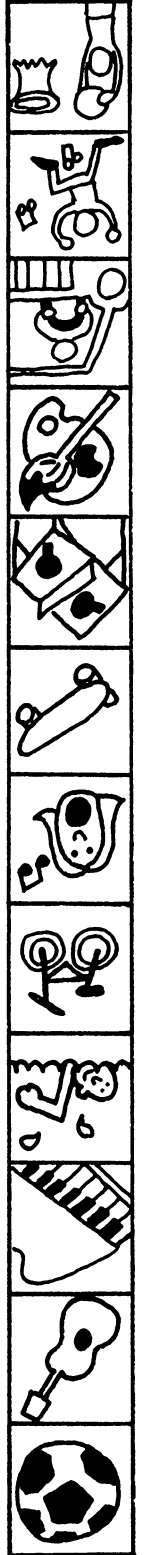
- 7** The game continues until, by process of elimination, Child B has guessed the four actions correctly and has them in the right places. The children then change roles and it is Child B's turn to think of four actions while Child A guesses.
- 8** The child in each pair that guesses the four secret actions in fewer lines is the winner.
- 9** The children can also try to guess the people if they want to and discuss whether they agree with what they can or can't do.

# ELIMINATION Worksheet





10  
9  
8  
7  
6  
5  
4  
3  
2  
1



1				
2				
3				
4				
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9				
10				


# FIND THE DIFFERENCE

## Teacher's Notes

### Aim

Talking about present activities.

### Materials

One copy of the worksheet for each child.

### Duration

20 minutes.

### Language focus

*A boy/girl is ... eating a sandwich/ an apple, dancing/singing/studying next to a radio, playing football/basketball, drinking Coke, throwing paper into a bin, climbing up a tree, pushing a boy into a bin, standing on a bicycle/riding a bicycle. A man is driving a car.*

*Must/mustn't ...*

### Aim of the game

To find the nine differences between the two pictures.

### Introduction

Look for a picture in a textbook or a poster with lots of actions (or look out of the window if your school is in a busy area). Revise actions with the class, getting the children to describe what they can see. Write up a couple of sentences so that the children have them to refer to.

### Playing the game

- 1 Divide the class into pairs. Give Child A in each pair Picture 1 and Child B Picture 2 from the worksheet. Tell the children not to show each other the pictures. It is probably best if they sit opposite one another.
- 2 Tell the children that there are nine differences between the two pictures. They have to describe their pictures to one another and mark the differences with crosses. For example, Child A (with Picture 1) might say *A boy is eating a sandwich*. Child B looks at his or her picture and finds a boy eating an apple, not a sandwich. He or she says *A boy is eating an apple*. So both children mark the picture of the boy eating with a cross.
- 3 This activity works well if you make it into a race. The first pair to finish are the winners.
- 4 As a follow-up activity you can ask the children what things are wrong in the playground. What "must" or "mustn't" children do in the playground? This can be followed by a writing activity in which the class write their own list of "rules" for their playground.

### Key

- 1 In Picture 1 the tall boy is eating a sandwich. In Picture 2 he is eating an apple.
- 2 In Picture 1 four boys are playing football. In Picture 2 there are only three.
- 3 In Picture 1 the girl is standing on the bicycle. In Picture 2 the girl is riding the bicycle.
- 4 In Picture 1 a boy is dancing next to the radio. In Picture 2 there is a girl.
- 5 In Picture 1 three children are playing basketball. In Picture 2 there are four.
- 6 In Picture 1 a girl is pushing a boy into the bin. In Picture 2 the girl is throwing paper into the bin.
- 7 In Picture 1 a boy is climbing a tree. In Picture 2 there isn't anybody climbing a tree.



- 8 In Picture 1 a man is driving a car through the school gates. There isn't a car in Picture 2.
- 9 In Picture 1 a girl is drinking Coke. In Picture 2 a boy is drinking Coke.

# FIND THE DIFFERENCE Worksheet



# THE GIRAFFE

## Teacher's Notes

### Aim

Describing, recognising and naming animals.

### Materials

One copy of Worksheet 1 and Worksheet 2 and one copy of Worksheet 3 and Worksheet 4, both double-sided, per group of four pupils.  
A sheet of blank paper and a pencil for each team.

### Duration

15 minutes

### Language focus

*head, tail, legs, neck, body, eyes, ears*

Adjective + noun: *big/small, short/long*

*lives in grasslands, water, cold places, in the mountains, in a tree, in the jungle, eats fish, bananas, meat, leaves, grass*

Colours: *black, white, brown, yellow, grey, red, blue, green*

Names of animals

### Aim of the game

To complete the drawing of a giraffe by answering questions about animals correctly.

### Preparation

The worksheets need to be photocopied carefully so that Worksheet 1 is on the reverse of Worksheet 2, and Worksheet 3 is on the reverse of Worksheet 4. The sheets should then be cut along the dotted lines on Worksheets 1 and 3 to make double-sided cards.

### Introduction

Divide the class into two teams. Each team decides on their name; suggest that they choose the name of an animal. Write the team names up on the board. Take the list of questions from Worksheets 1 and 3 and read these out one by one. The teams take it in turns to answer the questions. When they answer correctly, give their team a point and write the name of the animal they have given on the board for later reference. (Make sure the pupils realise that many of the questions have more than one possible answer.) If a team cannot answer, the other team is then asked the question. When all the questions have been asked, the team with the most points is the winner. By the end of the quiz, there should be a list of animal names on the board so that the pupils can refer to these while they are playing the game.

### Playing the game

- 1 In their groups of four, the pupils divide themselves into two teams of two. Each team takes a piece of paper and a pencil and draws the body of a giraffe. It is probably easier if you draw an example on the board. Remember this should only be the body, NOT the legs, head, etc.
- 2 Give each group of four a complete set of cards cut out from Worksheets 1 and 2 and Worksheets 3 and 4. The questions should be face up.
- 3 Write the following parts of the body on the board: *4 legs, a tail, a neck, a head, 2 eyes, 2 ears*. Now explain that the aim of the game is to complete the drawing of the giraffe by answering questions correctly. The first team to complete their drawing is the winner. BUT they can only draw "a head" when they have drawn "a neck", and "2 eyes" and "2 ears" when they have the head, etc.

- 4 Each team takes it in turn to read and answer the question on the top of the pile of cards. For example, one pupil in Team A has the question *What animal eats fish?* and the other pupil in Team B answers *A cat.* (Note: either or both the pupils in Team B can answer.) Team B accepts the answer. Team A then turns over the card and on the back they read *4 legs.* They may now add the giraffe's legs to their drawing. The card is then placed under the pile of cards with the question face up and it is now Team B's turn. Their question reads *What animal lives in cold places?* and they answer *A penguin.* Team A accepts the answer. Team B turns over the card and it reads *2 ears.* Team B cannot draw the ears as they still need a neck and a head so the card is placed under the pile and it is Team A's turn again.
- 5 The game continues in this way until one of the teams in each group has completed their giraffe. They are the winner.

## Key: Possible answers

What animal has got a long trunk?	<i>elephant</i>
What animal has got a long neck?	<i>giraffe</i>
What animal is grey and lives in water?	<i>hippopotamus</i>
What animal is strong?	<i>lion/tiger</i>
What animal is brown and yellow?	<i>giraffe</i>
What animal lives in cold places?	<i>penguin</i>
What animal can swim?	<i>fish</i>
What animal has got big teeth?	<i>crocodile</i>
What animal eats grass?	<i>horse/cow/ostrich</i>
What animal has got short legs?	<i>crocodile</i>
What animal has big ears?	<i>elephant</i>
What animal eats meat?	<i>dog/cat/lion/tiger</i>
What animal lives in grasslands?	<i>giraffe/elephant</i>
What animal has got a long tail?	<i>dog/cat/lion</i>
What animal has got long legs?	<i>ostrich</i>
What animal eats leaves?	<i>giraffe</i>
What animal is black and white?	<i>panda</i>
What animal has got two legs?	<i>ostrich/monkey</i>
What animal lives in water?	<i>crocodile/fish</i>
What animal is black?	<i>dog</i>
What animal has got a big mouth?	<i>crocodile/frog</i>
What animal eats bananas?	<i>monkey</i>
What animal lives in the jungle?	<i>lion/tiger/monkey</i>
What animal lives in a tree?	<i>bird</i>
What animal has got four legs?	<i>dog/cat/cow/sheep</i>
What animal is black and yellow?	<i>tiger</i>
What animal has got a short tail?	<i>elephant</i>
What animal is small?	<i>mouse</i>
What animal is red and blue and green?	<i>parrot</i>
What animal can speak?	<i>parrot</i>
What animal lives in the mountains?	<i>eagle</i>
What animal has got small ears?	<i>hippopotamus</i>
What animal is white?	<i>polar bear</i>
What animal has got two arms?	<i>monkey</i>
What animal eats fish?	<i>cat/penguin</i>
What animal can run very fast?	<i>ostrich/leopard</i>

## Extra ideas

Children can invent their own game based on the same idea by writing their own questions. They can choose a new animal to draw, for example an elephant, and they write the parts of the body on the reverse, e.g. *the body, the head, 2 eyes, a trunk, a mouth, 4 legs and a tail.*

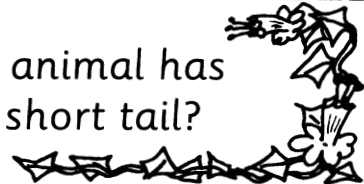


# THE GIRAFFE Worksheet 1

What animal has  
got a big mouth?



What animal has  
got a short tail?



What animal is  
red and green  
and blue?



What animal is  
black and yellow?



What animal  
is black?



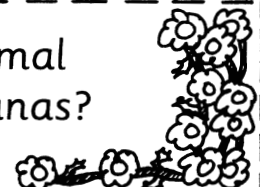
What animal lives  
in the mountains?



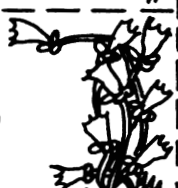
What animal has  
got four legs?



What animal  
eats bananas?



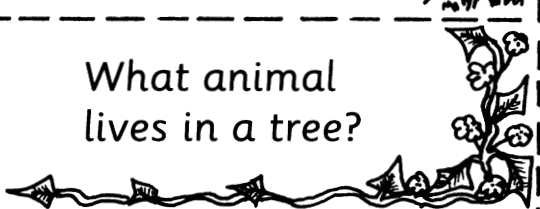
What animal  
lives in water?



What animal has  
got small ears?



What animal  
lives in a tree?



What animal  
can run very fast?



What animal has  
got two arms?



What animal  
can speak?



What animal  
is small?



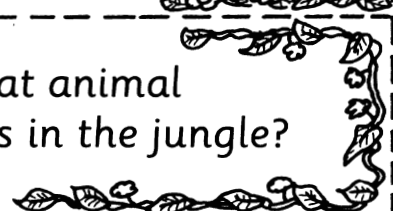
What animal  
eats fish?

















What animal  
is white?



What animal  
lives in the jungle?



# THE GIRAFFE Worksheet 2

	four legs		a neck
	a neck		two ears
	two ears		two eyes
	a head		a tail
	a neck		four legs
	two ears		two eyes
	two eyes		a head
	a tail		four legs
	a head		a tail

# THE GIRAFFE Worksheet 3

What animal  
eats leaves?





















What animal  
eats meat?



A large area of the page is filled with horizontal lines, intended for students to write their answers to the questions above.

# THE GIRAFFE Worksheet 4

	four legs		two eyes	
	a neck		two ears	
	a head		two ears	
	a neck		a neck	
	a tail		two eyes	
	two ears		a tail	
	a head		a head	
	four legs		two eyes	
	a tail		four legs	

# GOING SHOPPING 1

## Teacher's Notes

### Aim

Using the language related to shopping.

### Materials

One copy of Worksheet 1, Worksheet 2, Worksheet 3 and Worksheet 4.  
24 blank sheets of paper.

### Duration

Preparation: 15 minutes

Playing the game: 35 minutes

### Language focus

*Have you got...? Yes, I have. No, I haven't. How much is it? X pounds and X pence.*

Shops: *supermarket, toy shop, clothes shop, newsagent, green grocer.*

Products: *chocolate, Coke, a yoghurt, a pizza, milk, hamburgers, eggs, a ball, a model car, a toy aeroplane, a Gameboy, oranges, pears, lemons, apples, bananas, grapes, a pencil, a notebook, a newspaper, a magazine, a pair of jeans, a T-shirt, a jacket.*

### Aim of the game

To be the first team to secure all the items on the shopping list by visiting the shops and "buying" them.

### Suggestion

In the form in which it appears here, the game can only be used with classes of a minimum of twelve children (four children are customers and eight are shopkeepers). If you have fewer children in the class then omit one of the shopping lists and cross off the corresponding six items on Worksheet 3.

### Introduction

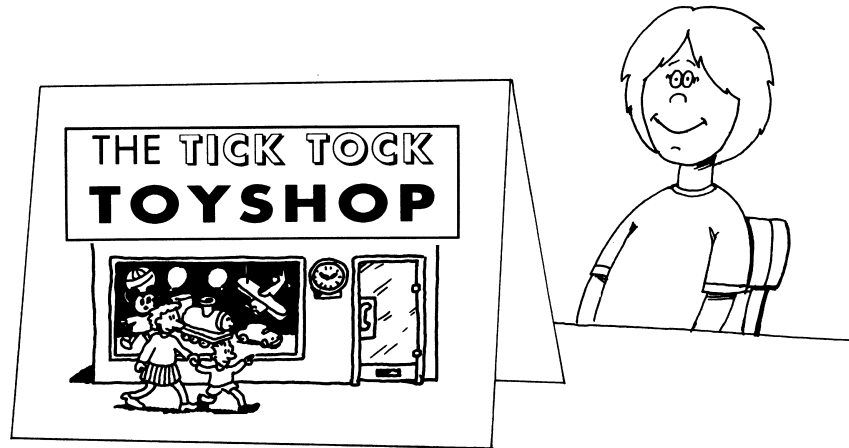
Introduce or revise the names of the shops by writing them on the board. Ask the children to name two or three items that you can buy in each shop. Write all of the items from Worksheet 3 on the board and ask the class to group them according to where they can be bought.

### Preparation

- 1 Cut up all the cards on the four sheets along the dotted lines.
- 2 Give each child or pair of children an item to draw from Worksheet 3. There are 24 items in total.
- 3 While the children are drawing, arrange the shop front cards on your desk. As the children finish drawing, you can place each picture with the correct shop, e.g. the picture of a T-shirt is placed under the shop front "The Colour Clothes Shop", etc.

## Playing the game

- 1 Divide the class into two groups: one group of eight children are customers and the rest of the class are shopkeepers.
- 2 Divide the customers into four teams (two children in each team) and give each team a shopping list (Worksheet 4). Ask the children to look at their shopping lists and check that they understand all the words. They should not show their shopping lists to the other teams. Each team then decides, very quietly, in what kind of shop they can buy each item.
- 3 While the teams are discussing this, divide the rest of the class into eight groups of shopkeepers, each group representing one shop. Give each group a shop and the corresponding pictures drawn by the children. Ask the shopkeepers to fold their shops in the following way:



they should be able to see what items they have for sale, while the customers should only see the name of the shop.

- 4 Now the race begins. Make sure each team of customers has a pencil. The teams of customers have to “buy” all the items on their shopping lists as fast as possible. The first team to present their shopping list to the teacher with all the items marked with the correct prices together with the six corresponding pictures is the winner.
- 5 The customers move from one shop to another asking *Have you got...?* If one of the shopkeepers replies *Yes, I have*, the customers ask the price (*How much is it/are they?*) The shopkeepers say the price and the customers note this down in the space provided on their shopping lists. The shopkeepers then hand over the picture of the product. If the answer is *No, I haven't*, the customers move on to another shop.
- 6 The two customers in each team must always stay together. They cannot visit shops separately.
- 7 Shopkeepers can CLOSE their shops if customers use any language apart from English. This ensures that the children speak in English while playing the game.
- 8 Other rounds using new teams can be played by making extra photocopies of the shopping lists (Worksheet 4). In this way all of the children take their turn in being customers and shopkeepers.

## Extra ideas

Different items can be introduced into the game as long as the changes are made on all four sheets. The game can then be used to practise more vocabulary on *Food, Toys, Household objects*, etc.





# GOING SHOPPING 1

## Worksheet 2

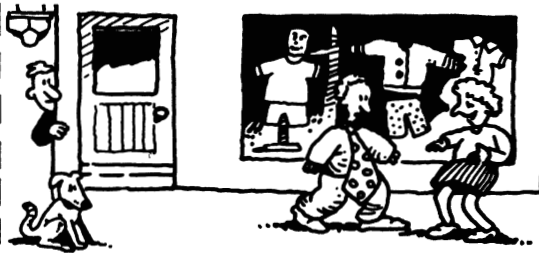
a pair of jeans £20.00  
 a T-shirt £6.00  
 a jacket £15.60



a pencil 20p  
 a notebook 30p  
 a newspaper 50p  
 a magazine 80p



### THE COLOUR CLOTHES SHOP



### THE NEW NEWSAGENT



apples 45p  
 bananas 70p  
 grapes 70p



oranges 65p  
 pears 85p  
 lemons 50p



### THE GENEROUS GREENGROCER



### THE GREEDY GREENGROCER





# GOING SHOPPING 1

## Worksheet 3

apples	pears
grapes	bananas
oranges	2 hamburgers
lemons	chocolate
milk	a pizza
6 eggs	a yoghurt
a notebook	a pencil
a bottle of Coke	a newspaper
a T-shirt	a ball
a magazine	a model car
a gameboy	a toy aeroplane
a pair of jeans	a jacket

# GOING SHOPPING 1

## Worksheet 4

### Shopping list 1

- apples \_\_\_\_\_
- oranges \_\_\_\_\_
- some milk \_\_\_\_\_
- a notebook \_\_\_\_\_
- a T-shirt \_\_\_\_\_
- a gameboy \_\_\_\_\_



### Shopping list 2

- grapes \_\_\_\_\_
- lemons \_\_\_\_\_
- 6 eggs \_\_\_\_\_
- a bottle of Coke \_\_\_\_\_
- a magazine \_\_\_\_\_
- a pair of jeans \_\_\_\_\_



### Shopping list 3

- pears \_\_\_\_\_
- hamburgers \_\_\_\_\_
- chocolate \_\_\_\_\_
- a pencil \_\_\_\_\_
- a ball \_\_\_\_\_
- a toy aeroplane \_\_\_\_\_



### Shopping list 4

- bananas \_\_\_\_\_
- a pizza \_\_\_\_\_
- a yoghurt \_\_\_\_\_
- a newspaper \_\_\_\_\_
- a model car \_\_\_\_\_
- a jacket \_\_\_\_\_



# GOING SHOPPING 2

## Teacher's Notes

### Aim

To practise *Have you got ...? Yes, I have/No I haven't. How much is it?* Quantities of money. Vocabulary of products and names of shops.

### Materials

One copy of Worksheets 1, 2, 3, 4 and 5 for every group of four children.

### Duration

30 minutes.

### Language focus

*Have you got ...? Yes, I have. No I haven't. How much is it? X pounds and X pence*

*Shops: supermarket, toy shop, clothes shop, newsagent, greengrocer*

*Products: chocolate, Coke, a yoghurt, a pizza, milk, hamburgers, eggs, a ball, a model car, a toy aeroplane, a Gameboy, oranges, pears, lemons, apples, bananas, grapes, a pencil, a notebook, a newspaper, a magazine, a pair of jeans, a T-shirt, a jacket*

### Aim of the game

To be the first player to buy all the items and complete all the prices on your shopping list.

### Introduction

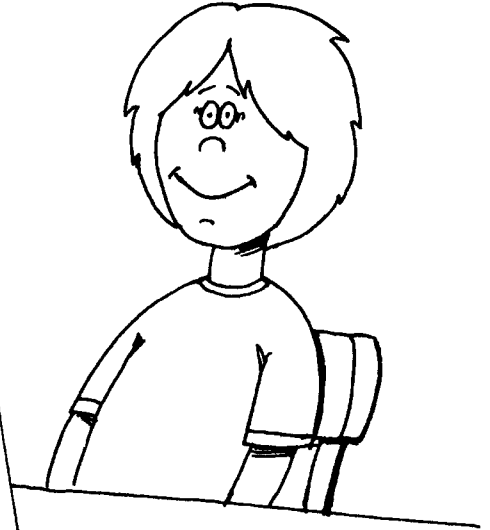
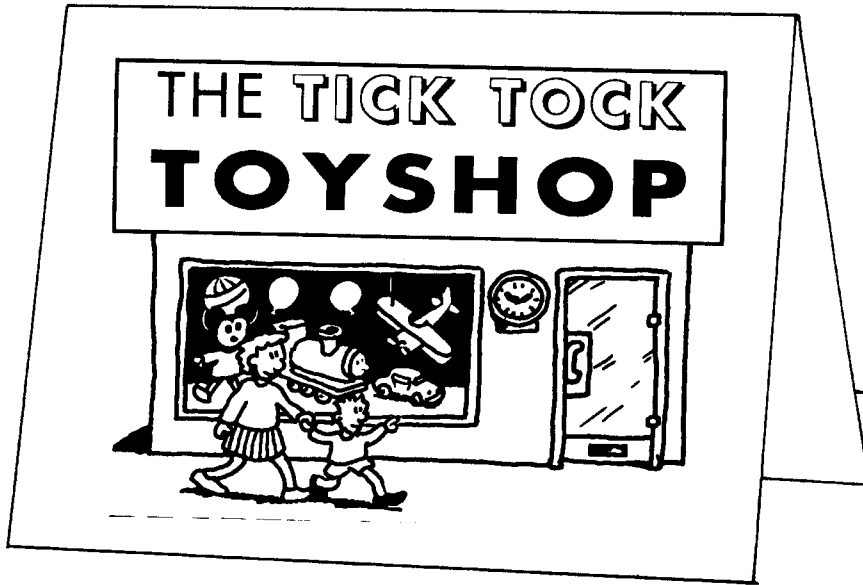
Write all of the items on the shopping list on the board and ask the class to group them according to how they are usually packaged e.g. packet, box, tin, bag, no packaging etc. Write up the names of the shops and ask the class to decide which items can be bought in each shop.

### Playing the game

- 1 Divide the children into groups of four.
- 2 Give each player two shop cards from Worksheets 3 and 4 (there are a total of eight shops), but tell them not to show their shops to each other. They fold their papers as in the diagram below, so that each player can see his or her own items but the other children in the group can only see the shop name.
- 3 Give out one shopping list from Worksheet 5 to each player.
- 4 Ask the class to check their shops to see if they already "own" any of the products on their shopping list. If they do they put a tick in the box next to the name of the product and write the price in the space provided.
- 5 Give out one GOING SHOPPING board (Worksheet 1) and one copy of the questions cards (taken from Worksheet 2) to each group. If you have not already done so, ask one player in the group to cut up the question cards and to place them face down in a pile by the side of the GOING SHOPPING board.
- 6 Each player takes a counter and places it on the START square. Players take it in turns to throw the dice and to progress round the board. If a player falls on a SHOP square, he or she can ask the owner of the shop for one of the items on his or her shopping list. For example, if Child A falls on THE NEW NEWSAGENT and has a newspaper on his or her shopping list, she asks the owner of THE NEW NEWSAGENT *Have you got a newspaper?* The owner replies *Yes, I have.* Child A then asks *How much is it?* and the shop owner replies *30 pence.* Child A places a tick in the box and writes the price on his or her shopping list. It is now the next player's turn.
- 7 If a player falls on one of his or her own shops, or on STOP AND HAVE A REST or

on STOP AND HAVE AN ICE-CREAM, it is the next player's turn. If a player falls on a "?" square, he or she picks up a question card and follows the instructions. For example, *You have a new shop. Take THE NEW NEWSAGENT.* If the player who acquires the new shop still has to buy an item from THE NEW NEWSAGENT, he or she can tick this off the shopping list.

- 8 The game ends as soon as one of the players has completed his or her shopping list.



# GOING SHOPPING 2

## Worksheet 1

# GOING SHOPPING 2

## Worksheet 2

You have got  
a new shop.  
Take THE NEW  
NEWSAGENT.

Give a shop  
to the person  
on your left.

Take a shop  
from the person  
on your right.

Give the food  
on your shopping  
list back to  
the shops.

You have got  
a new shop.  
Take THE  
SURPRISE  
SUPERMARKET.

Have  
another turn.

This is a  
fruit card.  
You can have  
any fruit.  
Ask How much  
are they?

THE COLOUR  
CLOTHES SHOP  
is closing. Tick  
all the clothes  
on all the  
shopping lists  
and write the  
prices.

This is a  
SECRET WINNER  
CARD. You can  
buy all the things  
on your shopping  
list and win the  
game!!!

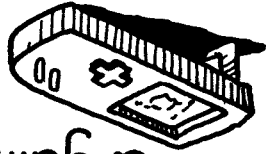
Go shopping  
in any shop.

Give all the toys  
back to the  
toy shops from  
Shopping lists 1  
and 4.

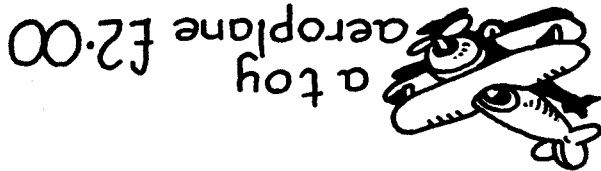
Have  
another turn.

# GOING SHOPPING 2

## Worksheet 3



a gameboy £15.00



a toy aeroplane £2.00



a model car £3.00

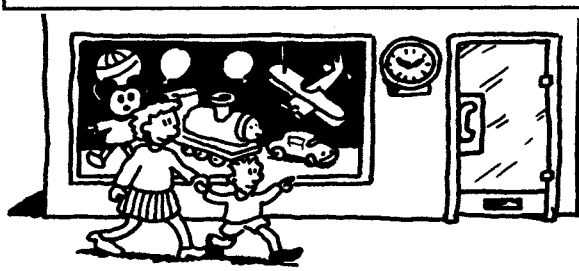


a ball £2.50

### THE TERRIBLE TOYSHOP



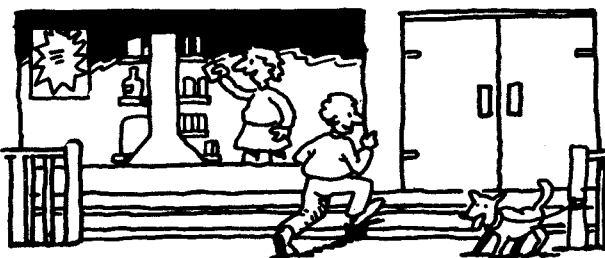
### THE TICK TOCK TOYSHOP



6 eggs 80p  
 2 hamburgers 80p  
 milk 80p  
 a pizza £2.50

a yoghurt 30p  
 coke 30p  
 chocolate 30p

### THE SUPER SUPERMARKET

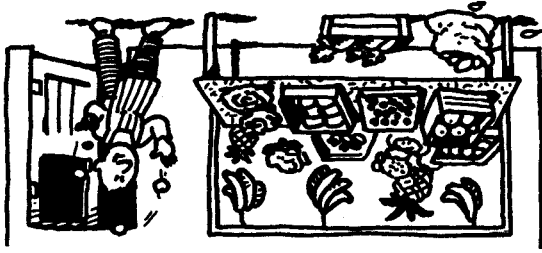


### THE SURPRISE SUPERMARKET

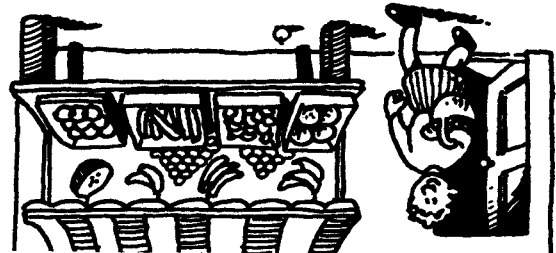


# GOING SHOPPING 2




## Worksheet 4






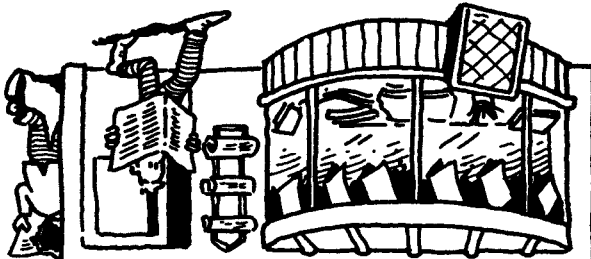
**THE GREEDY GREENGROGER**



**THE GENEROUS GREENGROGER**

-  oranges 65p
-  pears 85p
-  lemons 50p





-  apples 45p
-  bananas 70p
-  grapes 70p





**THE NEW NEWSAGENT**



**THE COLOUR CLOTHES SHOP**

-  a pencil 20p
-  a notebook 30p
-  a newspaper 50p
-  a magazine 80p

- a pair of jeans £20.00
-  a T-shirt £6.00
-  a jacket £15.60



# GOING SHOPPING 2

## Worksheet 5

### Shopping list 1

- apples \_\_\_\_\_
- oranges \_\_\_\_\_
- some milk \_\_\_\_\_
- a notebook \_\_\_\_\_
- a T-shirt \_\_\_\_\_
- a gameboy \_\_\_\_\_



### Shopping list 2

- grapes \_\_\_\_\_
- lemons \_\_\_\_\_
- 6 eggs \_\_\_\_\_
- a bottle of Coke \_\_\_\_\_
- a magazine \_\_\_\_\_
- a pair of jeans \_\_\_\_\_



### Shopping list 3

- pears \_\_\_\_\_
- hamburgers \_\_\_\_\_
- chocolate \_\_\_\_\_
- a pencil \_\_\_\_\_
- a ball \_\_\_\_\_
- a toy aeroplane \_\_\_\_\_



### Shopping list 4

- bananas \_\_\_\_\_
- a pizza \_\_\_\_\_
- a yoghurt \_\_\_\_\_
- a newspaper \_\_\_\_\_
- a model car \_\_\_\_\_
- a jacket \_\_\_\_\_



# WHERE ARE GRANDMA'S TEETH?

## Teacher's Notes

### Aim

Saying where things are.

### Materials

One copy of Worksheet 1 for the class and one copy of Worksheet 2 per child.

### Duration

20-25 minutes

### Language focus

*They aren't in/on/under... a chair, a cupboard, the toilet, the bath, a table, the sofa, the television, the bed, the cooker, the living room, the bathroom, the vase, the video, the bedroom, the fridge, the washbasin, the armchair, the wardrobe, the telephone, the lamp.*

### Aim of the game

To find out where Grandma's teeth are by collating information and gradually eliminating different parts of the house.

### Suggestion

If you prefer not to use the idea of Grandma's teeth, the picture in the centre of Worksheet 2 can be covered and replaced with a drawing of, e.g. a younger person who has lost his or her glasses.

### Introduction

Take Worksheet 1, enlarge it if possible, covering up the picture of Grandma. Stick some small pictures of objects (e.g. glasses, book, etc.) on the sheet. Tell the class this is your flat or house and that you have lost a few things. Can they tell you where to find them? Encourage them to use the correct prepositions and furniture names, e.g. *The glasses are on the bed. The shoes are under the table.* (You may wish to stick to plural items since the game cards all practise *They are...*)

### Playing the game

- 1 Give each child a copy of Worksheet 2 and one of the sentence cards from Worksheet 1. If you have more than thirty children in the class, they can work together in pairs, sharing a copy of Worksheet 2 and a sentence card. If you have fewer children in the class, give each child more than one sentence from Worksheet 1.
- 2 Divide the class into groups of about five children. Tell the children that Grandma has lost her false teeth and that they are going to help her find them. They have all the information about where they won't find Grandma's false teeth and by collating all this information, they will eventually find out where Grandma's teeth are.
- 3 The children colour in or shade with a pencil the place named on their sentence. For example, if a child has the sentence *They aren't on a chair*, he or she colours in all the chairs on his or her picture. (You may wish to explain that *a* is used if there is more than one of a particular item of furniture, *the* if there is only one.)
- 4 Ask the children to find out more information from other children in their group, while also giving the information they have on their sentence. By pooling their information, each child will gradually eliminate different parts of the house.

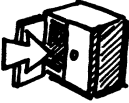





























- 5** Once each group has collated all their information, ask the whole class about different parts of the house. For example, *Who's got information about the bedroom?* Some children will offer their own or other children's sentences, e.g. *They aren't in the bed.* Make sure they all mark this information on their pictures. Continue with the living room, bathroom and finally the kitchen. Eventually one of the children will guess where Grandma's false teeth are (in the fridge!).

### **Extra ideas**

An alternative way of using this activity is to divide the class into pairs and give each child a copy of Worksheet 2. Tell the children that Grandma has lost her teeth. They mark a cross in secret anywhere they like on their pictures to indicate where they think they are. The other child in the pair has to guess where the cross is by asking questions, e.g. *Are they under a table?*

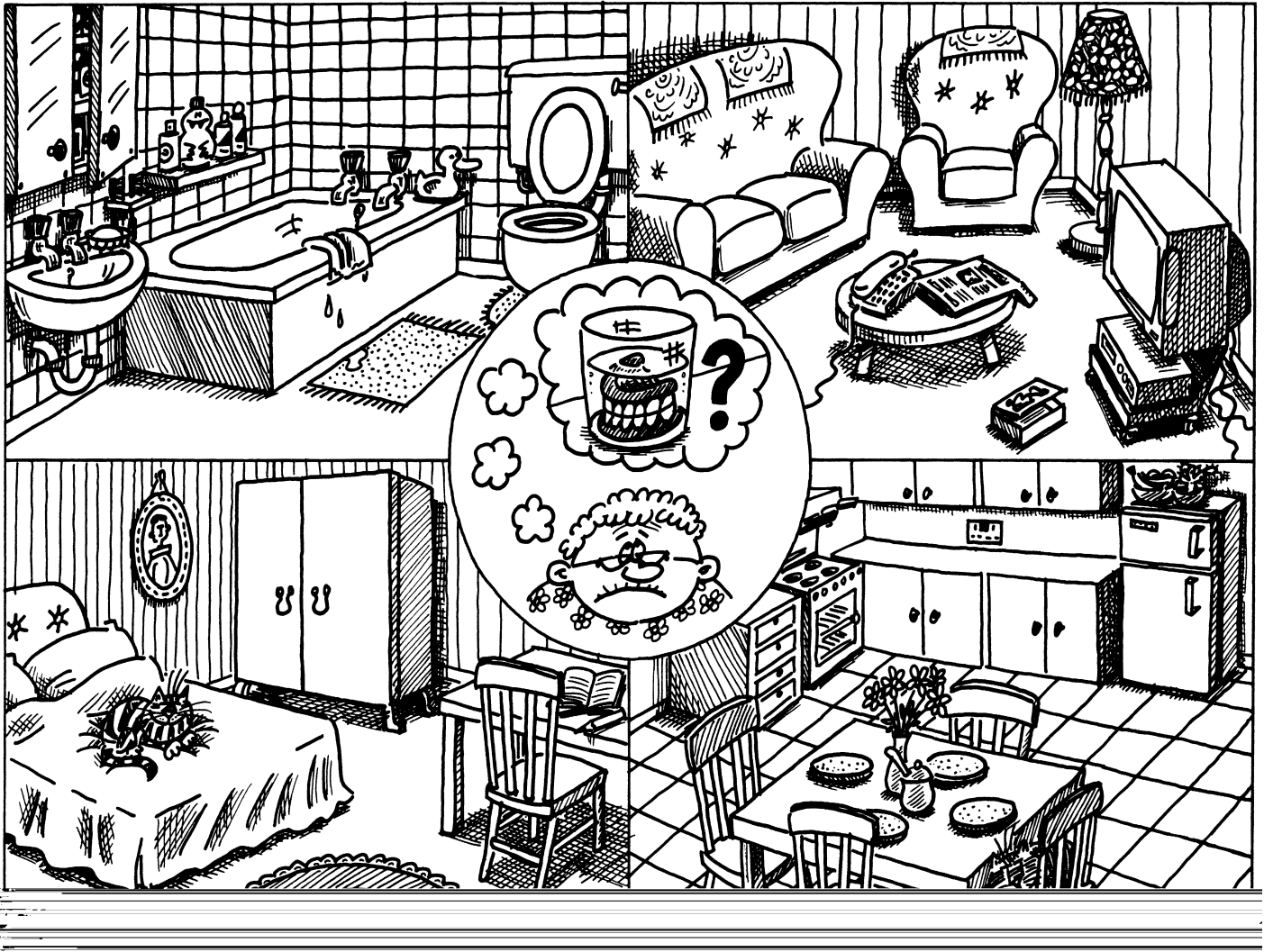
# WHERE ARE GRANDMA'S TEETH?

## Worksheet 1

They aren't in a cupboard. 	They aren't in the bathroom. 
They aren't in the toilet. 	They aren't on a cupboard. 
They aren't in the bath. 	They aren't in the vase. 
They aren't on a table. 	They aren't in the video. 
They aren't under a table. 	They aren't in the bedroom. 
They aren't on the sofa. 	They aren't in the bed. 
They aren't on the television. 	They aren't on the fridge. 
They aren't under the sofa. 	They aren't in the washbasin. 
They aren't under the bed. 	They aren't on the armchair. 
They aren't on the bed. 	They aren't on the wardrobe. 
They aren't under the television. 	They aren't in the wardrobe. 
They aren't on a chair. 	They aren't on the telephone. 
They aren't under a chair. 	They aren't under the lamp. 
They aren't on the cooker. 	They aren't in the armchair. 
They aren't in the living room. 	They aren't on the cooker. 

# WHERE ARE GRANDMA'S TEETH?

## Worksheet 2



# MIME IT!

## Teacher's Notes

### Aim

Talking about the present.

### Materials

One copy of Worksheet 1 for each group of approximately ten children.

### Duration

15 minutes.

### Language focus

*You're... singing in the bath, dancing, watching television in the living room, playing football, sleeping on the sofa, playing tennis, riding a bicycle, washing your hands, reading an English book, eating a banana, listening to music in your bedroom, eating spaghetti, catching a ball, cleaning the board, opening a window, playing the piano, doing your homework, writing a long letter, making a cake, washing a car.*

### Aim of the game

To guess as many mimed actions as possible.

### Introduction

Choose an action from the ones listed under Language Focus and mime it for the class to guess. Encourage them to use the form *You're ...ing*. You can make the mime more elaborate if you wish, to see if they can get the extra vocabulary, e.g. *You're writing a long letter*.

### Playing the game

- 1 Arrange the class into teams of about ten children. Each team divides itself into two groups (Group A and Group B). Group A's sit in a row and Group B's in front of them as indicated below:



- 2 Give all Group A's a pile of cards from Worksheet 1. These should be left at one end of the row face down.
- 3 The child in Group A who is sitting at the end of the row nearest the pile of cards, takes the top card and reads it without showing it to anyone else. He or she whispers the action to the child sitting next to him or her, who in turn whispers it to the next child in the row and so on until the action reaches the last child in the row. The last child gets up and mimes the action for Group B. Group B tries to guess the action.

## The Bus Stop

They only have three tries. If after the third attempt, they have still not guessed the action then the child miming the action gives them the answer and the card is returned to the bottom of the pile. When an action is guessed correctly, the card is laid to one side and Group B gains a point.

- 4** The children in Group A now all move along a seat with the child who has mimed the action moving to the other end of the row and taking the next card from the pile. He or she reads it and whispers the action to the next child, and so on.
- 5** After a short time, groups can be changed so that Group B sit in a row and mime actions to Group A.
- 6** When there are no more cards left, the teams total their points. The team with the highest score are the winners.

# MIME IT!

## Worksheet 1

<p>You're playing tennis.</p>	<p>You're playing the piano.</p>
<p>You're sleeping on the sofa.</p>	<p>You're eating a banana.</p>
<p>You're singing in the bath.</p>	<p>You're washing your hands.</p>
<p>You're watching television in the living room.</p>	<p>You're making a cake.</p>
<p>You're dancing.</p>	<p>You're doing your homework.</p>
<p>You're washing a car.</p>	<p>You're cleaning the board.</p>
<p>You're playing football.</p>	<p>You're reading an English book.</p>
<p>You're riding a bicycle.</p>	<p>You're opening a window.</p>
<p>You're writing a long letter.</p>	<p>You're eating spaghetti.</p>
<p>You're catching a ball.</p>	<p>You're listening to music in your bedroom.</p>



# THE MOVING GAME

<b>Aim:</b>	Giving and understanding instructions.
<b>Materials:</b>	One copy of Sheet 10 (page 58) per group of three children. One dice for each group.
<b>Duration:</b>	Preparation: 25 minutes Playing the game: 20 minutes
<b>Language focus:</b>	The language of instructions already covered in class.
<b>Aim of the game:</b>	To be the first to land on the square FINISH.

## INTRODUCTION

Revise instructions with the children by playing 'Simon says'.

OR prepare some written instructions (about ten, e.g. *write, read, sing, run, jump*). Divide the class into two teams. One member from a team comes to the front of the class. Give him or her a written instruction. He or she mimes the instruction to the rest of his or her team. The team score a point if they guess the instruction correctly. It is now the other team's turn, and so on until all the instructions have been mimed. The team that scores most points are the winners.

## PREPARATION

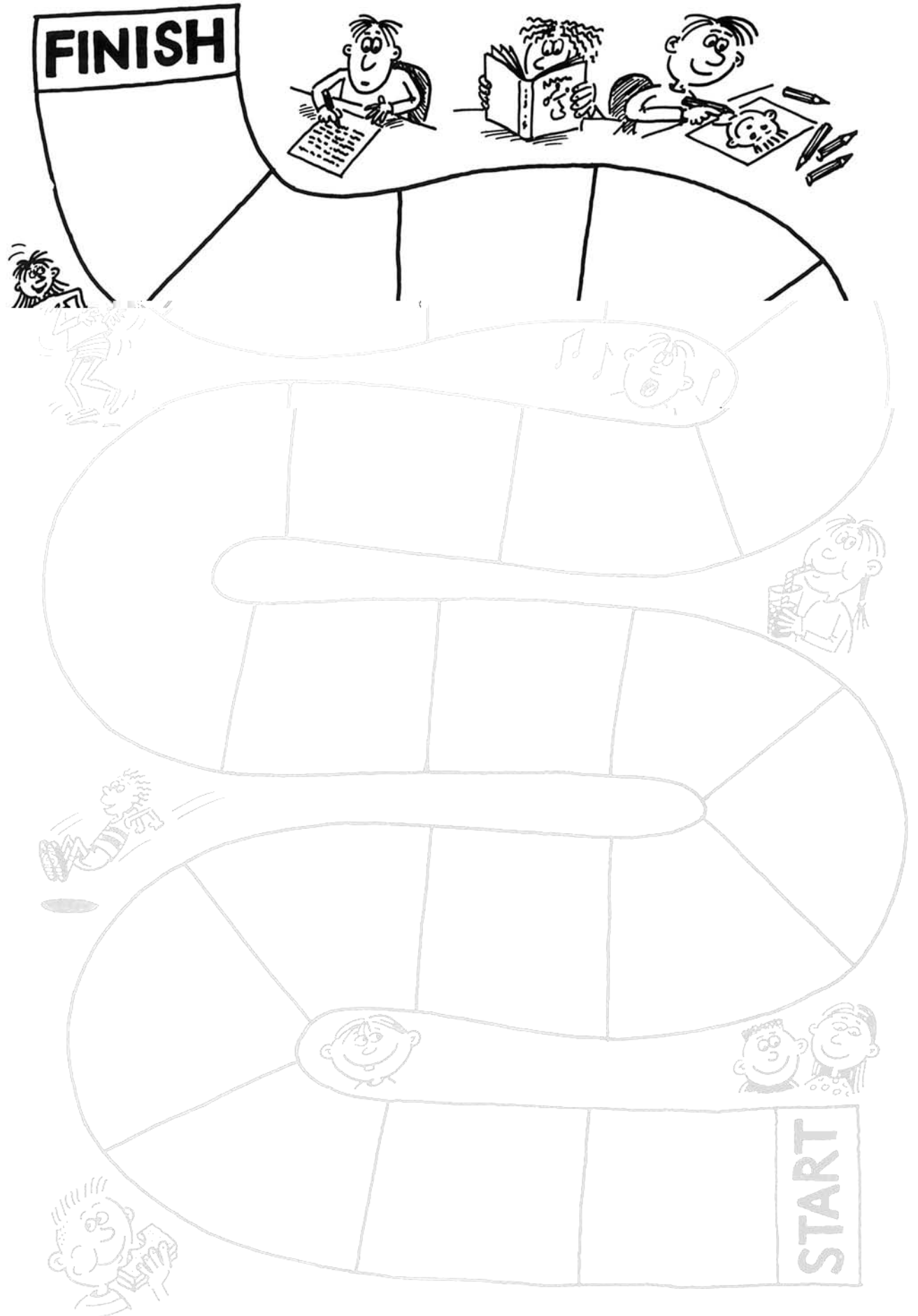
- 1 Either in class or for homework, ask each child to write five instructions, that they have learnt in class, in their notebooks. They should not show the other children what they have written.
- 2 Divide the class into groups of threes or fours, and give each group a copy of Sheet 10 together with a dice. Ask each child to have ready a coin or something else that can be used as a counter, one per child.
- 3 The children take it in turns to write their names on the board game (Sheet 10), one in each square, until all the squares contain a name.

## PLAYING THE GAME OR

- 1 The youngest child (Child A) starts and throws the dice. He or she moves along the number of squares shown on the dice, landing on a square with a child's name on it. If it is his or her own square, nothing happens and it is the next child's turn to throw the dice. If, however, it is another child's square, for example Child B's, Child B reads out one of his or her instructions. Child A must carry out the instruction. If the rest of the group is satisfied that it has been carried out correctly, then it is the next child's turn to throw the dice. If Child A does not understand or does not carry out the instruction correctly then he or she must return to START.
- 2 The first child to reach FINISH is the winner.

**Extra Ideas** The same game can be used to practise other language areas. For example \* Questions (Ask the class to prepare five questions instead of commands. If the child answers correctly, he or she remains on the square. If he or she does not answer correctly he or she returns to the START.) \* Vocabulary revision (Ask the children to prepare five words from their coursebook which they know in their mother tongue and in English. They can either draw pictures or write translations etc. When Child A lands on another child's square, the owner of the square gives a word in their mother tongue and Child A must give the English translation. The owner of the square must know the English translation before giving the mother tongue version.)

# THE MOVING GAME



# NUMBER FUN!

<b>Aim:</b>	Recognising the written form of numbers.
<b>Materials:</b>	One copy of Sheet 1 (page 49) per pair of children.
<b>Duration:</b>	15 minutes
<b>Language focus:</b>	Written forms of numbers from 1-20
<b>Aim of the game:</b>	To connect numbers with their corresponding written forms by drawing lines which do not touch or cross existing lines.

## INTRODUCTION

Write up numbers 1-20 in words on the board. Miss some of the numbers out. Ask the children to tell you which numbers are missing.

OR Write up the numbers in words on the board and ask individual children to come up to the board and draw the appropriate figure next to one of the words.

## PLAYING THE GAME

- 1 Give out one copy of Sheet 1 to each pair. Ask the children in each pair to use different coloured pens or pencils.
- 2 Each child takes it in turn to draw a circle around a figure followed by a line connecting it to the written form, finishing off by drawing a circle around the word. They can follow the numbers in numerical order or they can choose numbers at random.  
To make it more challenging, players can hold only the top of the pencil or pen between their thumb and one finger tip, so that it is harder to draw the line.
- 3 The game continues until one of the children draws a line that either touches or has to cross an existing line. When this happens the other child is the winner.
- 4 The children can go on to make their own version of the game, either with numbers or by using other ideas as suggested below.

**Extra ideas** The same idea can be used to practise other vocabulary areas by linking pictures and words. The children can prepare their own sheets of, for example: \* Animals (pictures and words) \* Sports (pictures and words) \* Countries (flags and names of countries) \* Colours (flashes of each colour and the colour words). The same technique can also be used for matching \* a/an with corresponding words \* Singular and plural forms of words.

NUMBER FUN!

9

eighteen

12

17

eleven

ten

two

four

6

18

4

fifteen

3

five

twelve

13

16

20

seventeen

twenty

nine

11

six

2

14

1

15

nineteen

10

eight

thirteen

three 7

5

one

19

sixteen

fourteen

8

seven

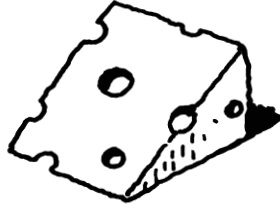
# LET'S GO ON A PICNIC

## Worksheet 1

orange



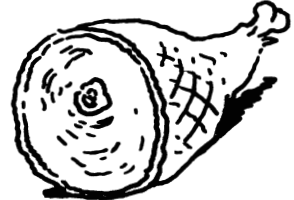
cheese



apple



ham



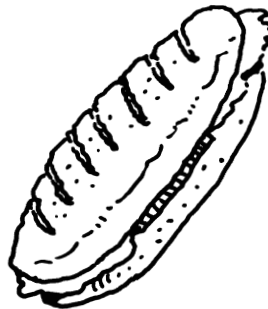
coke



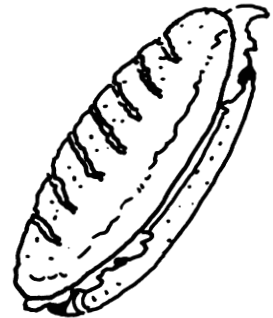
water



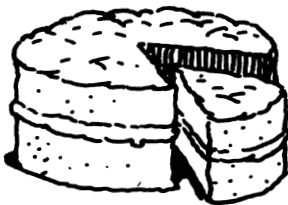
sandwich



sandwich



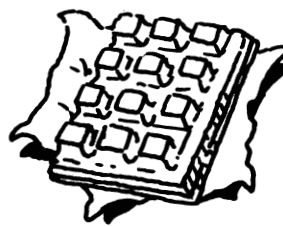
cake



grapes



chocolate



tomato



milk



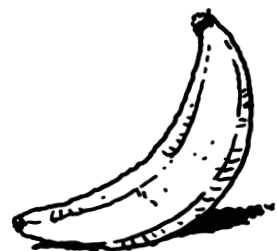
salad



sandwich



banana



# PICTURE PAIRS

## Teacher's Notes

### Aim

Expressing possession.

### Materials

One copy of Worksheet 1 and Worksheet 2 per group of three children.

### Duration

15 minutes

### Language focus

his/her/their... television, flat, bicycle, school bag, ball, cap, book, cat, trainers, jumper, roller skates, dog, glasses, car, photograph, trousers

### Aim of the game

Players try to match as many *his/her/their* cards with the corresponding picture cards as they can. The winner is the person with the highest number of pairs of matched cards.

### Introduction

Introduce the family: Mum, John and Alison. Write the names of the objects from the game on the board, e.g. *T.V., dog, book*, etc. Ask the children to guess which family member owns which object. Show them the picture cards to check if they were right. (The owner of the object is shown in the small picture at the top of each card.) Practise *his/her/their* with these cards. For example, elicit *It's his book*, as you hold up the card for John's book.

### Playing the game

Give each group a set of *his/her/their* cards and a set of picture cards. One child in each group is the dealer. He/she shuffles the cards and deals out six cards to each person in the group including him/herself. Extra cards are left face down in the middle of the table.

- 1 All players look at their cards and try to match the possessive cards with the picture cards. For example, if the picture card has a picture of JOHN with the object, this card goes with a *his* card. If there are pictures of MUM, ALISON and JOHN above the object, the player matches this card with *their* and so on. Any pairs of cards that can be matched are placed face up in front of the player.
- 2 The dealer begins by taking one card from the top of the remaining pack and checks to see if he or she can make any more pairs. Another player then follows also by taking one card from the top of the pack and laying down any matched cards, and so on. The players continue to take it in turn to pick up one card and lay down any matched cards, until there are no more cards left in the middle of the table, and no-one can make any more pairs of cards.
- 3 The game stops here and each player counts up the number of pairs of matched cards they have in front of them. The winner is the person with the most matched pairs.

### Extra ideas

Play the "Memory" game using the same cards. The children play in groups of threes and one set of cards (pronouns and pictures) are spread out face down on the table. The cards should not touch each other. Players take it in turns to turn over two cards, letting the other players see them. If the cards match, they keep them and repeat their turn. If they do not, the cards are replaced in exactly the same position as before and it is the next player's turn. The game is based on remembering where the cards are on the table. Once all the cards have been matched, players count up the number of pairs they have. The player with the most matched cards is the winner. The same game can be adapted for a variety of lexical sets, for example, Animals, etc.

# PICTURE PAIRS

## Worksheet 1

their	their	his	her
his	his	his	their
her	their	his	her
her	their	her	her



# PICTURE PAIRS Worksheet 2
