Junior English Timesavers photocopiable

Speaking Activities



JET (Junior English Timesavers) Speaking Activities

Welcome to JET Speaking Activities

Aims

Our main aim is to provide primary school teachers with easy-to-prepare supplementary materials to practise the skill of speaking with young learners of English. The Photocopiable Pages include, among others, spot-the-difference pictures, charts, cut-out game cards and puppets, which act as a trigger for games, puzzles, role-plays, class surveys and story telling activities. There is an information-gap aspect to many of the activities, which provides children with a genuine need to communicate in order to complete the game or activity. The emphasis in the activities is on having fun while practising useful language.

The activities can be used as one-off extension and consolidation activities or as part of a fuller theme-based lesson or project. As all primary EFL teachers know, children need to have new language constantly recycled and JET Speaking Activities provides a fresh way of doing just that. In addition, the preparation (much of which can be done by the pupils themselves) allows for free and spontaneous language practice.

The Book

The book includes 25 Photocopiable Pages accompanied by Teacher's Notes on facing pages. Where an idea requires two or more Photocopiable Pages to be used together (e.g. Animal Match), the Notes face the first of the Photocopiable Pages. The ideas contained here have been selected to include a variety of activities such as games and making masks and puppets, and practise different skills such as matching, describing, listening and responding and information gap activities.

Topics

The activities in this book are topic-based. The topics have been chosen as far as possible to fit in with the topics children cover in their coursebooks, for example, animals, families, ages and birthdays, hobbies, etc. so that teachers will be able to supplement the coursebook with extra speaking practice and provide extra practice of a target language area.

Language Level

We have not specified a target age or language level for these materials as each activity is designed as a starting point from which individual teachers can meet their own classroom needs. Most activities can be adapted for use as whole class, group or pairwork, depending on class size and ability. Our Teacher's Notes suggest one way of using the Photocopiable Pages, but these can be easily adapted to suit different age groups, class sizes and language levels. Each activity also leads to ideas for follow-up activities or alternative approaches.

Photocopiable Rights

The Photocopiable Pages provided can be photocopied freely for use in the classroom and do not need to be declared.

Contents

		Language	Photocopiable material	Pages
A	**Toy Box**	colours, numbers 1-7 *What colour is the (ball)?*	Picture to colour	**4 & 5**
B	**Beachcombing**	alphabet, numbers 1-20 beach vocabulary *It's a ...* present continuous prepositions	Picture puzzle	**6 - 9**
C	**Spiders Everywhere**	furniture vocabulary prepositions *Is there ...? Yes, there is. No, there isn't*	Spot the difference	**10 & 11**
D	**Animal Noises**	animal vocabulary animal noises *You're a ... Are you a ...?*	Picture cards	**12 - 15**
E	**Animal Match**	wild animal vocabulary *It's got ...* possessive *-s* animal body parts *(head, tail,* etc.*)*	Picture cards	**16 -19**
F	**Pet Survey**	pets vocabulary *Have you got a ...?* *How many?*	Survey chart	**20 & 21**
G	**Pocket Money**	toys and snack vocabulary *I want ...* *How much is/are ...?* numbers pounds and pence	Picture to complete	**22 & 23**
H	**Happy Birthday**	months and seasons *When's your birthday?* *It's in (April).* (ordinals: *first* to *thirty-first*)	Game cards	**24 & 25**
I	**Wacky Families**	family vocabulary descriptions *Is this your (mum)?* *She's got (long hair).*	Game cards	**26 - 29**
J	**Fussy Eaters**	food/drink vocabulary *I like .../don't like ...* *Do you like ...?*	Pictures to cut up	**30 & 31**
K	**Can You ...?**	parts of the body actions (*hop, kneel, stretch*) *can/can't* questions and short answers	Spinner to make	**32 & 33**
L	**Phone Me!**	telephone dialogue number sequences requests: *Can you ...?* time	Phones to cut out	**34 & 35**
M	**He's Wearing My Skirt!**	sports/leisure vocabulary personal pronouns: *she, he, they, you* possessive pronouns: *my, your, his, her, their, our* possessive *-s* present continuous tense	Spot the mistake picture	**36 & 37**

		Language	Photocopiable material	Pages
N	**What's She Doing?**	action verbs present continuous tense present perfect: *Have you ever?*	Board game	**38 & 39**
O	**Who am I?**	clothes vocabulary *I'm wearing ...* colours present continuous actions	Picture puzzle	**40 & 41**
P	**Holiday Island**	geographical features imperatives present continuous tense prepositions directions	Map of island	**42 & 43**
Q	**Picture Pairs**	in the park present continuous tense	Picture cards	**44 & 45**
R	**Collectors' Corner**	toys and collections present tense (*I collect ...*) descriptions: *It's very old/modern.* countries/nationalities	Picture cards	**46 & 47**
S	**Who Lives Here?**	pets vocabulary present tense: *He lives/is/likes ...* hobbies and interests ages	Logic puzzle	**48 & 49**
T	**A Day In My Life**	daily routines and habits food time present simple (first person singular) short answers present simple, third person	Picture role cards	**50 & 51**
U	**What's My Job?**	jobs and work vocabulary present tense question forms - present tense	Picture cards	**52 & 53**
V	**After School**	invitations *going to* for future plans days of the week present tense: third person singular	Calendars	**54 & 55**
W	**Three Little Pigs**	story telling present simple tense *It's made of (straw).* requests: *Can I ...?* future intentions: *I'll ...* past simple tense	Finger puppets and story text	**56 & 57**
X	**Little Red Riding Hood**	story telling past simple tense	Masks	**58 - 61**
Y	**Ask Me A Question!**	general review questions and short answers	Board game and questions	**62 - 64**

A Toy Box

Language focus

★ Colours: *red, yellow, blue, green, pink, grey, brown*
★ Numbers: *1-7*
★ Toys vocabulary: *teddy, monkey, ball, aeroplane, car, skateboard, (Barbie) doll, ballet costume, truck, rocket, book, computer game, dinosaur, snake*
★ *The (ball) is (blue).*
What colour is the (ball)? It's (blue).

Materials

★ copies of handout A (cut in half) for each pair of pupils
★ coloured crayons
★ (optional) real toys

Procedure

1 Teach/review the toy lexis using handout A or real toys: *teddy, monkey, ball, aeroplane, car, skateboard, (Barbie) doll, ballet costume, truck, rocket, book, computer game, dinosaur, snake*

2 Revise the colours : *red, yellow, blue, green, pink, grey, brown* by pointing to things in the classroom and asking: *What colour is it?*

3 Divide the class into two groups: Group 1 and Group 2. Hand out a copy of Picture A1 to each student in Group 1 and Picture A2 to each student in Group 2. It is best if Pupils 1 and 2 are not sitting near each other at this stage as they need to keep their pictures secret.

4 Tell pupils that they have to find the numbers on their pictures and colour the toys according to your instructions. Make sure they have their crayons ready then give the following information asking them to draw a dot of each colour on the relevant toy:
Number 1 is yellow.
Number 2 is pink.
Number 3 is blue.
Number 4 is green.
Number 5 is brown.
Number 6 is grey.
Number 7 is red.

5 Get pupils to check their answers with another pupil in their group and give them time to finish colouring the numbered toys on their pictures.

6 Explain that they now need to find out the colours of the other toys on their pictures by asking and answering the question: *What colour is the (doll)? It's (green).* Practise the question several times.

7 Put the pupils into pairs so that one has picture A1 and one has Picture A2 in each pair. Encourage them to ask about all the toys they have not coloured in their pictures and to mark the colours with a dot.

8 Give pupils time to finish colouring their pictures.

9 Get pupils to compare pictures with their partners and check that they have coloured the toys correctly by asking the class: *What colour is the (truck)?* Get them to chorus the answer: *It's (red).*

Follow-up activities

★ Pupils can add a few further toys and colours to their pictures and colour them in and tell you or a partner about them: *The elephant is purple.*

★ Pupils can draw their own toy boxes containing some of their favourite toys and tell you or a partner about them. Display their pictures on the classroom walls.

Alternative activity

★ Pupils can play a simple guessing game in pairs using their pictures. Pupil A chooses a toy without telling their partner which they have chosen. Pupil B guesses the toy. Pupils swap roles:
A: It's got 4 wheels. It's red.
B: A truck?
A: Yes.

A1



A2



B Beachcombing

Language focus

★ Beach vocabulary: *shell, boat, bird, sunglasses, bucket, sandcastle, ball, crab, spade, ice cream*
★ *It's a ...*
★ Alphabet: *A-Z*
★ Numbers: *1-20*
★ (optional) present continuous for describing pictures
★ (optional) prepositions

Materials

★ copies of handouts B1 and B2, one for each pupil
★ (optional) scissors and glue

Procedure

1 Teach/review the beach vocabulary using flashcards or real objects. Review the alphabet and numbers 1–20 if necessary.

2 Divide the class into pairs and hand out pictures B1 and B2 to the pairs. Explain that they must not show their picture to their partner.

3 Get pupils to cut out the five objects down the side of their pictures and explain that the aim of the activity is to find out where these items are positioned on their beach picture. They must give grid references to their partners (as in 'Battleships'.) Point out that each picture takes up four squares, so they need to look for places where there are 4 empty squares together on the grid. Remind them to keep a note of references they have tried without success, or mark a cross in pencil on their pictures, so that they do not waste time going back to those spaces, e.g.:
Pupil 1: 8g
Pupil 2: Nothing.
Pupil 1: 19y
Pupil 2: It's a boat.
They then need to give three further references in order to locate exactly which four spaces are covered by the boat picture. When they have done this, they can place their boat in the correct position (ideally using blu-tack at this stage).

4 Pupils take it in turns to locate the objects and position their pictures. Once they have positioned all five items, they can compare pictures and check the grid references. Their completed pictures should be identical.

5 Check with the whole class by asking: *Where is the (bird)?* and getting them to give you four references for the seagull, e.g. 11b, 11c, 12b, 12c. They can then glue the pictures into position.

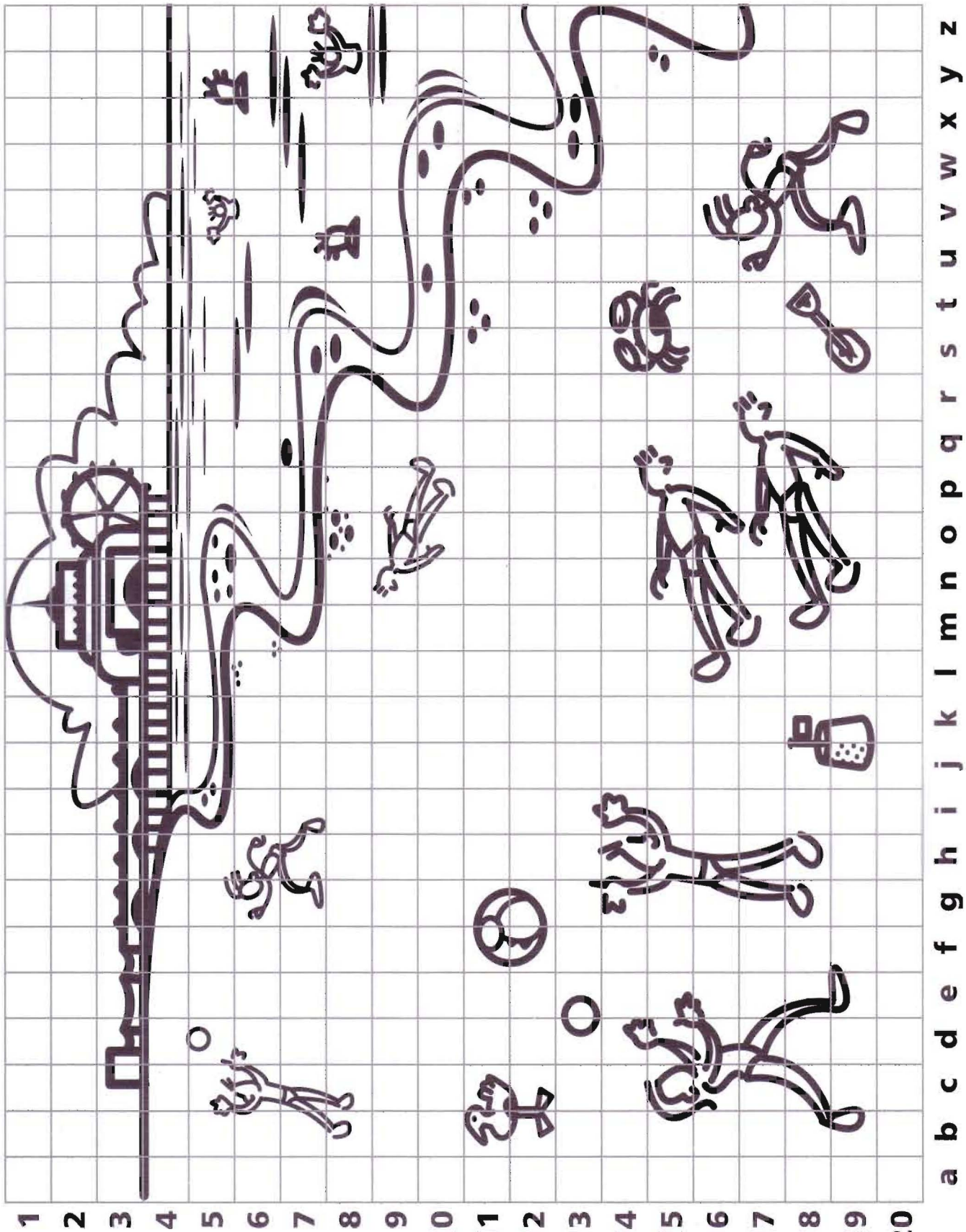
Follow-up activity

★ Pupils draw one or two further objects on their pictures and describe the position to a partner.

Alternative activity

★ Pupils can describe the people in the picture using the present continuous tense, e.g. *He's reading a book.* Turn this into a game by getting pupils to pretend to be a character in the picture. Their partner asks several questions in order to guess which character they are, e.g.
A: Are you in the water?
B: No.
A: Are you sleeping?
B: No.
A: Are you playing?
B: Yes.
A: (pointing) *Is this you?*
A: Yes.

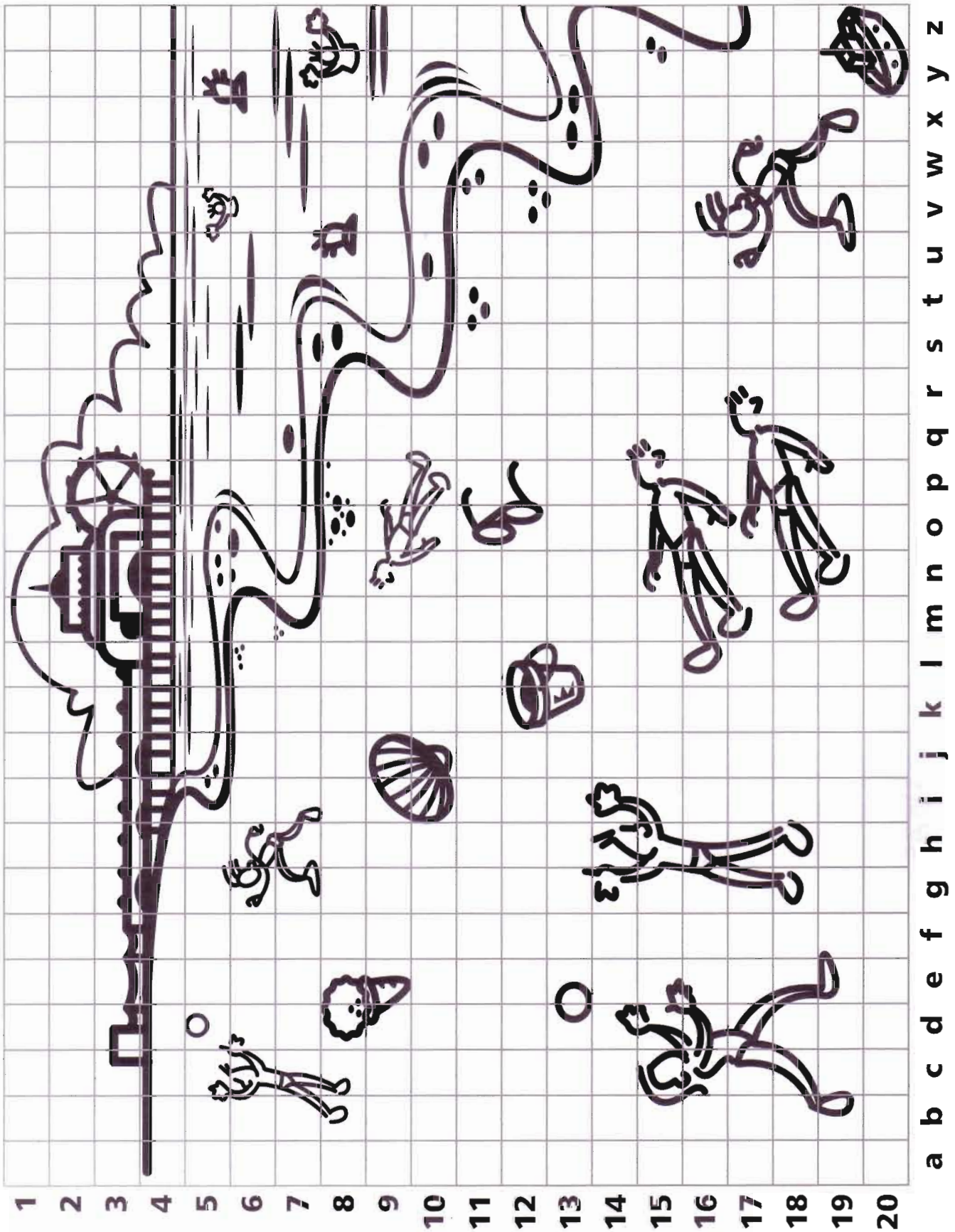



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
a b c d e f g h i j k l m n o p q r s t u v w x y z

B Beachcombing






1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
a b c d e f g h i j k l m n o p q r s t u v w x y z

C Spiders Everywhere!

Language focus

★ *Is there ...? Yes, there is. No, there isn't.*
★ Kitchen furniture: *table, chair, door, fridge, cooker, washing machine, (bowl)*
★ Prepositions: *in, on, under, behind, in front of, next to*

Materials

★ a copy of handout C (cut in half) for each pair
★ a toy spider/paper spider

Procedure

1 Ask pupils in L1 if they like spiders, where they have seen them and what they do if they see them.

2 Teach/review the prepositions *in, on, under, behind, in front of, next to* if possible by placing a toy or paper spider in various positions around the classroom.

3 Hand out copies of handout C (cut in half) to each pair. Explain that they should not show their partner their picture. Hand out also a picture of the 'legless' spider to each pair.

4 Pupils have to talk about their pictures and find differences by asking questions, e.g.
Pupil A: Is there a spider on the chair?
Pupil B: No, there isn't.
Pupil B: Is there a spider behind the door?
Pupil A: No, there isn't.
When they find a difference, they can draw a leg on the spider picture at the bottom of their template. The aim is to complete the spider by finding eight differences between the two pictures.

5 When pupils have found eight differences, get them to compare pictures to check that they were right. Go through the differences with the class, e.g.:

Picture C1: *There's a spider on the chair.*
There's a spider under the fridge.
There's a spider under the cooker.
There's a spider in the bowl.

Picture C2: *There's a spider under the chair.*
There's a spider on the fridge.
There's a spider next to the bowl.
There's a spider on the cooker.

(In both pictures there are spiders on the cooker, on the table, under the fridge, on the washing machine.)

Follow-up activities

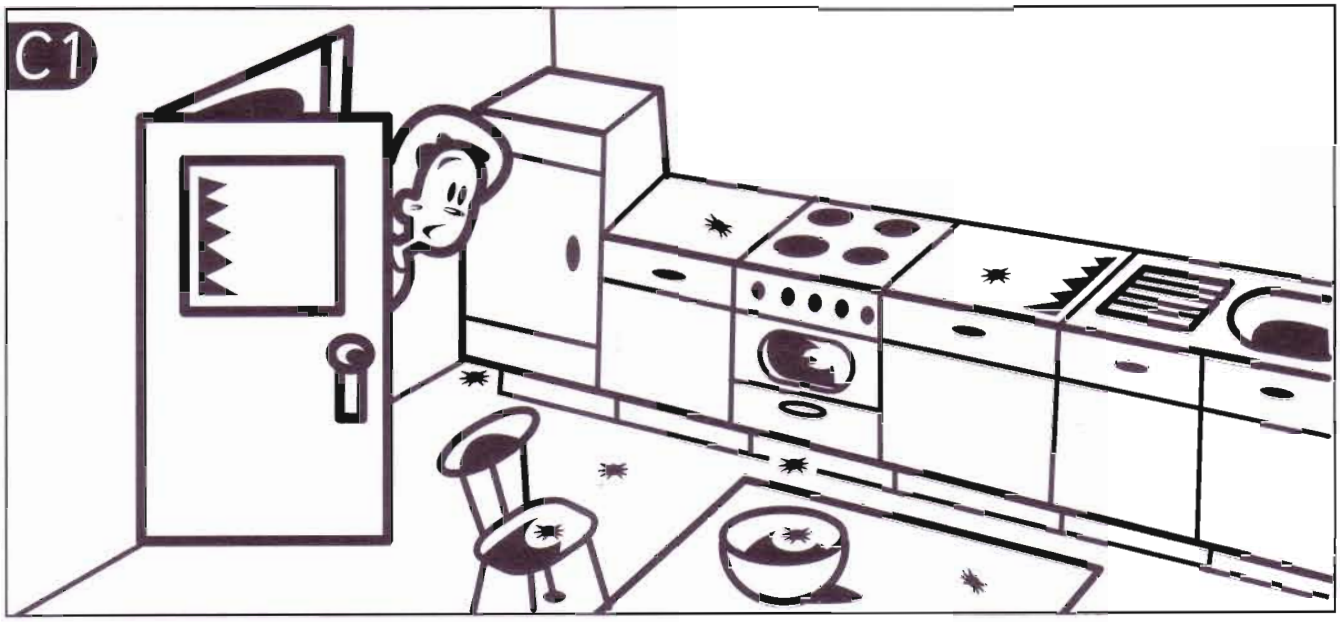
★ Pupils can each draw 3 more spiders on their pictures and describe their positions for their partner to draw. They should then compare pictures to check that they have drawn them in the right place.

★ Pupils cut out a picture of a spider and hide it. Their partner has to guess where it is. *Is it in your bag? No. Is it under your book? Yes.*

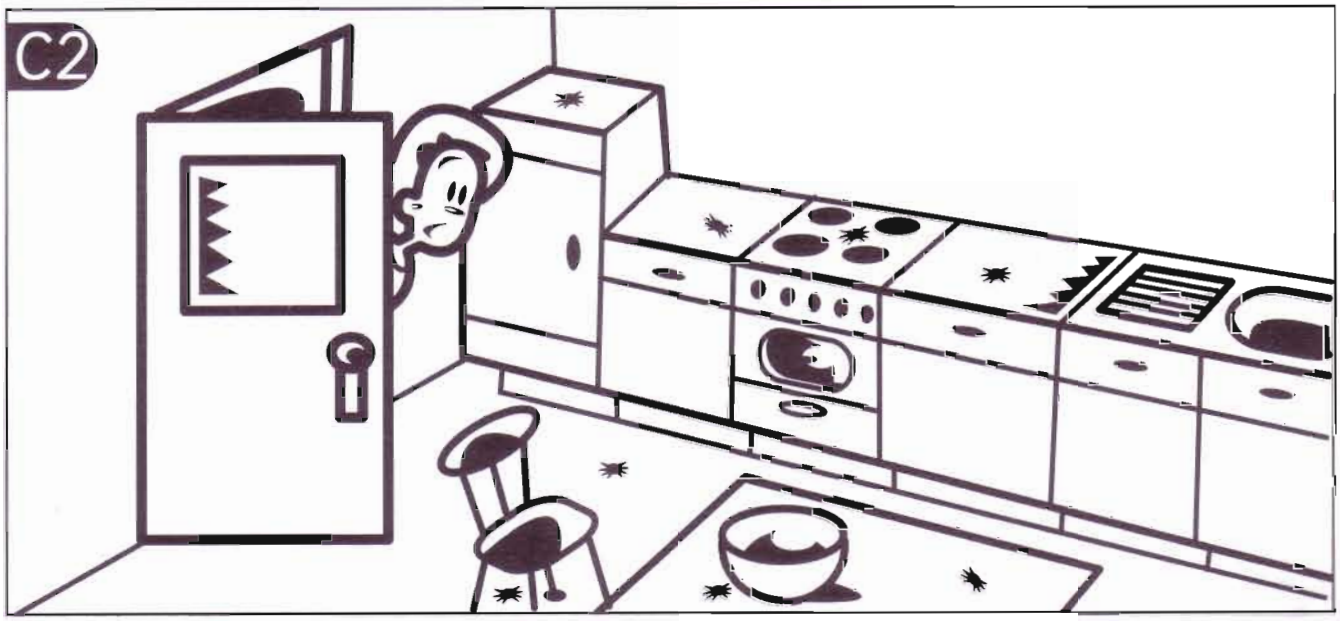
Alternative activity

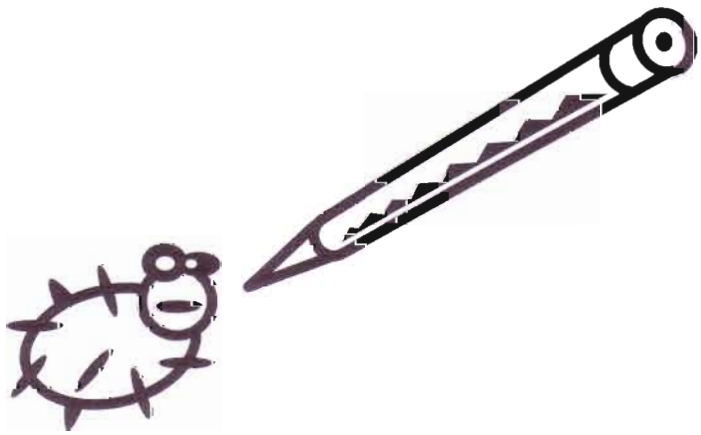
★ Pupils use one of the pictures and look at it for 3 minutes. Then they turn over their paper and have to remember where all eight spiders were. *There's a spider in the bowl, etc.*

C1



C2





D Animal Noises

Language focus

★ Animal vocabulary
Wild animals: *tiger, crocodile, parrot, snake,*
Farm animals: *cow, horse, sheep, chicken, pig, duck, goose*
Pets: *dog, cat, mouse, fish, budgie*
Animal noises: *Woof!* (dog), *Miaow!* (cat), *Moo!* (cow), *Baa* (sheep), *Grrr!*(tiger), *Oink!* (pig), *Snap!* (crocodile), *Pretty Polly!* (Parrot), *Hiss!* (snake), *Cluck!* (chicken), *Quack!* (duck), *Eek!* (mouse), *Glug!* (fish), *Honk!* (goose), *Tweet!* (budgie), *Neigh!* (horse)
★ *You're a ... / Are you a ...?*

Materials

★ one copy of handouts D1 and D2 (cut into cards)

Procedure

1 Use the animal cards to teach or review the names of the animals. Ask the pupils to call out the animal names as you show the cards and then ask what noise the animals make. Help them with the English versions of the noises, where appropriate.

2 Hand out two or more sets of the cards around the class (one to each pupil). Make sure that there are at least two of each card in circulation. Pupils look at their card and memorise the animal. They then go around the class pretending to be that animal, making the appropriate animal noises and doing impressions of the animals. The aim is to find a partner (or more than one partner) who is impersonating the same animal. When they find their partner(s), pupils should stay with them and tell the rest of the class what they are, e.g. *Woof! Woof! We're dogs.*

Follow-up activity

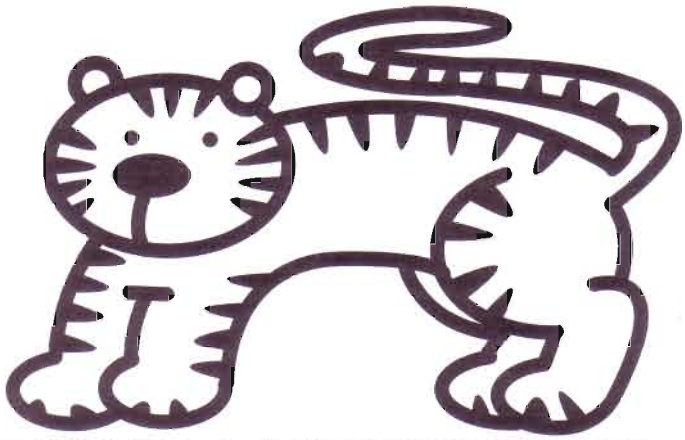
★ Select the animals whose noises pupils have had most fun imitating and use them as prompts for verses of the song: *Old Macdonald Had A Farm.*

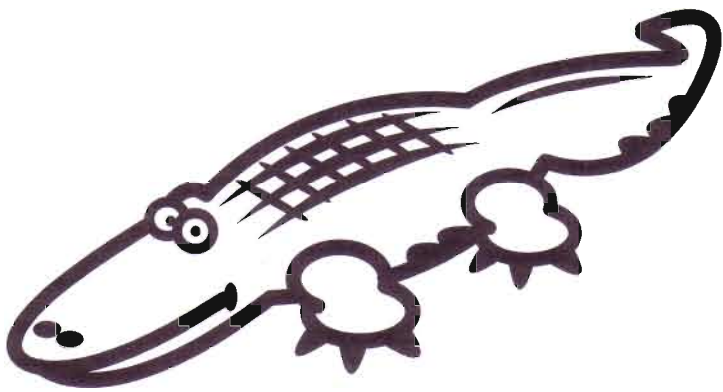
Alternative activity

1 Shuffle the cards and place them face down on the desk at the front of the room and demonstrate the activity by turning over the first card. Look at it, but do not show the class. Mime the animal's movements and make the animal noise. The class guesses the animal. *Are you a cat?*

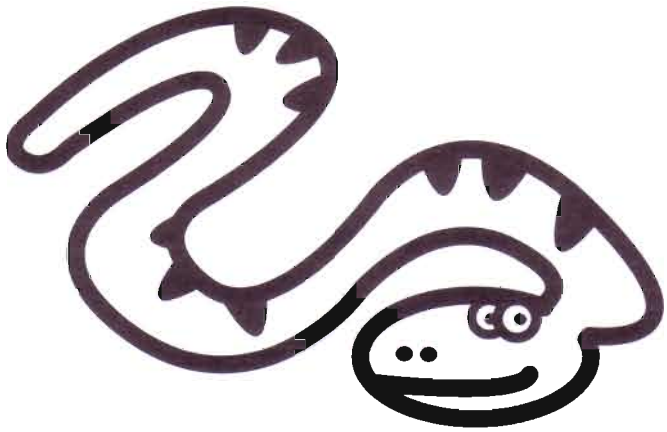
2 Ask individuals to come to the front of the class and turn over a card to mime the animal for the rest of the class to guess. They should hand the card to whoever guesses the animal first.

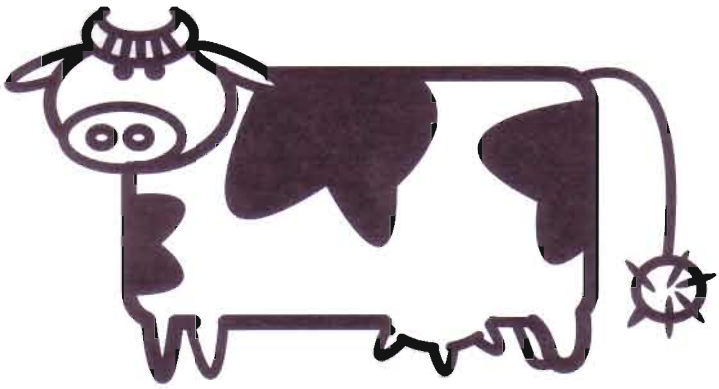
3 When all animals have been mimed, ask the pupils to count how many cards they have won and ask individuals which animals they've got: *I've got a tiger, a goose, a dog and a pig.*

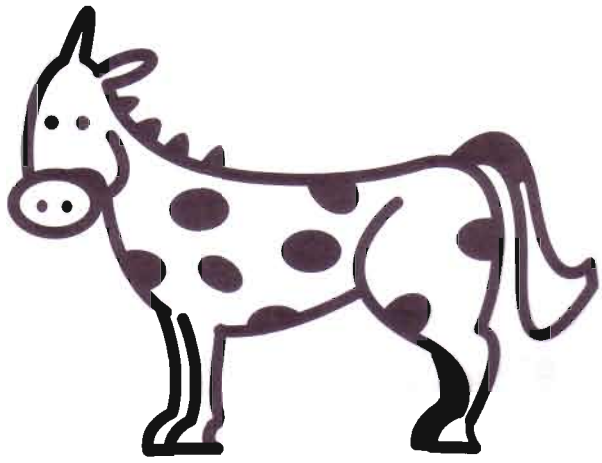


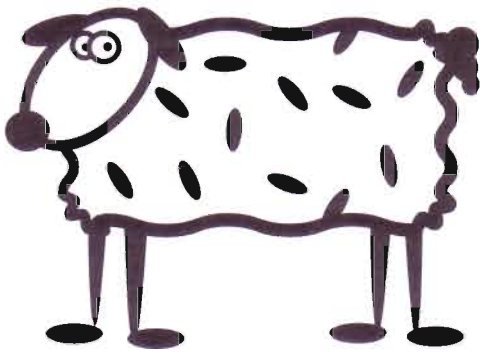


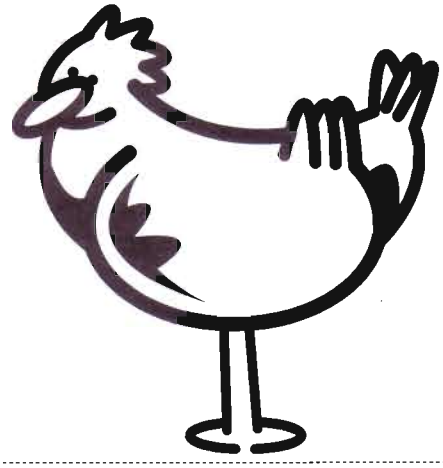




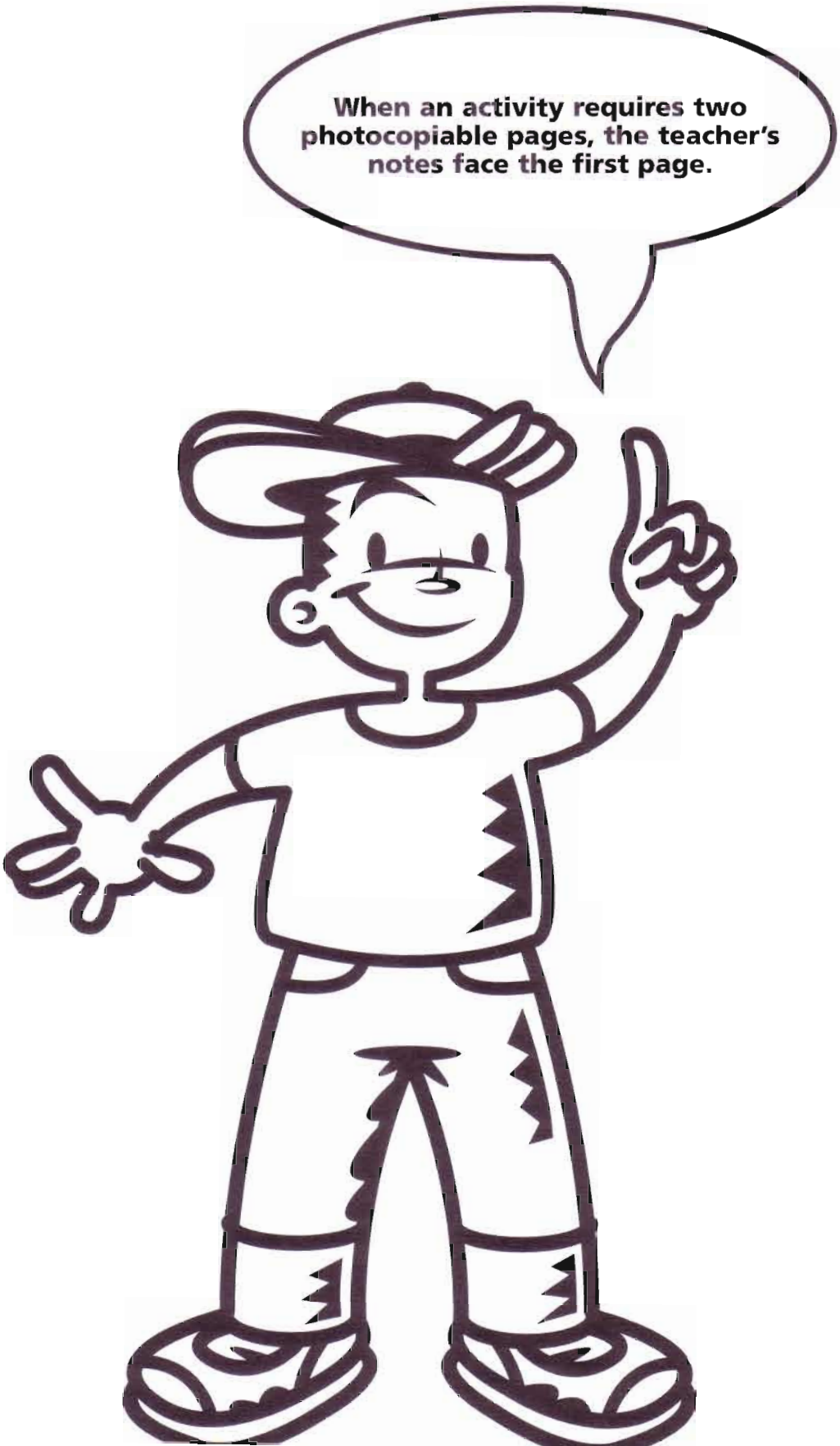


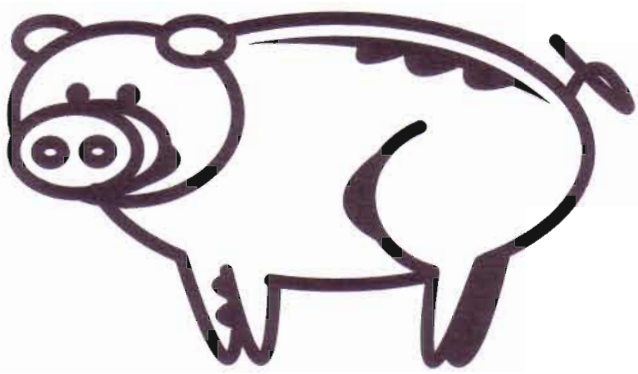






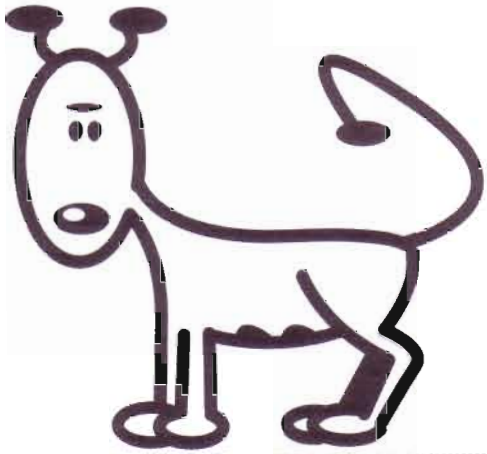
D Animal Noises

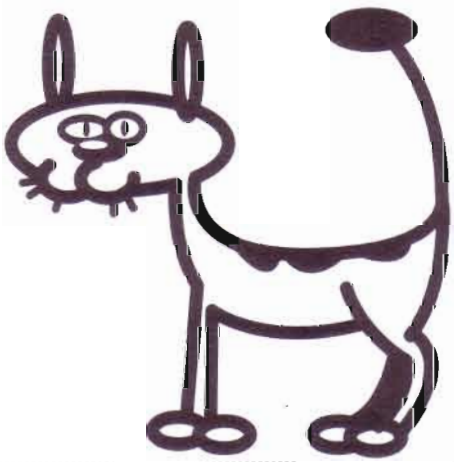


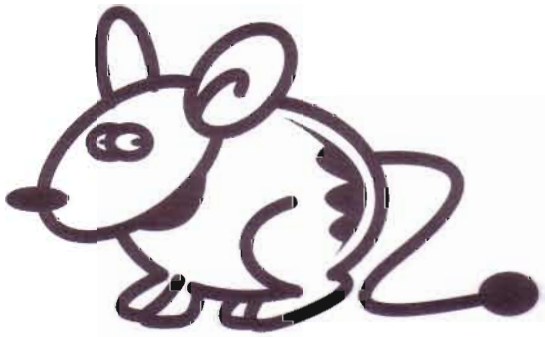


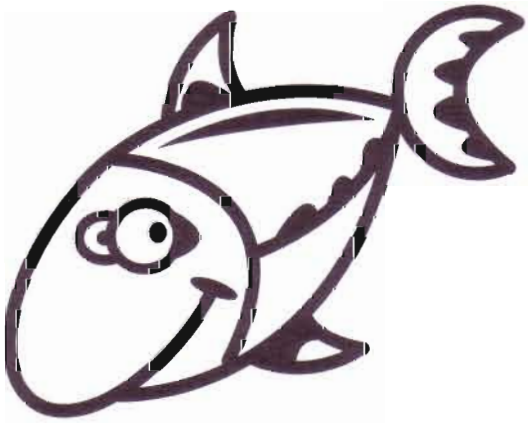














E Animal Match

Language focus

★ Wild animal vocabulary: *lion, hippopotamus (hippo), monkey, tiger, elephant, snake, crocodile, giraffe, bear*
(optional: *stripes, spots, trunk, mane, tail, neck, head, body, legs, horn, teeth, fur*)
★ *It's got ...*
★ Possessive *'s* (*tiger's head, elephant's body, crocodile's tail*)
★ Animal body parts (*head, body, tail, legs, neck*)

Materials

★ a copy of handouts E1, E2 and E3 (E2 is on page 18 and E3 is on page 19), cut up into cards, for each group of three or more pupils

Procedure

1 Teach/review the following wild animal vocabulary: *lion, hippopotamus (hippo), monkey, tiger, elephant, snake, crocodile, giraffe, cheetah*
(optional) *stripes, spots, trunk, mane, tail, neck, head, body, legs, horn, teeth, fur.*

2 Ask: *Which animal has got black and yellow stripes?* (tiger) *Which animal has got a long neck?* (giraffe) *Which animal is very big, with a long grey trunk?* (elephant) etc.

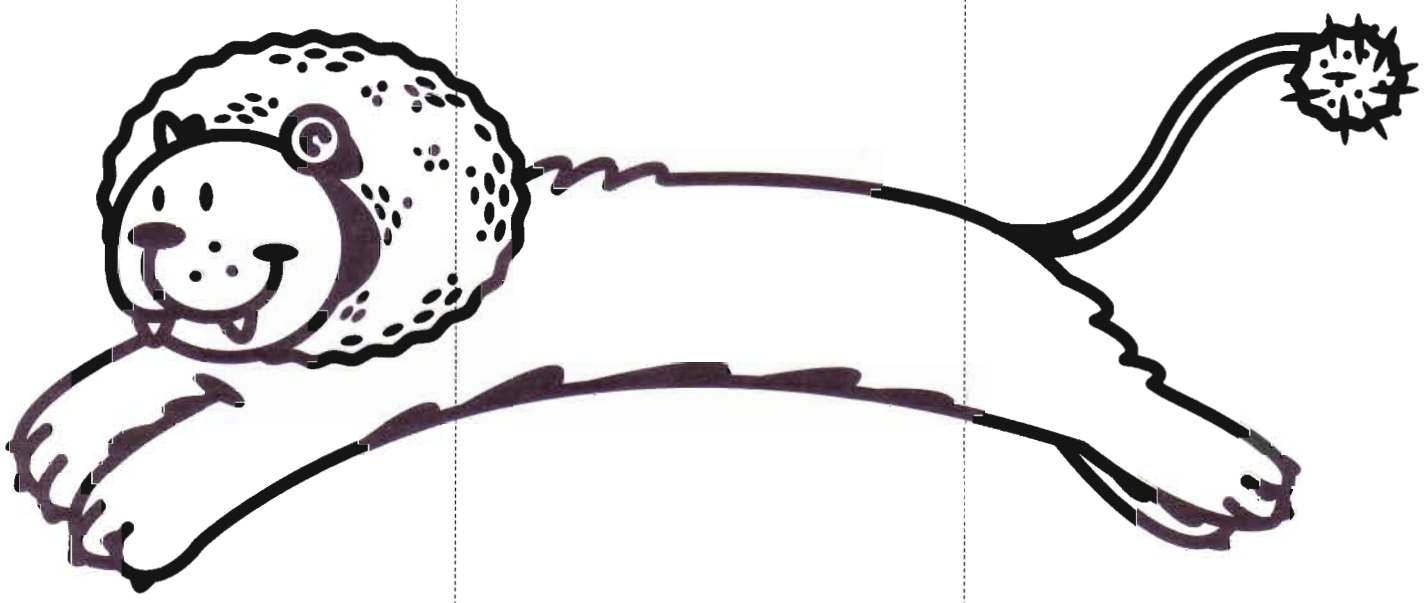
3 The game can be played in groups of three or more. Cut up the cards and shuffle them. Hand them out equally to all the members of the group. Explain to pupils that they have to make up nine complete animals, by asking each other for the parts of the body they need. For example:
A: Have you got a tiger's tail?
B: Yes, I have. Here you are.
Pupil B then has a turn to make a request. The group continues to play, and when someone can make a complete animal, they do so on the table. The first person to finish making the most animals is the winner.

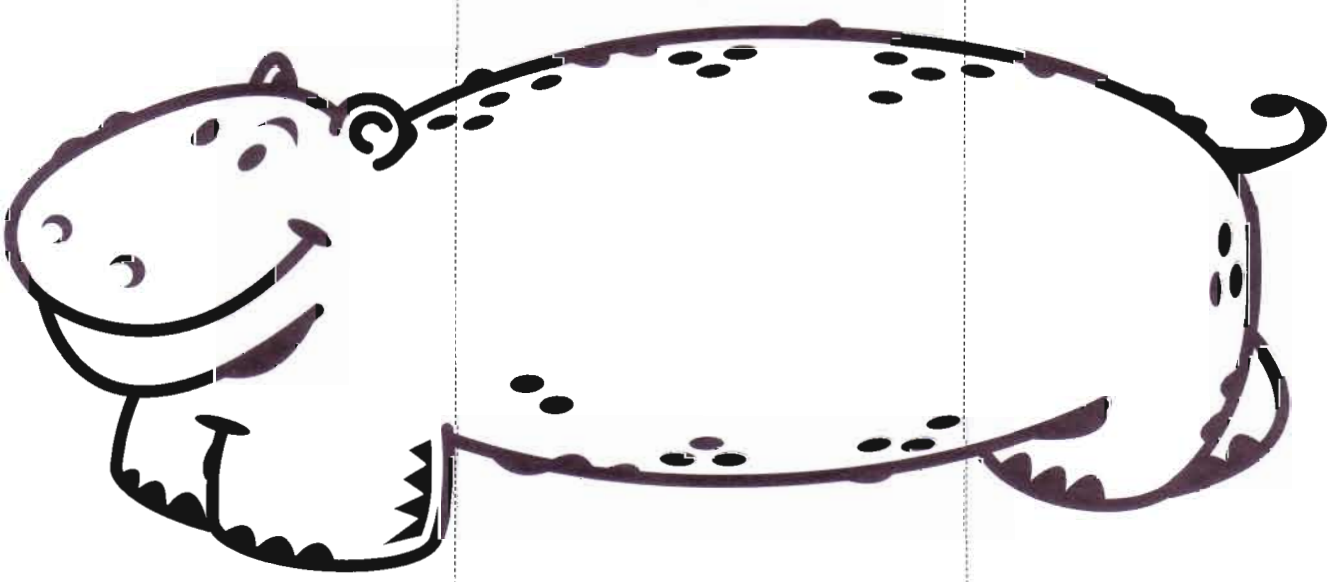
Alternative activities

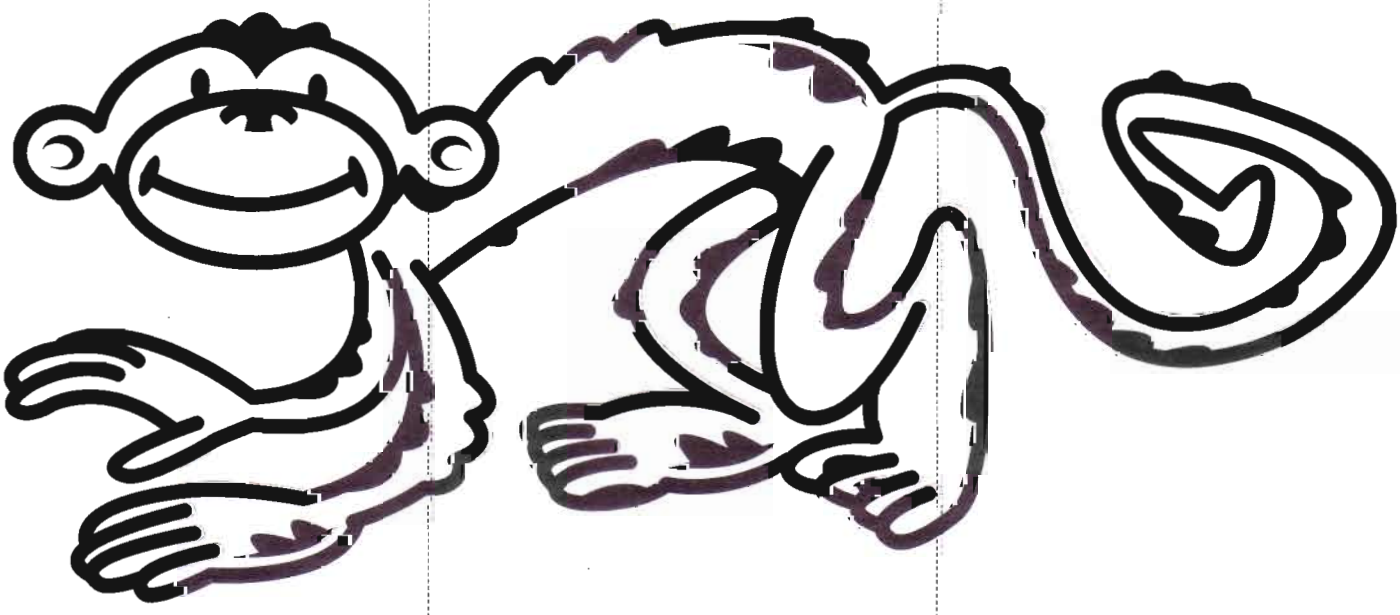
★ Pupils can use the same pictures to make up their own 'weird' animals.
Shuffle the cards and arrange them in three piles - heads, bodies and tails.
Pupils play the game in pairs or groups of three or more. Each pupil has a turn to pick up a head, body and tail and arrange them correctly to make a 'weird' animal. He or she then describes the animal to the rest of the group:
My animal's got an elephant's head, a bear's body and a crocodile's tail.
The rest of the group tries to invent a name for it, perhaps made up of some of the letters from each animal part, e.g. '*elebearodile*'.

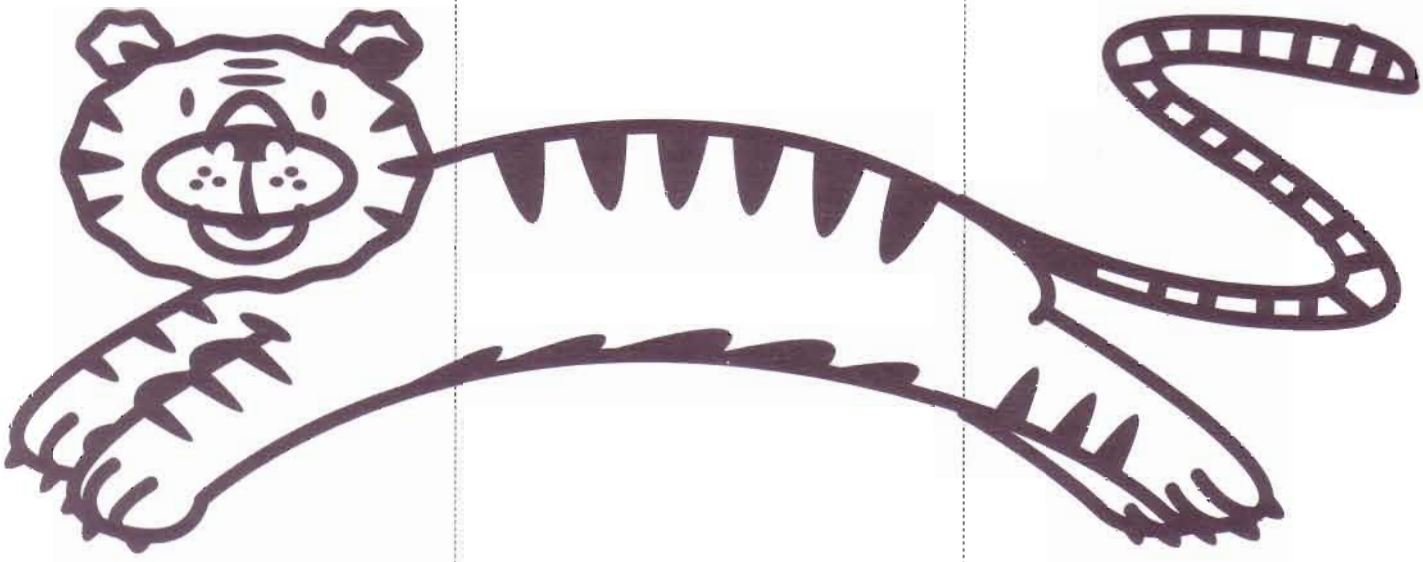
★ More advanced pupils can play a game of 'I Spy' using the pictures of the animal heads. The game can be played in pairs or groups of three or more. Shuffle the 'head' pictures only and arrange in a pile in front of each group. Each player takes a turn to pick up a card and describe the animal:
'I spy with my little eye an animal that lives in water and has got sharp teeth.' (crocodile)
The first player to guess the animal correctly 'wins' that card, and picks up one from the pile.
If nobody guesses the animal correctly, the player places the card back at the bottom of the pile.
The game continues until all the cards have been 'won' and the winner is the player with the most cards.

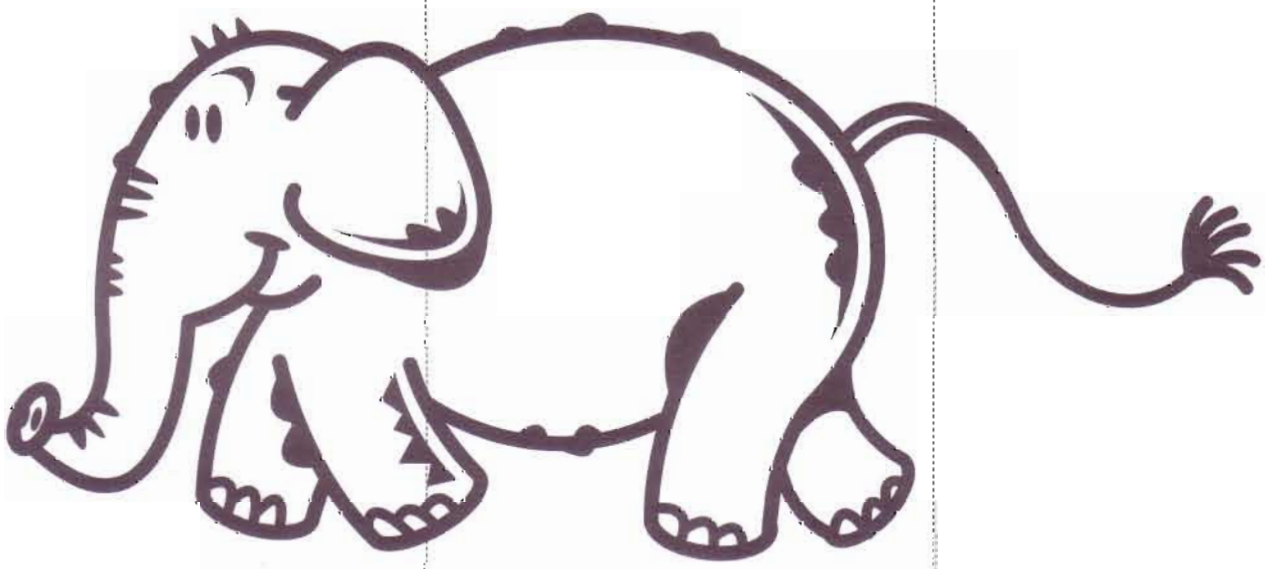
★ Pupils can choose several animals to colour and then play the game again including the colour of the animals in their clues, e.g. '*This animal is grey or brown and doesn't eat meat.*'



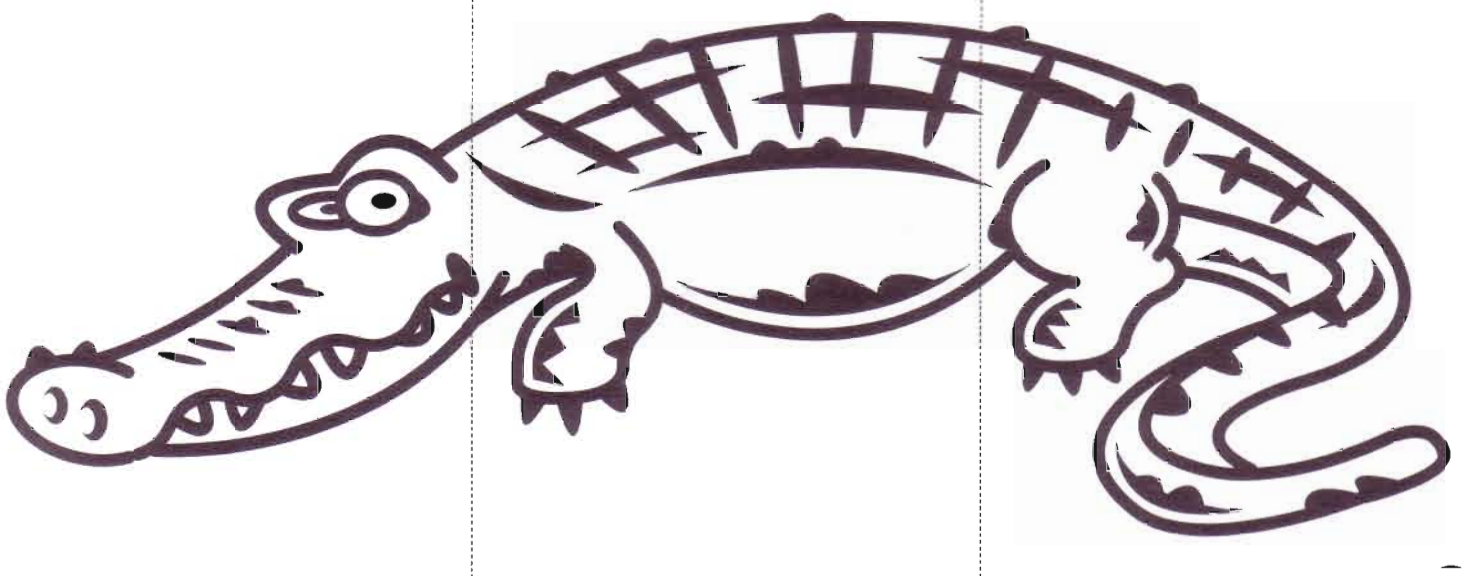




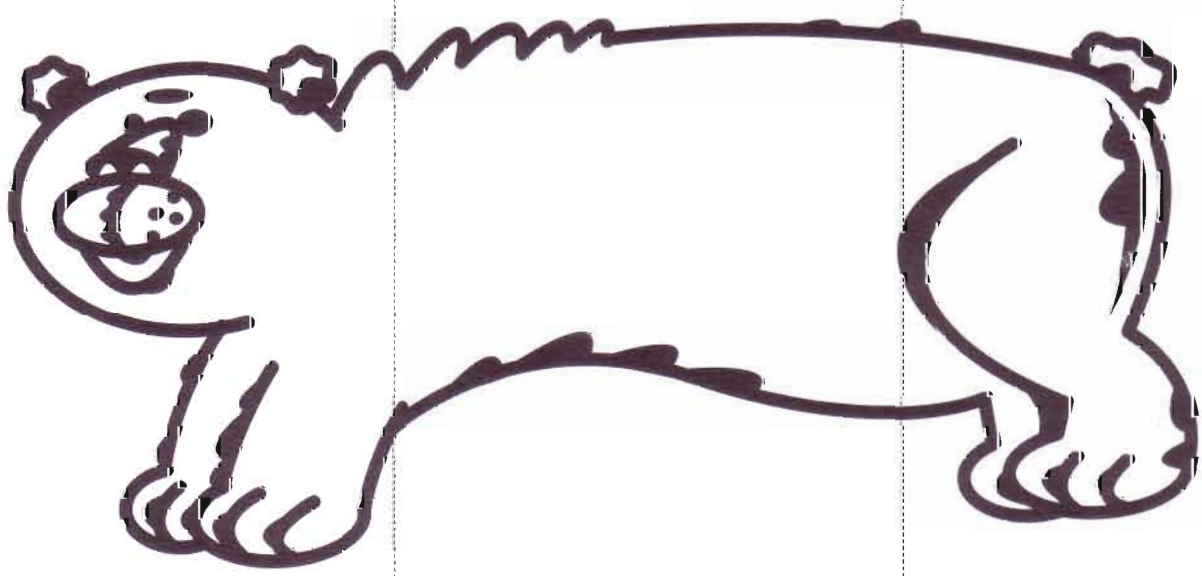












F Pet Survey

Language focus

★ Pets: *dog, cat, rabbit, mouse, fish, guinea pig, hamster, parrot*
★ *Have you got a ...?*
★ *How many ...?*

Materials

★ a copy of handout F for each pupil

Procedure

1 Teach or review animals that might be pets: *dog, cat, rabbit, mouse, fish, guinea pig, budgie, parrot.*

2 Ask a few students if they've got a pet at home, and what its name is, e.g. *Have you got a pet? What is it? What's its name?*

3 Hand out the survey chart, handout F, and explain that the pupils are going to do a survey to find out how many pets the class has and what the most popular pet is. First go through the animals on the chart: *dog, cat, rabbit, mouse, fish, guinea pig, hamster, parrot.* Then help the class choose two other animals that they think somebody might keep as a pet. They should all draw these two animals in the spaces provided so that everybody has the same chart.

4 Divide the class into groups of a maximum of six pupils. Get them to write the names of the pupils in their group down the left hand side of the chart. Explain that the pupils have to find out which pets the members of their group have by asking and answering the question *Have you got a pet? Yes, I've got a rabbit/I've got a dog and a fish.* They should put a tick (or more than one tick for more than one animal) in the appropriate boxes and a cross (X) to indicate no pets.

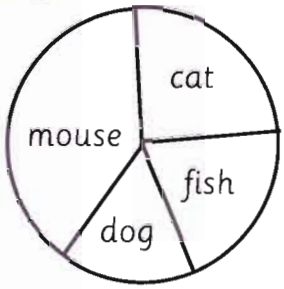
5 When pupils have asked all the members of their group, get them to compare their charts with another member of their group to check that they have got the same information. Then ask them to count up the number of 'yes' answers for each animal.

6 Ask each group: *How many (dogs)?* And write the numbers on the board.
Get the pupils to help you add up the totals at the end to find out which is the most popular pet.

Follow-up activities

★ Pupils can make class posters showing the results of their pet survey. Different groups could present the information in different ways. One group could present it as a pie chart *(see Fig 1)*, another as a bar graph *(see Fig 2)* and another as a simple chart *(see Fig 3)*.

Fig 1



mouse	6
cat	5
fish	4
dog	3

Fig 2

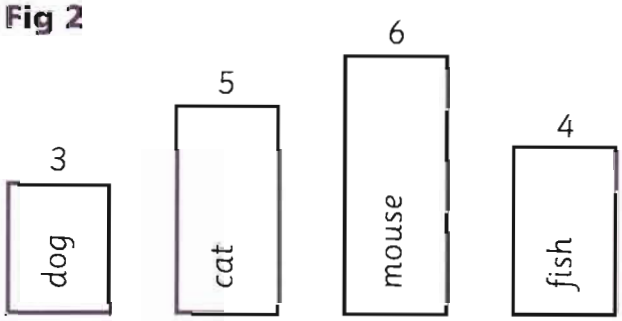


Fig 3

dog	III	3
cat	IIIII	5
mouse	IIIIII	6
fish	IIII	4

★ Help pupils to make a class poster showing various pets and information about them such as what each pet looks like (*It's got a long tail/two long ears*), what it eats, where it sleeps, etc.

Alternative activity

★ Ask pupils which unusual pets they would like to have. You could then hand out the farm and zoo animal cards (from handouts D1 and D2) and tell pupils that these are their new pets. They could do the survey again with the unusual pets.

name	dog 	cat 	rabbit 	mouse 	fish 	guinea pig 	hamster 	parrot 		

G Pocket Money

Language focus

★ Vocabulary: *sweets, fizzy drink, ice-cream, comic, magazine, toy dinosaur, cake, crisps, felt pens, stickers*
★ *I want ...*
★ *How much is/are ...?*
★ Numbers: *10, 20, 30, 40, 50, 60, 70, 80, 90*
★ Pounds and pence

Materials

★ copies of handout G (cut in half) for each pair of pupils

Procedure

1 Ask the pupils if they get pocket money and what they like to spend it on. (Be sensitive about discussing amounts with the pupils as some are bound to receive more than others, and some may not receive any at all.)

2 Divide the class into two groups (Group 1 and Group 2). Hand out a copy of Picture G1 to each student in Group 1 and Picture G2 to each student in Group 2. It is best if Pupils 1 and 2 are not sitting near each other at this stage as they need to keep their pictures secret.

3 Teach the words by asking your pupils what they can see: *sweets, fizzy drink, ice-cream, comic, magazine, toy dinosaur, cake, crisps, felt pens, stickers*

4 Discuss with the pupils how much the items might cost in their own currency and then teach the words *pound(s)* and *pence*. Explain that there are 100 pence in a pound. Write some simple prices on the board and ask pupils to read them out to you: *£1, £2, £5, 50p, 80p, 20p,* etc.

5 Put the pupils into pairs so that one has picture G1 and one has picture G2. Tell the pupils that some of the prices are missing. They need to find out how much each item in the shop costs by asking their partner: *How much is the comic?/How much are the sweets?* and writing down the price on the price tag. They should check the prices by comparing pictures at the end: *sweets 20p, fizzy drink 50p, ice-cream 80p, comic 60p, toy dinosaur 70p, cake 50p, crisps 40p, magazine £1, felt pens 90p, stickers 30p*

6 Tell the pupils that you are going to give them each £2 pocket money to spend and that they have to decide what they will buy and tell a partner. Get them to practise by telling you first: *I want a ..., a ... and a ....*

7 Get pupils to tell their partner what they want to buy. Explain that the partner should add up the total amounts and check that it is £2 or less.

Follow-up activity

1 Elicit a dialogue between a customer and a shopkeeper like the one below, writing prompts on the board if necessary:
A: Hello. How much is an ice-cream?
B: 80 pence.
A: And how much are these sweets?
B: 20 pence.
A: Here's one pound.
B: Thank you.

2 Pupils can go on to role-play their own dialogues: one pupil is the customer and the other is the shopkeeper.

3 Get volunteers to act out their dialogues in front of the class.

Alternative activity

1 Pupils can play a memory game using the picture. Give them one minute to look at the picture, then get them to turn their pictures face down. In pairs, they should list all the items they can remember in English if possible and in L1 if they are unsure of the English.

2 The pair with the longest list reads it out. Elicit or provide the English names of any items they list in L1. The rest of the class ticks off the words on their own lists and adds any further words at the end.


G1
Comic
FIZZ
Stickers
30p
ICE CREAM
Magazine
£1
Cake
50p
Sweets
Felt
Pens
Fizzy
Drinks
50p
CRISPS
Toy
Dinosaur
70p


G2
Comic
60p
FIZZ
Stickers
ICE CREAM
Magazine
Cake
80p
Sweets
20p
Felt
Pens
90p
Fizzy
Drinks
CRISPS
40p
Toy
Dinosaur

H Happy Birthday

Language focus

★ Months and seasons
★ *When's your birthday? It's in April.*
★ (optional) Ordinals (*first to thirty-first*) / *It's on the first of April.*

Materials

★ enough copies of handout H to give each pupil three presents

Procedure

1 Teach/review the months of the year: *January, February, March, April, May, June, July, August, September, October, November, December.*

2 Teach/review the seasons (*winter, spring, summer* and *autumn*) and which months are in each season.

3 Get pupils to practise the question *When's your birthday?* And the reply, for example, *It's in March,* by asking individuals about their birthdays.

4 Ask pupils what they say to somebody when it's their *birthday* (*Happy birthday*) and what they give them (*a present*).

5 Explain that you are going to hand out three presents to each pupil and that they have to find a person to give their presents to. Go through the text on all the presents checking that pupils understand what they all mean.

6 Give three presents to each child. Explain that they have to find the right person to give the present to by asking *When's your birthday?* When they find an appropriate person, they say *Happy birthday* and give the present to them. The aim is to give away all your presents as quickly as possible.

7 Pupils count how many presents they have got at the end of the game. Ask *How many presents have you got? Did any get more than three presents?* If so, encourage them to go through the presents to find out why they got so many, looking at the tags to help them, e.g.,
I got seven presents because:
My birthday is in the same month as Ella's, Robert's and George's.
It's in the same month as Jack's mum's.
It's on New Year's Day.
It's in a month that begins with J.
It's in the winter.

Follow-up activity

1 Get pupils to draw similar presents about the same size as the templates (they could trace over one of the templates). Get them to colour the present and write their name and their birthday on the tag, e.g., *Grace – 5th May 1993.*

2 Take a large piece of card and draw up a simple calendar with the name of each month and a space beneath each. Pupils can help you decorate the calendar with pictures that represent the seasons. Pupils stick their presents under the appropriate month. Display the calendar on the classroom wall and when it is a pupil's birthday, the class can sing '*Happy birthday*'.

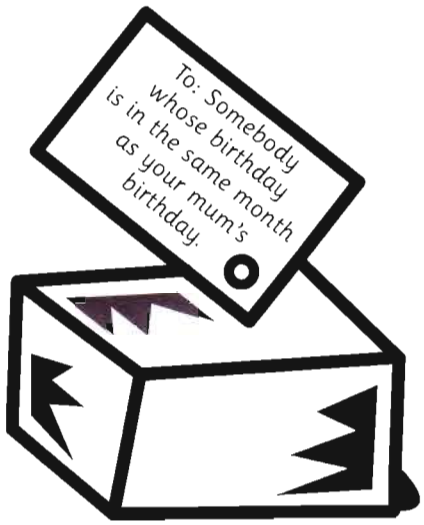
Alternative activities

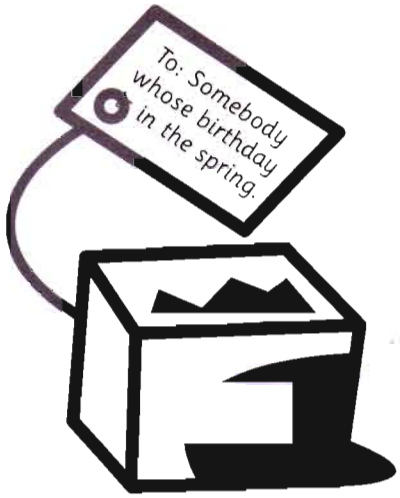
★ Teach or review ordinals from *first* to *thirty-first*. Pupils play the same game, but when they are asked *When's your birthday?* they reply with the complete date *It's on the first of April.*

★ Extend the game by asking pupils what presents they would like to give or receive. Get them to write or draw their ideas on the back of the presents at the beginning of the game. The receiver should turn over the present and say *Oh, it's a (CD). Thank you.*


To: Somebody whose birthday is in the same month as your birthday.

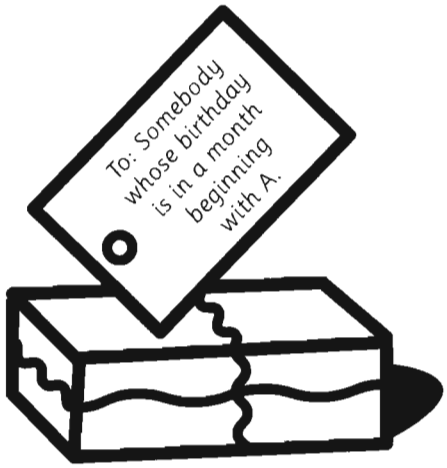

To: Somebody whose birthday is in the autumn.


To: Somebody whose birthday is in the same month as your mum's birthday.

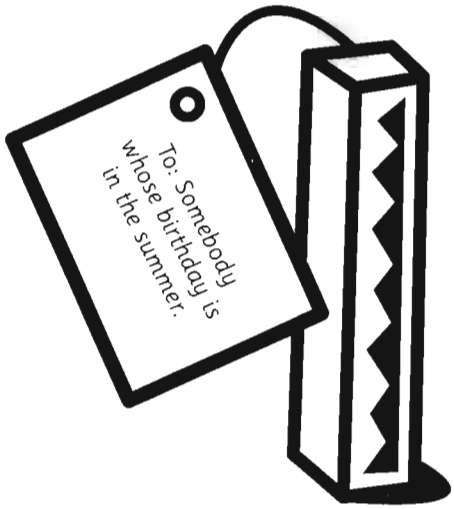

To: Somebody whose birthday in the spring.


To: Somebody whose birthday is on a special day, like Christmas day, New Year's day, etc.


To: Somebody whose birthday is in the winter.


To: Somebody whose birthday is in a month beginning with A.


To: Somebody whose birthday is in a month beginning with J.


To: Somebody whose birthday is in the summer.

1 Wacky Families

Language focus

★ Family: *mum, dad, brother, sister*
★ Descriptions: *He's/She's tall, short. He's/She's got/hasn't got long hair, short hair, curly hair, glasses, a beard, a moustache.*
★ *Is this your (mum)?*
★ (optional) *Mr and Mrs (Goof)*

Materials

★ copies of handout I1 and I2 cut up into cards for each pair of pupils and one family from handout I3 for each pupil
★ (optional) photos of pupils' families

Procedure

1 To teach or review family vocabulary, divide the class into pairs and hand out a set of cards (shuffled) from handouts I1 and I2 to each pair or group. Get them to sort the pictures into mums, dads, brothers and sisters.

2 Describe one of the mums and get the pupils to hold up the picture that best matches your description, e.g. *She's tall. She's got long hair. She's got glasses,* etc. Do the same with one of the dads, one of the brothers and one of the sisters.

3 Hand out one of the family pictures from handout I3 to each child. They should look at it without showing their partner and try to memorise the picture. Tell them *This is your family.*

4 Explain that the aim of the activity is to find all the members of your partner's family. Pupils place the cards face down in a pile in the middle of the group. Pupil A takes the first card off the pile and turns it over. He or she asks his other partner questions: *Is this your mum/dad/brother?* If the answer is *Yes,* Pupil B takes the card. If the answer is *No,* Pupil B must reply with a clue about his/her mum/dad etc: *No, my mum hasn't got long hair,* etc. When pupils have found all of each other's family members, they can turn over their family pictures and match them to the cards.

Follow-up activities

1 Pupils can describe their pictures to the class or to another partner: *This is my mum. She's short. She's got long hair and glasses.*

2 Pupils can bring in photos of their real families, show them to a partner and use the same language to talk about them.

Alternative activity

★ Play 'Who am I?' using the pictures of the complete families. Pupils take turns to pretend to be a character and describe themselves:
A: I'm tall. I've got curly hair.
B: Are you Mrs Goof?
A: Yes, I am.



mum



brother



sister



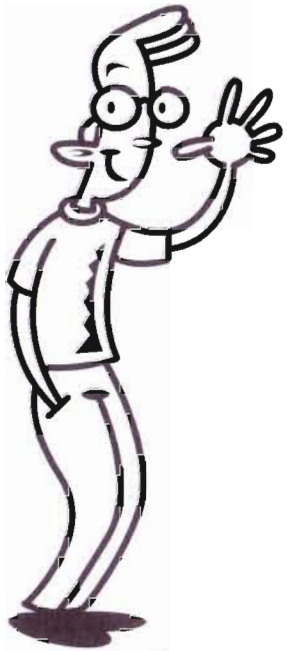
dad



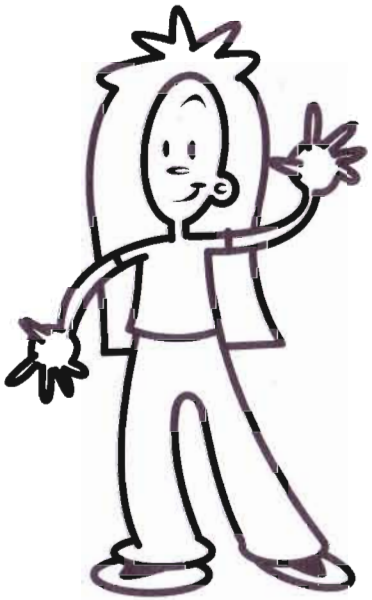
brother



mum



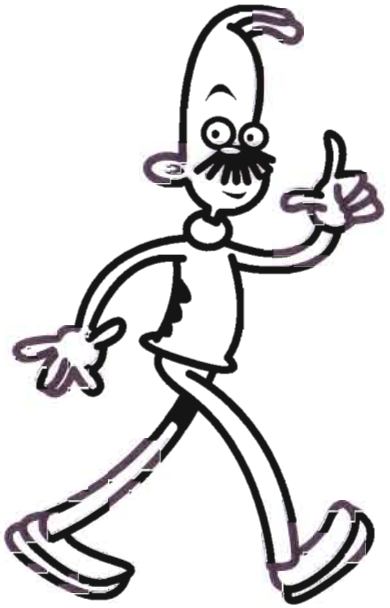
dad



sister



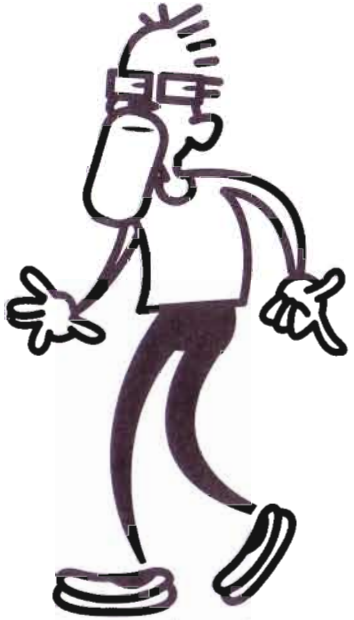
mum



brother



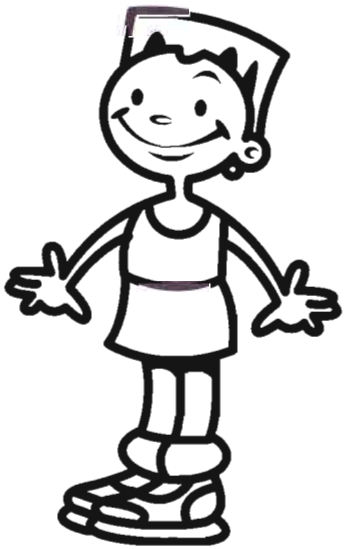
sister



dad



brother



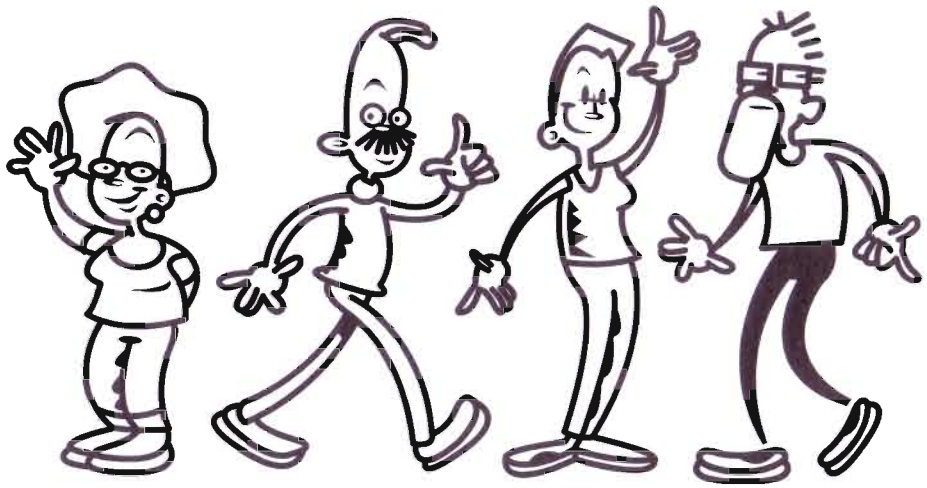
sister



dad

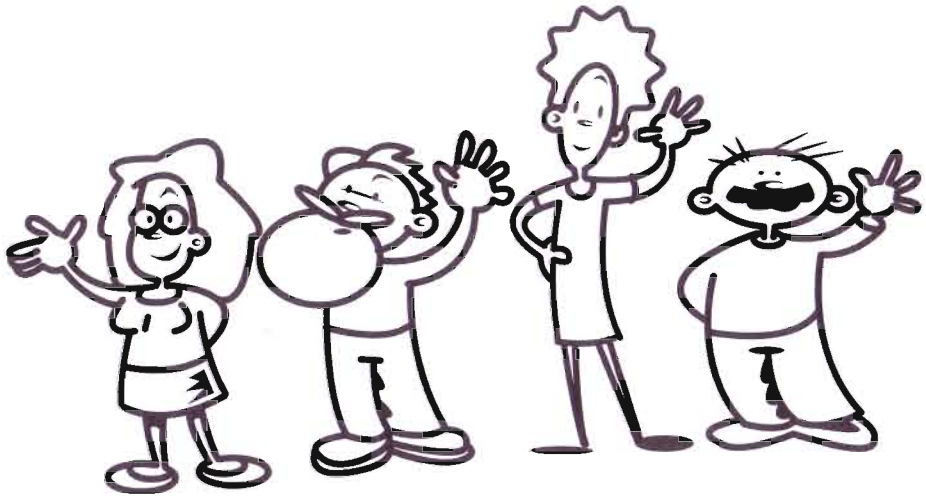


mum



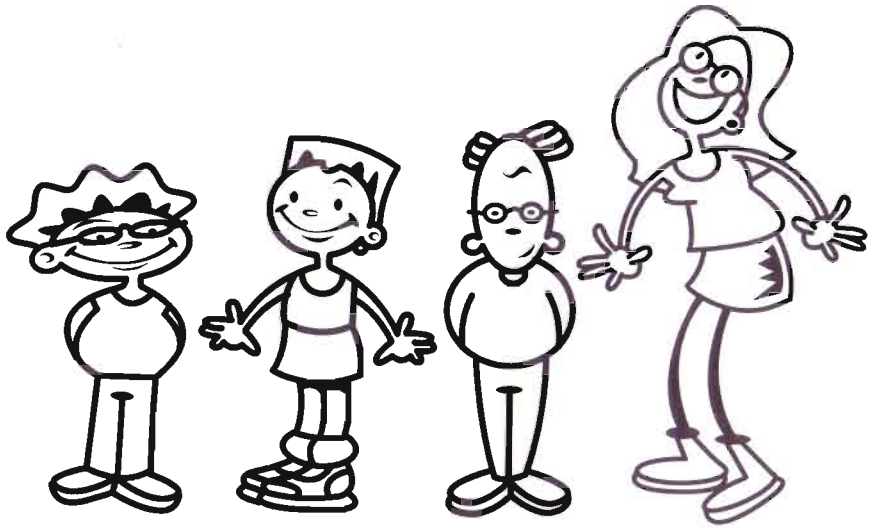
mum brother sister dad

The Goofs



mum brother sister dad

The Jifs



brother sister dad mum

The Nerds



brother mum dad sister

The Bingles

J Fussy Eaters

Language focus

★ Food and drink: *sandwiches, pizza, crisps, apples, bananas, biscuits, yoghurt, orange juice, apple juice*
★ *I like .../ I don't like ...*
Do you like ...? Yes, I do. / No, I don't.

Materials

★ copy of handout J for each pupil and extra copies to cut up so that each pupil has one individual lunch box

Procedure

1 Teach/review the food and drink vocabulary using handout J, pictures cut from magazines, or real food: *sandwiches, pizza, crisps, apples, bananas, biscuits, yoghurt, orange juice, apple juice.*

2 Teach/review the structure *I like ... / I don't like ... Do you like ...? Yes, I do. / No, I don't* by asking pupils about the food and drink.

3 Teach the word *lunch box* and ask pupils if they bring a lunch box to school. If so, ask what they have in their lunch boxes.

4 Hand out one lunch box (from handout J) face down to each pupil. Ask them to turn over their picture and look at the contents of the lunch box without showing their partner. Explain that for the purposes of this game, the lunch box contains food that they like and that they are very fussy eaters and they do not like anything that is not shown in their lunch box. Encourage them to memorise their pictures and then to turn them face down, or put them in a pocket.

5 Hand out the complete copies of handout J on which all six lunch boxes are shown. Ask pupils to find the picture that matches theirs, without showing their partner.

6 Explain that the aim of this game is to find out which is your partner's lunch box by asking questions: *Do you like apples? (Yes, I do.) Do you like yoghurt? (No, I don't.)* When they think they know which is their partner's lunch box, they should ask: *Is this your lunch box? (Yes, it is.)* and their partner can reveal their picture.

Follow-up activity

1 Pupils can draw their own lunch boxes with food of their choice inside. They should not write their names on them. Make sure they know the English words for the foods they depict.

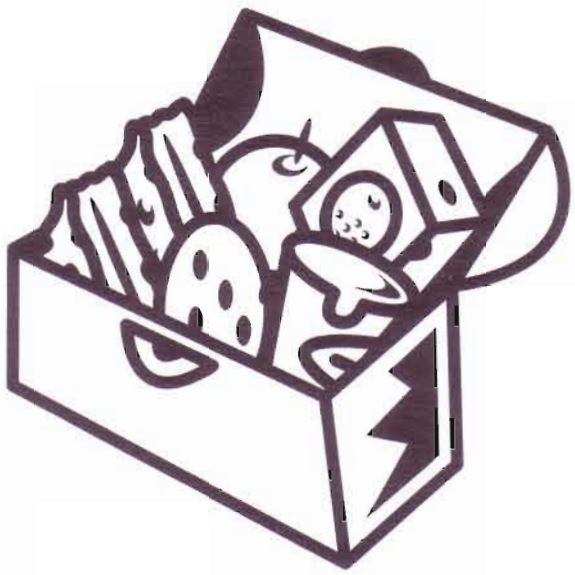
2 Display their pictures in groups of six on a backing sheet and ask pupils to stand next to the poster that contains their lunch box. Pupils form new pairs and play the game again, asking and answering questions until they find out which is their partner's lunch box. Alternatively they can each describe their lunch boxes for their partner to find, using: *I like (bananas) but I don't like yoghurt.*

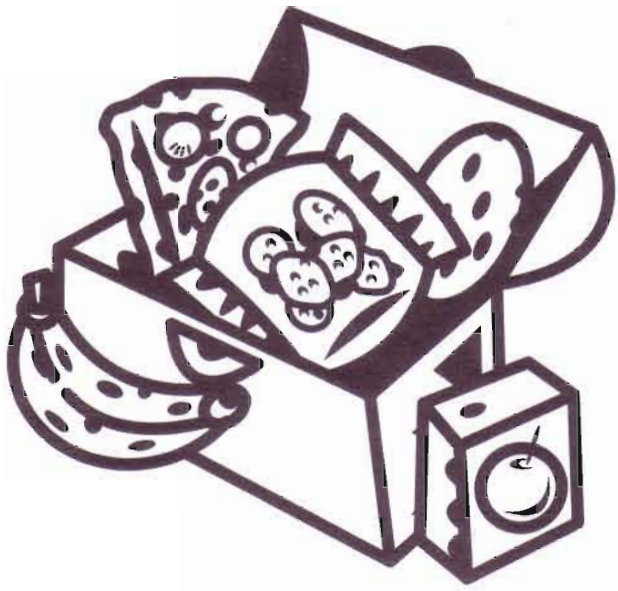
Alternative activity

1 Get pupils to prepare a survey chart to find out which are the class's favourite and least favourite foods. Decide on a list of eight foods that pupils might either really like or not like, and get pupils to draw pictures or write the names of these foods across the top of their survey chart. They should then list the names of their classmates down the side. This is most easily controlled if pupils work in groups of 6 or 8 and ask the members of their group only (see Pet Survey chart on page 21).

2 Pupils go around the class asking *Do you like ...?* and marking a tick for *Yes, I do* responses and a cross for *No, I don't*.

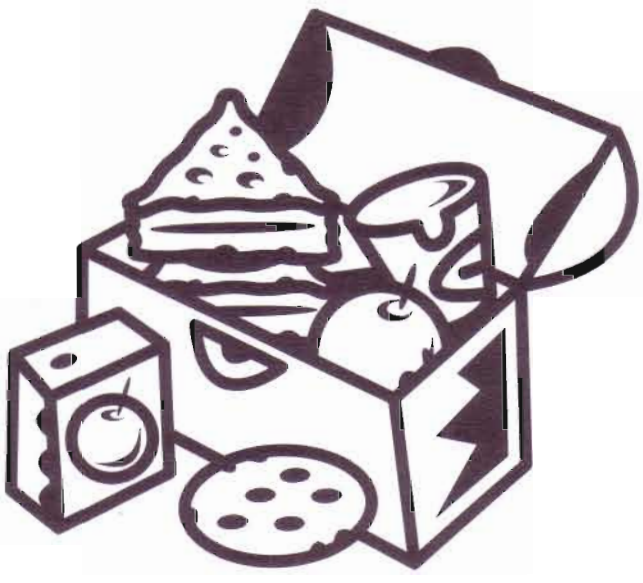
3 At the end, help them count up how many pupils liked each food and draw conclusions about the favourite and least favourite foods for the whole class.

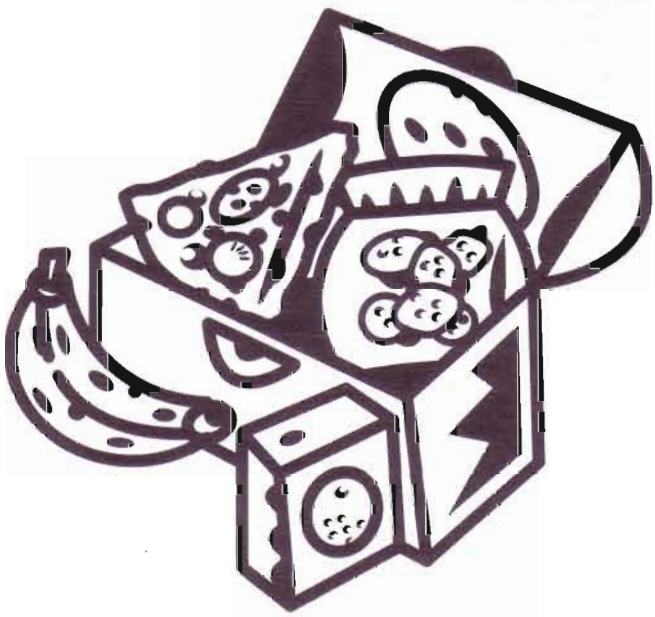












K Can You ...?

Language focus

★ *Can, can't* questions and short answers: *Can you ...? Yes, I can. No, I can't.*
★ Parts of the body: *left/right hand, foot, leg, mouth, arm, ear*
★ Actions: *hop, touch, jump, write, whistle, stand*

Materials

★ a copy of handout K for each group of six

Procedure

1 Teach/review the following vocabulary for parts of the body: *left/right hand, foot, leg, mouth, arm, ear.* (Point to your own or use a pupil to demonstrate, and write the words on the board.) Now teach/review the following actions: *bend (bend forwards), touch (touch the table), whistle, kneel* and review the vocabulary: *jump, hop, write, stand.*

2 Give each group of six pupils a copy of handout K. Show them how to use a pencil to make a spinner.

3 Set a time limit of fifteen minutes.

4 Pupils take turns to spin the spinner. The player has to follow the instruction on the side it lands on, for example:
A: Can you hop on your left leg?
B: Yes, I can. (Player has to demonstrate, and earns one point). Or:
A: No, I can't. (Player gets no points.)
If a player gets the same instruction more than once, he/she does nothing and it is the next player's turn. The person to get the most points within the time limit is the winner.

Alternative activity

★ Make the instructions more challenging, by adding (on the board):
Hop on your left leg ... *for the count of twenty.*
Whistle *'Happy Birthday'.*
Touch your left ear with your right hand ... *and hold it for the count of ten.*
Jump one metre ... *with your eyes closed.*
Write *your name* **with your mouth** ... *and with your eyes closed.*
Touch your right foot with your left hand *and sing (a well-known nursery rhyme).*
If they can do it, they get a point, if not, they get no points.

Follow-up activity

★ Ask pupils to write sentences about what their group can and can't do, to read to the class: *Ingrid can .... Peter can't ....*

Hop on your left leg.
Whistle a tune.
Touch your left ear with your right hand
Touch your right foot with your left hand
Jump one metre.
Write with your mouth.
CHAR

L Phone Me!

Language focus

★ Number sequences
★ Time
★ Requests: *Can you come to my house?*

Materials

★ a copy of handout L (cut in half) for each pupil

Procedure

1 Ask a few individuals what their phone numbers are in English. Teach them that we usually say 'double' for repeated numbers and 'oh' for 'zero', e.g. 837 5004 would be *'eight three seven five double oh four'*. Get them to practise saying their own numbers.

2 Hand out the phone handsets from handout L. Write about fifteen different number sequences on the board, which have the same number of digits as a telephone number in your country. Say them out loud and get pupils to repeat them.

3 Ask pupils to choose one of the numbers on the board and write it on the screen on their 'phones'. Pupils display their telephone on their desk so that you can see their numbers.

4 Explain that you are going to telephone one of the numbers. Act out pushing the buttons on your telephone and say the number loudly and slowly. Pupils put up their hand if they hear the number they chose. The first pupil to put up their hand (you should arbitrate here on speed and whether it is, in fact, the correct number) can then answer their phone: *Hello. _____ speaking.*

5 Continue the conversation a little if you wish. Get the student who answered the phone to come to the front of the class and telephone a different number using the numbers on the board. Repeat this activity until all of the pupils have had a turn.

Follow-up activities

1 Explain that pupils are going to have a telephone conversation with a friend. Elicit what to say.

2 Hand out the gapped dialogue from handout L to pairs of pupils. They should have a handset each and place the dialogue on the desk between them so that they can both see it.

3 First, get them to find out their partner's phone number by asking: *What's your phone number?* and answering with their phone numbers. They should write down their partner's number in pencil in the window on their handset. Get them to check that their partner has written the number correctly.

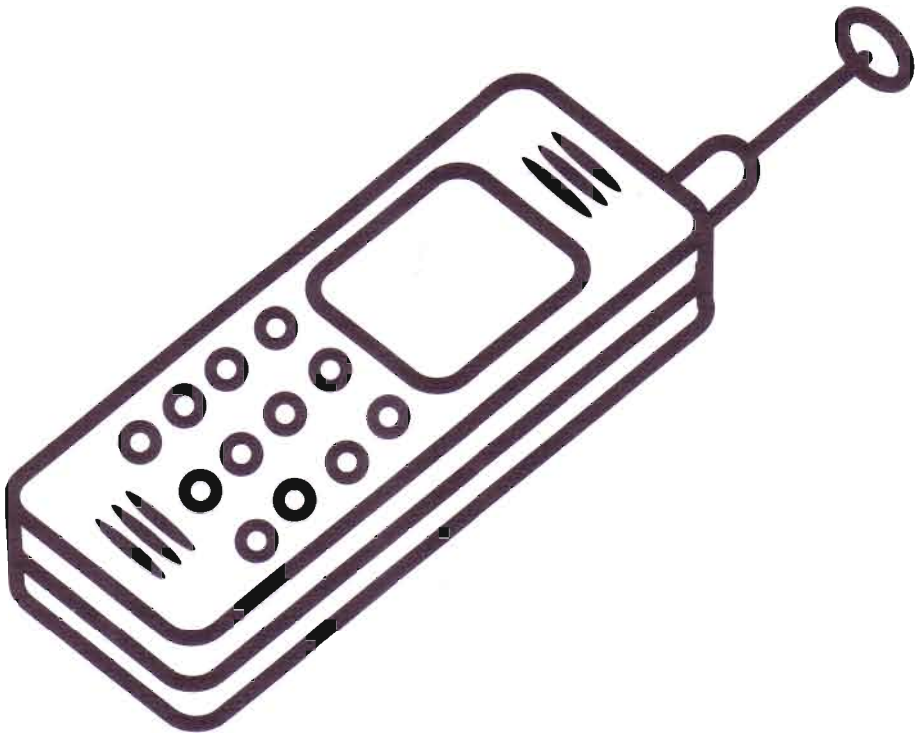
4 Go through the dialogue with the class. They should not write anything on the paper so that they can use it several times and fill the gaps with different alternatives. Explain that they say their and their partner's names at the beginning, as appropriate. Then they choose an activity to invite their friend to do with them from the list of options. Finally they choose a time.

5 Tell pupils to pretend to dial their partner's number by 'pushing' the appropriate numbers on their keypads at the beginning of the dialogue. Pupils take turns to pretend to phone each other and have a conversation choosing different activities and times each time. They don't need to write anything down, but can refer to the gapped dialogue as a prompt.

6 Get a few pairs to act out the dialogue in front of the class.

Alternative activity

★ Pupils can make a telephone book for their class by collecting each other's phone numbers. Divide the class into groups of six and get each pupil to collect the six numbers in their group and write them beside the pupil's name. Then pupils find a partner from another group and 'dictate' the numbers of their list: *Mario's telephone number is (696 3841).* Depending on the number of pupils in the class, they may need to find a few new partners in order to collect the whole class's phone numbers.



A: *(Dial and say your partner's number)*

B: Hello.

A: Hello, _(name)_, it's _(name)_, here.

B: Oh! Hello _(name)_.

A: Can you *come to my house* tomorrow?
come to the park
come to my party

B: Yes, I'd love to. What time?

A: _____ o'clock.

B: OK. See you tomorrow.

A: Goodbye.

B: Bye.

M He's Wearing My Skirt!

Language focus

★ Personal pronouns: *she, he, they, you*
★ Possessive pronouns: *my, your, his, her, their, our*
★ Possessive *'s*: *Tom's, Isobel's*
★ Present continuous tense (*he's/she's wearing/isn't wearing/carrying/using ...*)
★ Sports and leisure activities: *swimming, football, tennis, hockey, painting, Roller Blading, cycling, dancing*
★ Sports clothes and equipment: *swimming cap, swimming trunks/costume, football boots, football, football shorts, tennis racket, tennis ball, hockey stick, paintbrush, skates, skateboard, cycling shorts, helmet, ballet skirt*

Materials

★ a copy of handout M for each pair or group

Procedure

1 Divide the class into pairs or groups of four or five and give each group a copy of handout M.

2 Pre-teach or review the names of sports and leisure interests: *swimming, football, tennis, hockey, dancing, painting, Roller Blading, cycling*. Ask in L1: *What kind of clothes do people wear when they do these activities? What else do they use in these activities?* Draw on the board: *a hockey stick, a paintbrush, a helmet, a ballet skirt, a tennis racket, ice-skates, cycling shorts.* Teach pupils the English names for these items. Ask in L1: *What activities do these items belong to?*

3 Ask pupils to practise saying the names of the people in the picture aloud.

4 Ask pupils to look carefully at each person in the picture. Each person is wearing/carrying or using an object or several objects that belong to someone else. Working in groups or pairs, pupils should put up their hands whenever they find someone with the wrong clothing or equipment:
Ann's wearing the wrong shoes.
Isobel's using Patrick's tennis racket.
They should then try to work out exactly whose item(s) each person in the picture is wearing/carrying/using:
Ann's wearing Philip's shoes.

5 Alternatively, this can be played as a game, with a set time limit for pairs or groups to find as many mistakes as they can.

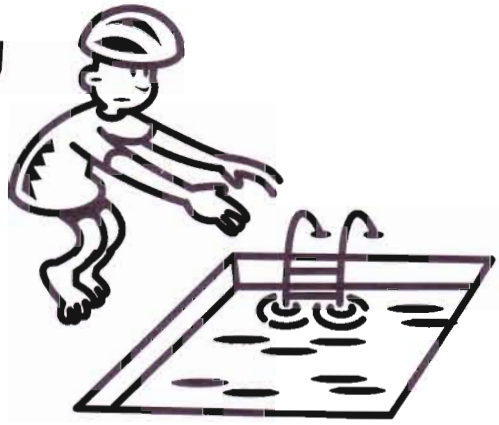
Alternative activity

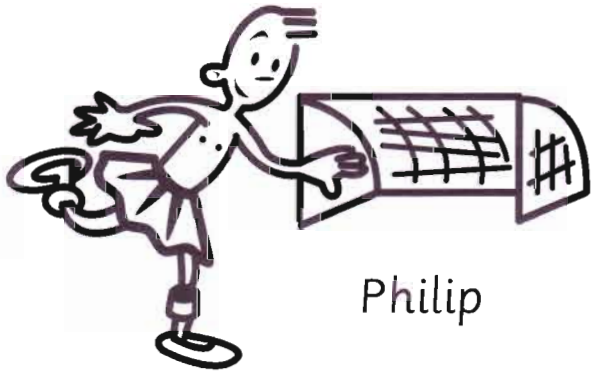
★ Before handing out the picture, assign pupils/tell pupils to choose one of the people in the picture to pretend to be. When they look at the picture, ask pupils which other people in the picture have things that belong to the person they have chosen to be:
Chris is wearing my (ballet) shoes. Philip's wearing my (ballet) skirt.

Follow-up activity

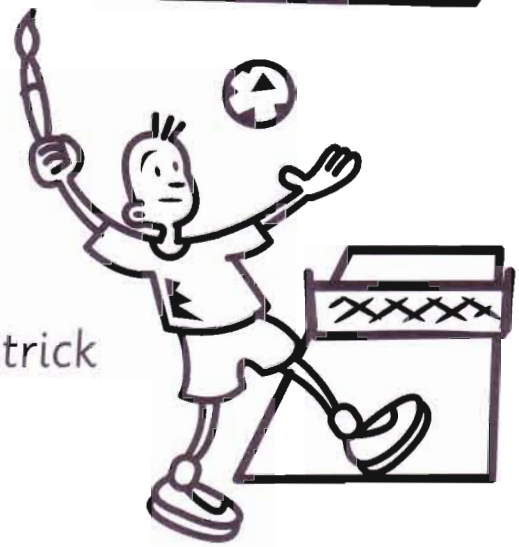
★ Draw objects or write on the board names of objects that some of the people in the picture might use for their sport or interest: *tennis shoes, flippers, goggles, shin pads, paints, a bike*. Ask pupils to tell you whose they are: *They're Patrick's shoes.*

Andy





Philip



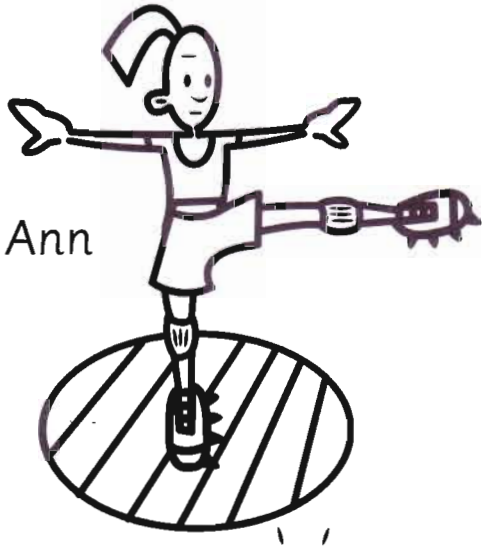
Patrick



Kirsty

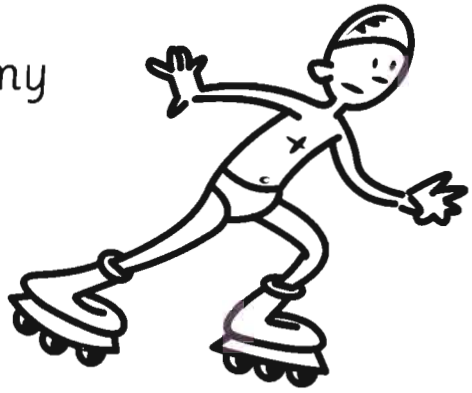


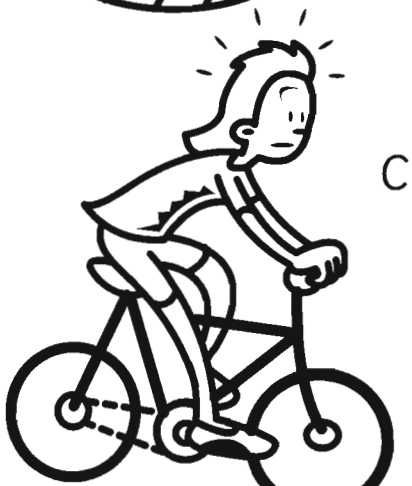
Isobel



Ann

Jeremy





Chris

N What's She Doing?

Language focus

★ Present continuous
★ Action verbs: *eating, riding, climbing, cooking, cleaning, reading, driving, making, catching*

Materials

★ a copy of handout N for each group of pupils
★ counters and dice

Procedure

1 Check that pupils know the following language and pre-teach any words they don't know:
verbs: *eat, ride, climb, cook, clean, read, drive, make, catch, surf, waterski, windsurf*
nouns: *spaghetti, soup, elephant, bike, tree, mountain, bacon, pancake, toilet, window, book, newspaper, tractor, bus, dress, cake, fish, bird*

2 Put pupils into groups and give out one copy of handout N to each group. Pupils each throw the dice and the player who gets the highest number begins.

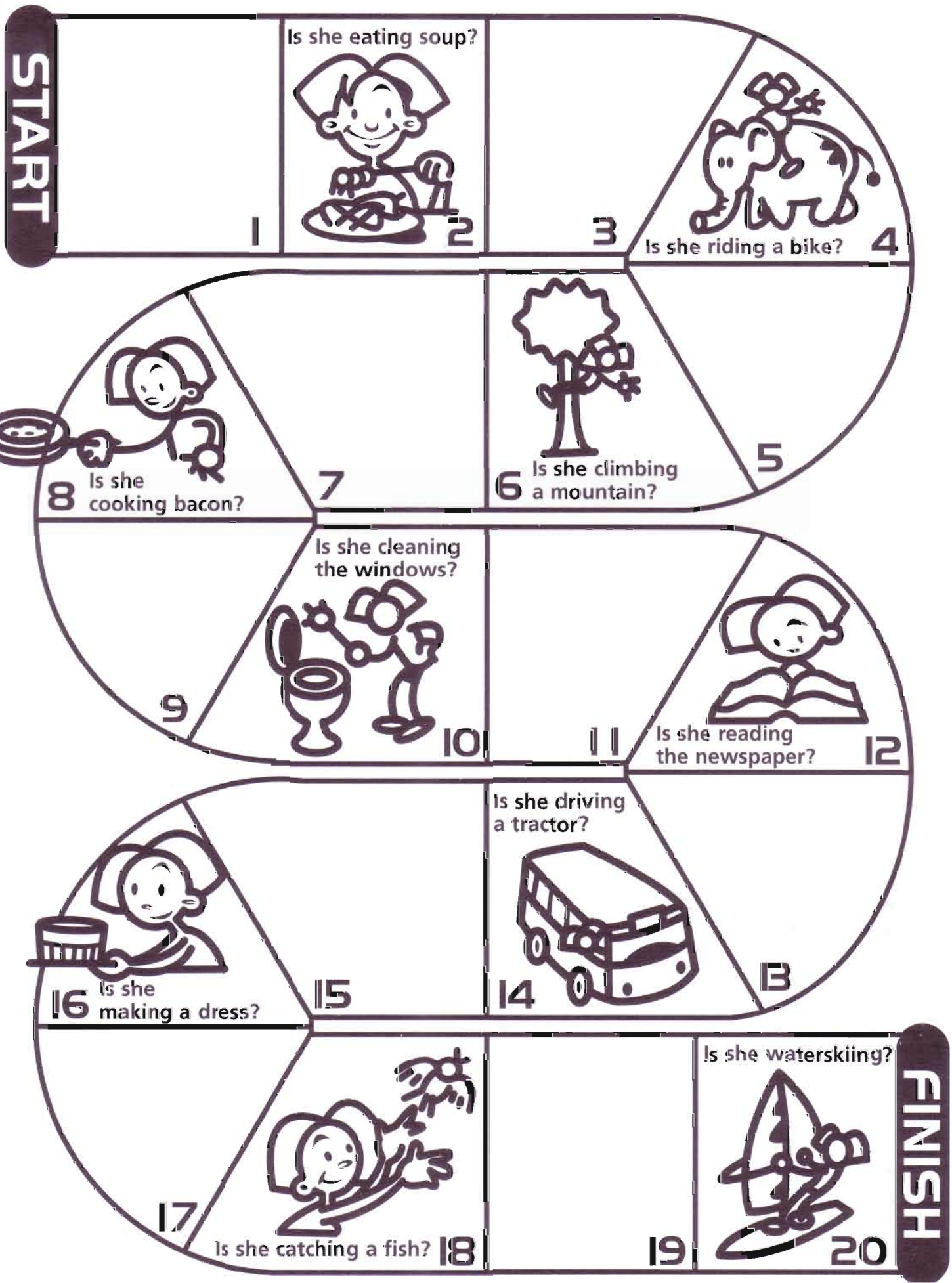
3 They take turns moving around the board. When they land on a picture square, they must answer the question in full, for example, if the player lands on square number 2: *Is she eating soup?*, he/she must respond as follows,
Player: No, she's eating spaghetti.
If the pupil answers correctly, he/she can go forward one square. If he/she cannot answer the question or makes a mistake, he/she must go back one square.

4 Players must get the exact number to land on the FINISH square. The first player to reach the FINISH is the winner.

Follow-up activity

1 In groups, pupils can add their own activities to the empty squares on the board game. Encourage them to think of their own activities that might be amusing, such as eating a worm! They can draw their pictures onto the empty squares and write a question, too.

2 When they have finished, get groups to swap their boards and they can play the game again. Because more of the squares will contain pictures, when they move backwards or forwards they may land on another picture square. Ask them to ignore this square and play passes onto the next player.


START
1
Is she eating soup?
2
3
Is she riding a bike?
4
5
6 Is she climbing a mountain?
7
8 Is she cooking bacon?
9
Is she cleaning the windows?
10
11
Is she reading the newspaper?
12
13
Is she driving a tractor?
14
15
16 Is she making a dress?
17
Is she catching a fish?
18
19
Is she waterskiing?
20
FINISH

O Who Am I?

Language focus

★ Clothes vocabulary: *hat, scarf, gloves, jacket, jumper, trousers, skirt, boots, trainers, (ice)skates.*
★ *I'm/he's/she's wearing/not wearing ...*
★ Colours (optional)
★ Present continuous (optional): *throwing, building, wearing, sledging, skating*

Materials

★ a copy of handout O for each pupil

Procedure

1 Give each pupil a copy of handout O.

2 Teach/review the following clothes vocabulary: *hat, scarf, gloves, jacket, jumper, trousers, skirt, boots, trainers.*

3 Ask pupils to look at all the names and check that they can pronounce them: *Dave, Claire, Jack, Penny, Peter, Anna, Max, Katie, Joe and Sally.*

4 Ask *'What's (Dave) wearing?' ('He's wearing a hat, a scarf',* etc.)
Ask individual pupils *'What are you wearing?' ('I'm wearing ...')*

5 Explain that pupils have to choose a character from the picture without telling their partner and pretend to be that person. Put the pupils in pairs. Pupil A chooses a character and describes three things that they're wearing. Pupil B has to say which character it is or ask questions to find out, e.g.:
A: I'm wearing a hat, and a jacket. I'm wearing ice skates. Who am I?
B: Are you Sally?
A: No. I'm not wearing a skirt, I'm wearing trousers.
B: Are you wearing gloves?
A: Yes.
B: You're Katie.
A: Yes.
To make the activity more motivating, Pupil A chooses a character and can only answer 'Yes' or 'No' to Pupil B's questions. The aim is for Pupil B to find the character in as few questions as possible. Pupils swap roles. The winner is the person who guesses correctly with the fewest number of questions.

6 You can also play the game using the third person: *He's/she's wearing .... Who is he/she?* However, the game becomes easier when you say if it's a male or a female at the beginning at the beginning.

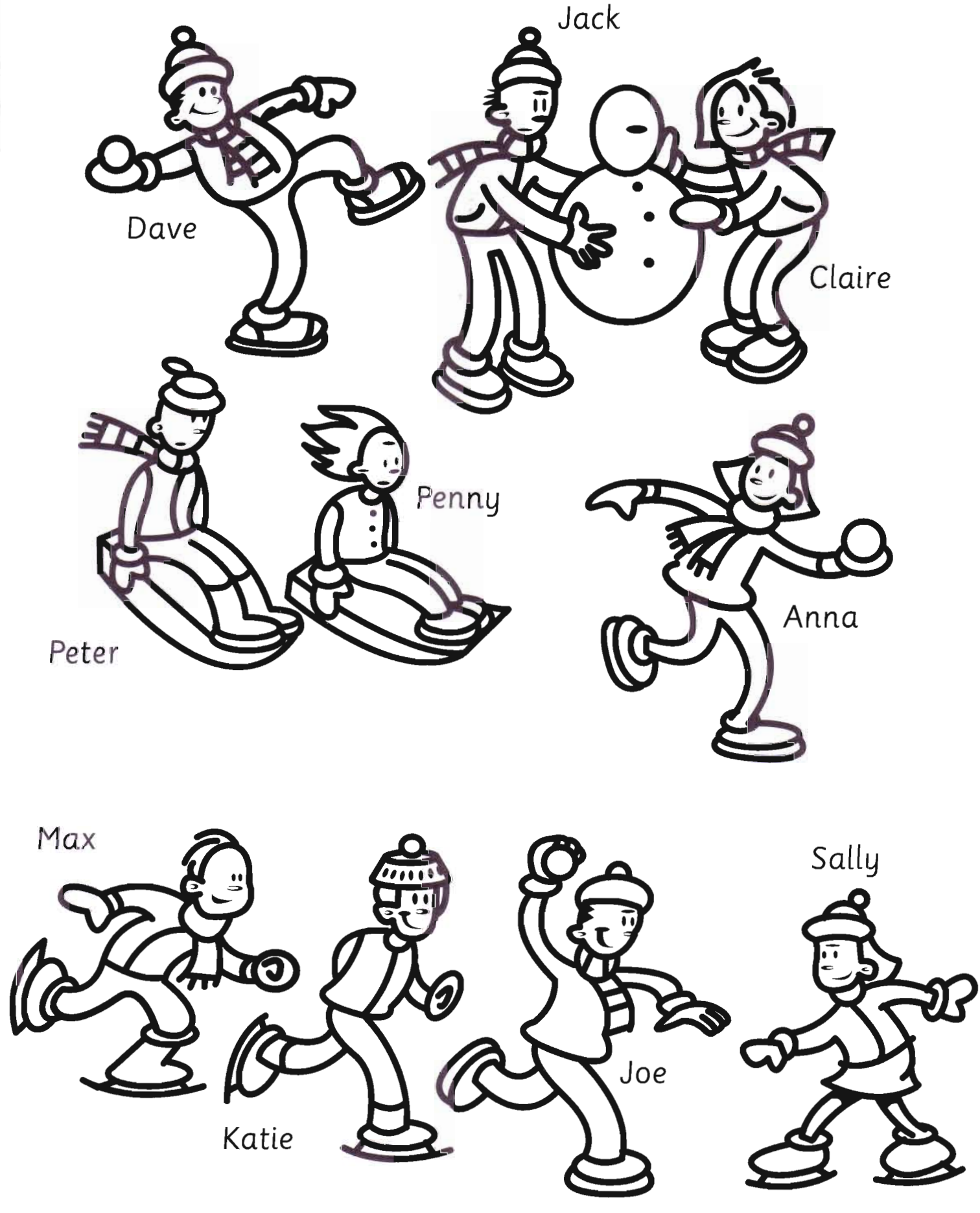
Follow-up activity

1 Play a similar game with the class using the pupils' own clothes and the third person: *He's/she's wearing .... Who is he/she?*

2 Pupils can colour their pictures and use one of the pair's completed pictures to play the game again including the colour of the clothes in their clues, e.g., *'I'm wearing blue trousers and a red hat. Who am I?'* Point out that the activity is more difficult if they use the same colour for several items of clothing.

Alternative activity

★ Pupils can use the same picture to practise the present continuous tense by describing what characters are doing. *He's sledging. Who is he?* You need to review or pre-teach the following verbs: *skating, throwing, building/making (a snowman), sledging.*


Jack
Dave
Claire
Penny
Peter
Anna
Max
Sally
Joe
Katie

P Holiday Island

Language focus

★ Geographical features: *mountains, a river, palm trees, coconuts, rocks, a beach, sand, a forest, a hill*
★ Imperatives
★ Present continuous: *fishing, swimming, cooking, hunting, climbing a tree, eating, carrying, slipping*
★ Prepositions
★ Directions (optional)
★ Features of life on an island: *a bridge, a hut, a boat, monkeys, parrots, rabbits, a crocodile, banana peel*

Materials

★ a copy of handout P for each pupil

Procedure

1 Give each pupil a copy of handout P.

2 Explain that the map shows an island.
Teach/review the vocabulary necessary (in L1):
Ask: *What is an island? (land surrounded by sea) What kind of animals and birds can you see on the island? (monkeys, parrots, rabbits) Where do people live? (in huts) What are they doing? (sunbathing, swimming, selling things, picking coconuts) What else can you see on the island? (mountains, a river, a bridge, palm trees, coconuts, rocks, a boat, a beach, sand, a forest, a hill)* Draw attention to the details in the picture. Ask: *What is the monkey doing? (swinging from the tree) What is happening to the person near the crocodile? (he is falling into the river) What is happening? (slipping on banana peel)* etc.

3 Pre-teach or review the following prepositions: *under, in, on, behind, in front of, between.*

4 Play the game in pairs. Explain to the pupils that they are on holiday on the island. They don't want to return home. They must hide their return plane ticket somewhere on the island so that their parents can't find it. They should not tell each other where they are hiding their ticket. Pupils take turns to try to guess where their partner's ticket is hidden by asking questions, to which their partner can only answer *Yes* or *No*:
Is it ...in the boat? (No)... in a hut? (No)... under a tree? (Yes)
The winner is the pupil who guesses the correct location of the tickets after the fewest number of questions.

Alternative activities

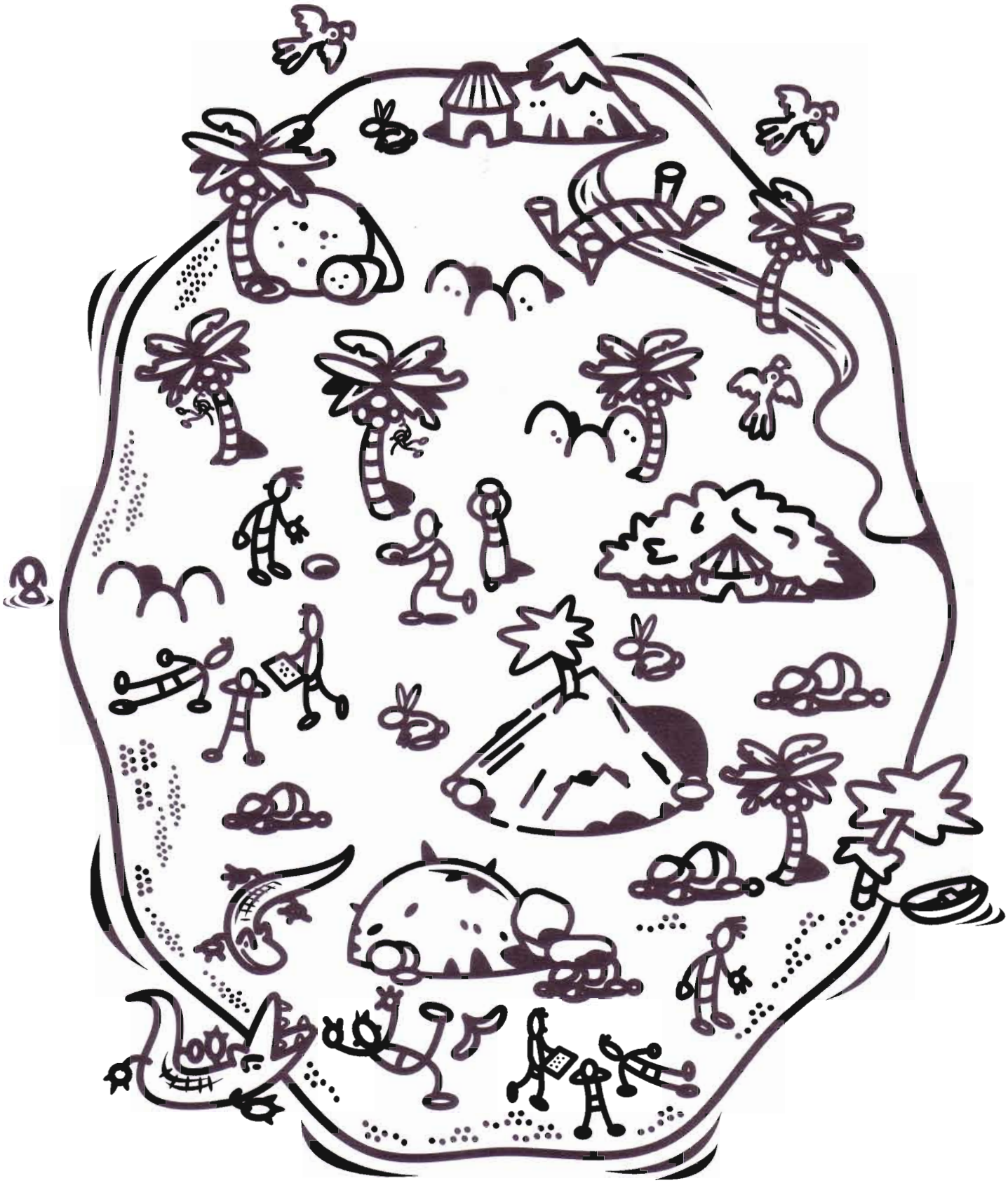
A variation on the above game can be played using directions and more prepositions.

1 Teach or review the following prepositions in addition to those above: *round, across, through, over, up, down, into.*

2 Pupils direct each other to the hidden tickets from a certain starting point:
Start at the banana tree on the beach. Go over the bridge across the river. Go up the hill behind the hut, etc.
The object of the game is to give and follow directions correctly so that each pupil in the pair is able to find each other's hidden tickets.

Follow-up activity

★ More advanced pupils can use the picture for a freer discussion.
Explain to pupils that they are going to live on this island for a year. Ask them to discuss which five objects they would take with them to this island. Pairs feed back their list to the class.



Q Picture Pairs

Language focus

★ In the park: *path, lake, grass, tree, bench, café*
★ Present continuous: *climbing a tree, riding a bike, skateboarding, sitting on a bench, riding a scooter, flying a kite, running, eating an ice-cream, feeding the ducks, kicking a ball, walking a dog*

Materials

★ one picture from handout Q for each pupil

Procedure

1 There are eight cards to distribute to a group. If a group of eight is not practical, divide the class into smaller groups of four or six, choosing only two or three of the picture pairs on handout Q.

2 Ask pupils in L1 to give you a list of things you can do in the park. Elicit or pre-teach them the necessary vocabulary: *in the park: path, lake, grass, tree, bench, café, climb a tree, ride a bike, skateboard, roller-skate, sit on a bench, lie on the grass, fly a kite, run, eat an ice-cream, feed the ducks, kick a ball, ride a scooter, walk a dog*

3 Give each pupil a picture card from handout Q.

4 The object of the activity is to find the person who has exactly the same card. Pupils have to describe their cards to each other in as much detail as possible, because the cards are very similar, except for a few details, for example, *A boy is skateboarding. He is listening to music.*

5 As soon as a pair think they have found the matching card, they put up their hands for the teacher to check. If the cards are a match, that pair is the winner of the game. If not, they continue to play.

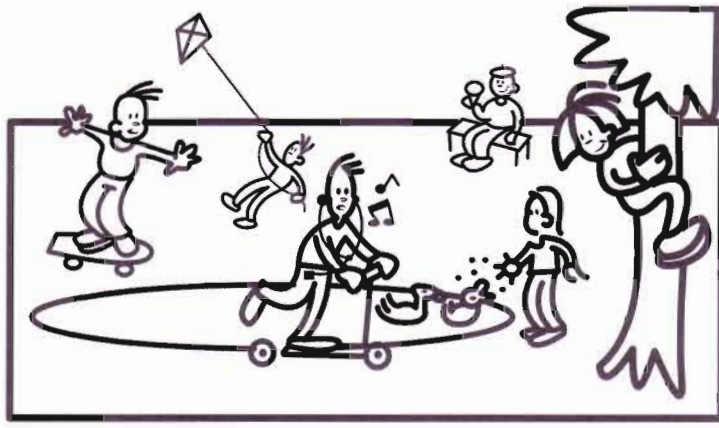
Alternative activity

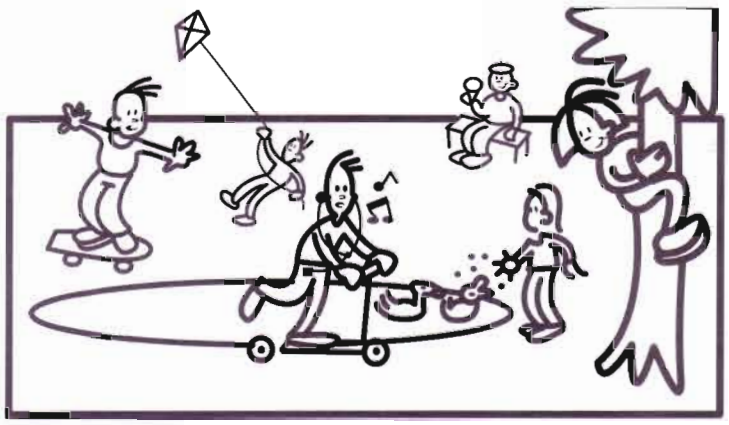
★ Put pupils into new pairs so that each member of the pair has a different card. Set a time limit. Without looking at each other's cards, they have to find and list as many differences between their cards as they can before the time limit is up.

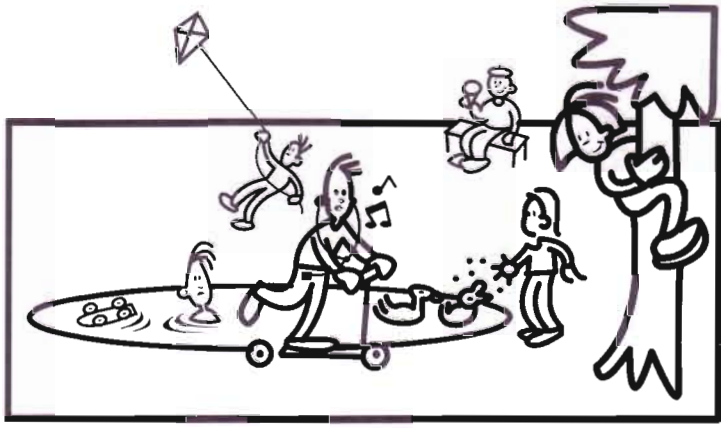
Follow-up activity

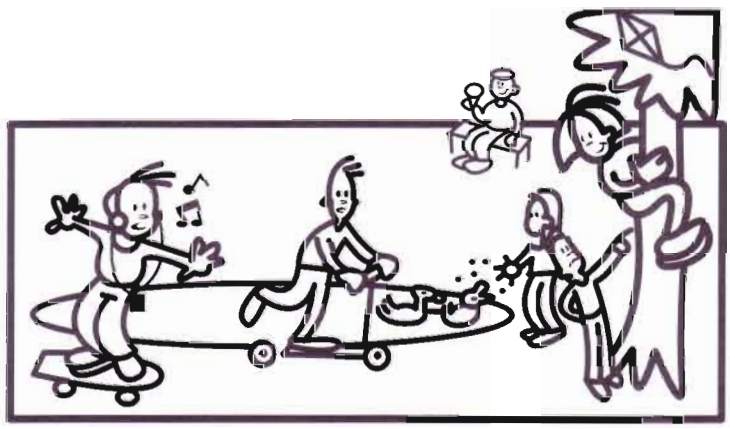
★ Pupils work in groups of four so that each group has four different pictures. They then decide on an order for the pictures to tell a story. They can do this as a writing or speaking activity.

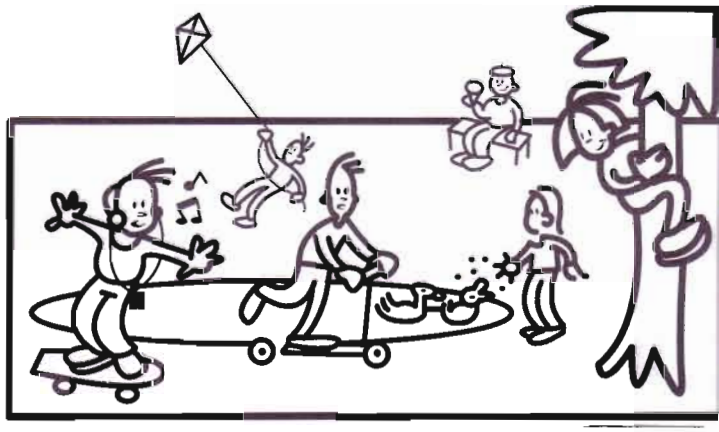


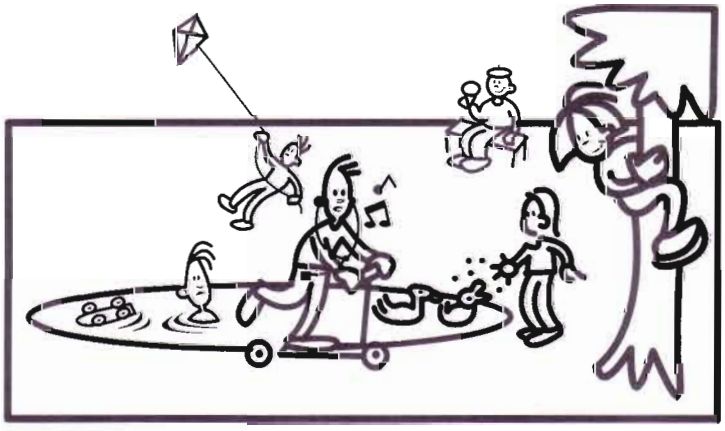


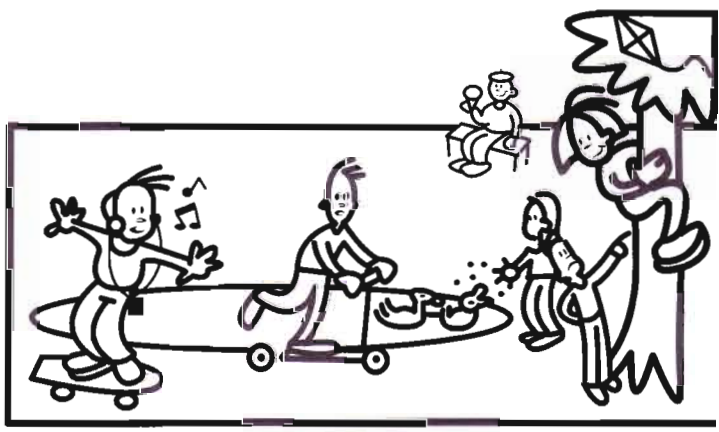












R Collectors' Corner

Language focus

★ Collections
★ Present tense *(I collect ...)*
★ Countries/nationalities

Materials

★ a role card from handout R for each pupil. Before you give the cards to the pupils, cut the pictures out so that each pupil gets a role card and the three separate pictures.

Procedure

1 Ask pupils in L1: *Do you collect anything? What? Do you know anyone who collects things?*
Give them an example, if necessary: *I collect postcards. I've got postcards from all over the world.*

2 Elicit/pre-teach and write on the board items that people collect: *postcards, stamps, football cards, Pokémon cards, dolls, flags, old toys (trains, teddy bears, spinning tops), coins, shells, bottles, stickers.*

3 Give each pupil a role card from handout R.

4 Explain that the card describes what they collect. They also have pictures of three things that they want to exchange with other pupils. In return, they have to try to find three things for their own collections. Demonstrate with one pupil.
A: I collect stamps. Have you got any stamps?
B: No, sorry. I collect dolls. Have you got any?
A: Yes. Here you are.
B: Thanks! (pupils move on to other pupils)
If you want to make it more difficult, tell pupils that they may only exchange if they both have an item that they wish to swap.

5 The game can be played as a whole class activity, with pupils walking around, asking each other about objects to exchange. Alternatively, it can be played in groups of five. (If there are fewer than five in a group, give one or more pupils two cards, and explain that they have two collections to build up.)

6 The winner of the game is the first pupil to find three suitable objects for his/her collection, and to have given away the three objects he/she had at the beginning of the game.

Alternative activity

★ Pupils can use the picture cards to practise countries and nationalities.
If you have a map of the world, bring it in and ask pupils to stick their picture cards in the correct places. Then ask: *Where's this doll from? (Russia)*

Follow-up activity

★ Ask pupils to bring in their collections and show them to the class.

You collect coins.			
You collect stamps.			
You collect football cards.			
You collect dolls.			
You collect postcards.			

S Who Lives Here?

Language focus

★ Pets: *cat, dog, rabbit, tortoise, snake*
★ Present tense: *he's/she's got ..., he is/she is ..., he/she likes ...*
★ Hobbies and interests: *swimming, fishing, reading, playing football, painting*
★ Ages: *seven, eight, nine, ten, eleven*

Materials

★ a copy of the pictures on handout S for each group, and a sentence card from handout S for each pupil

Procedure

1 There are sixteen cards to distribute to a group/groups. If a group of sixteen is not practical, divide the class into groups of eight (or as close to eight as is practical) and give each group a copy of the pictures from handout S.

2 Ask them in L1: *What do we call these homes? (caves)* Ask them to look at the pictures of the cave children, and to practise saying their names.

3 Ask them to look at cave number 5. Say: *A girl lives in this cave. What's her name? (Susie - it's written on the wall above her bed.) How old is she? (seven - it's written on her birthday cards) What pet has she got? (a rabbit) What does she like doing? (painting)*

4 Tell them that they are now going to find out which boy lives in each cave.

5 Give each pupil a sentence from handout S. (If there are fewer than sixteen in a group, give one or more pupils more than one sentence; if working in groups of eight, give each pupil two sentences.) Make sure they know the meaning of the sentences.

6 Pupils should be encouraged to memorise the information on their cards, so that they can put them away and use their speaking skills to share the information with each other.

7 Using their logic skills, groups work out who lives in which cave. Inside each cave they should write the following details they find out about each boy: his name, age, hobby and pet. They can draw a line matching each boy to his cave.

8 The winner is the group who matches the cave children and their homes correctly.

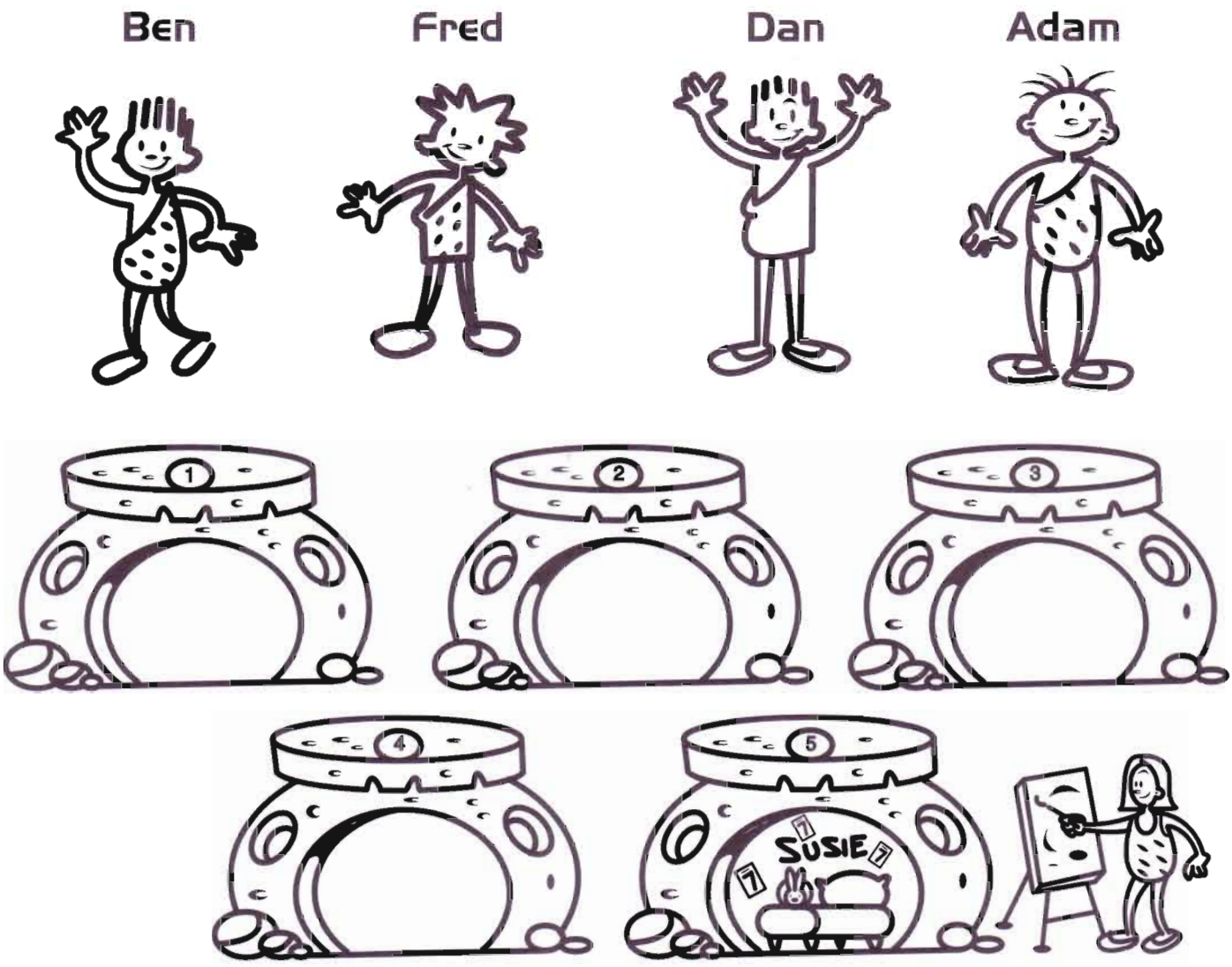
Alternative activity

★ Ask pupils to invent some more information for each of the cave children. Tell them to choose one child and answer these questions about him/her:
What's his favourite food?
What's his favourite toy?
How many brothers and sisters has he got?
Pupils can then exchange their information with each other in groups or pairs.

Follow-up activity

★ Pupils can imagine that they are cave children, too. The can draw another cave for themselves, and write some details about who they are. They can choose a name and how old they are, a pet and a hobby, and draw/write these in or around the cave.

Answer key: 1 Ben, eight, dog, reading. 2 Fred, nine, cat, fishing 3 Dan eleven, snake, football. 4 Adam, ten, tortoise, swimming.



Ben has got a dog.	Dan is eleven.
The dog lives in cave number 1.	The boy in cave number 3 likes playing football.
The boy with the dog is eight.	Dan has got a snake.
Ben likes reading.	The snake lives in cave number 3.
Fred is nine.	Adam likes swimming.
The boy in cave number 2 has got a cat.	Adam has got a tortoise.
Fred has got a cat.	The tortoise lives in cave number 4.
The boy with the cat likes fishing.	The boy in cave number 4 is ten.

T A Day In My Life

Language focus

★ Present simple for daily routines and habits: *I get up … I brush my teeth …*
★ Short answers: *Yes, I do./No, I don't.*
★ Food: *breakfast: cereal, juice, toast, eggs, fruit; supper: pizza, sausages, eggs, chicken*
★ Time … *o'clock, half past …*
★ (optional) Present simple, third person singular and plural

Materials

★ one copy of the grid from handout T and a card from handout T for each pair

Procedure

1 Pre-teach or review everyday actions by asking individual pupils questions. Draw a blank analogue clock on the board, and draw the hands to show the time you get up, e.g. half past six. Say: *I get up early every morning. Do you get up early, Bella?* Help pupils to form the correct answer using the present simple: *Yes, I do./No, I don't.* Write these answers on the board. Continue miming the following actions and asking questions: having cereal and juice for breakfast *(Do you have cereal and juice for breakfast?)*, walking to school *(Do you walk to school?)*, playing basketball or football *(Do you do sports at school?)*, watching TV *(Do you watch TV in the afternoon?)*, having supper *(Do you have sausages for supper?)*, going to bed late (Draw clock showing time: eleven thirty.) *(Do you go to bed late?)*.

2 Divide the class into pairs. Give each Pupil A a card from handout T. Tell them that they have to pretend that they are the character on the card. Ask them to memorise 'their' everyday habits. They should then put their cards away.

3 Give each pupil B a copy of the grid from handout T. They have to find out the name of the character Pupil A is pretending to be, by asking questions:
B: Do you get up early?
A: Yes, I do. (Show pupils how to work out, from the ticks and crosses on the grid, which characters to eliminate)
B: Do you have cereal and juice for breakfast?
A: No, I don't. (Pupils can eliminate two more characters.)
And so on until they guess the character Pupil A is pretending to be (Mia).
Pupils can change roles: give each Pupil B a different character card, and give Pupil A the grid. They can play the guessing game again.

Alternative activity

★ The whole class studies the grid. Ask them about the characters in the third person:
Does Jenny have sausages for supper? (No, she doesn't.)
Do Alex and Mia watch TV in the afternoon? (No, they don't.)
They can then continue asking and answering in pairs. Monitor them as they work, making sure they are using the correct form of *do/does* and the correct short answers.

Follow-up activity

★ Teach or review time. Say: *I get up early, at half past six. What time do you get up?* Draw the answers on the board on analogue clock faces, *seven o'clock, half past seven*, etc. Ask pupils what time they go to school, do sports at school, have supper, go to bed.

Name	get up early	have cereal and juice for breakfast	walk to school	do sports at school	watch TV in the afternoon	have sausages for supper
Jenny	✖	✖	✖	✔	✔	✖
Helena	✔	✔	✖	✖	✔	✖
Mark	✖	✖	✔	✖	✔	✔
David	✔	✔	✔	✔	✖	✔
Mia	✔	✖	✔	✖	✖	✔
Alex	✖	✖	✔	✔	✖	✖

Jenny

I get up late.

I have eggs for breakfast.

I ride my bike to school.

I play tennis at school.

I watch TV in the afternoon.

I have pizza for supper.

Helena

I get up early.

I have cereal and juice for breakfast.

I ride my bike to school.

I don't play sports at school.

I watch TV in the afternoon.

I have eggs for supper.

Mark

I get up late.

I have toast for breakfast.

I walk to school.

I don't play sports at school.

I watch TV in the afternoon.

I have sausages for supper.

David

I get up early.

I have cereal and juice for breakfast.

I walk to school.

I play basketball at school.

I don't watch TV in the afternoon.

I have sausages for supper.

Mia

I get up early.

I have fruit for breakfast.

I walk to school.

I don't play sports at school.

I don't watch TV in the afternoon.

I have sausages for supper.

Alex

I get up late.

I have toast and fruit for breakfast.

I walk to school.

I play football at school.

I don't watch TV in the afternoon.

I have chicken for supper.

U What's My Job?

Language focus

★ Jobs: *teacher, cashier, nurse, pilot, office worker, chef*
★ *What do you do? I'm a ...*
★ (optional) Question forms: *Do you work (inside/outside/in a school/in a shop,* etc.*?) Do you wear special clothes for your job? Do you use a ... in your job? Do you work with children/other people/machines?* etc.
★ (optional) Present continuous tense

Materials

★ a job card for each pupil and one copy of each object card from handout U to stick on the walls of the classroom

Procedure

1 Using the cards, teach/review all the words for jobs shown in the pictures. Then draw or describe the objects in the cards (do this in L1, if necessary): *saucepan, thermometer, computer, plane, blackboard, cash till.* Write the English words for the objects on the board, next to the drawing or translation in L1.

2 There are twelve cards to distribute to a group/groups. You may wish to use a smaller number of jobs and picture cards, depending on how large the class is. (Make sure you cut up and hand out matching jobs and object cards!) Cut up the cards and hand out the job picture to one pupil, and the object to a different pupil. Each pupil should have job picture and an object which isn't used in that job.

3 Pupils have to find an object that they need in their jobs. They can do this by saying what job they do, and then deciding if a classmate's object is something they would use in this job:
A: I'm a teacher.
B: I've got a thermometer. Is it yours?
A: No, it isn't mine.
Pupil A then approaches another pupil in the class/group.
The aim of the game is for all pupils to find their matching objects.

Alternative activities

1 Tell pupils they are going to play 'Twenty Questions'. Make sure they know that only *Yes/No* questions can be asked. Elicit possible questions from the class (in L1, if necessary): for example, write on the board, *Do you work ... (where?)* and elicit several places from the class *(outside/inside/in a school/in a shop).* Write examples of questions on the board for the class to practise before starting the game: *Do you work outside? Do you work with children? Do you wear special clothes for your work?* Each pupil takes a turn to pick up a card from the pile in the middle. The rest of the group ask questions about the job. Pupils get a point if they guess the job correctly. The winner is the pupil with the most points at the end of the game.

2 Hand out the job picture cards to the pupils, one for each pupil. Tell the class that they are going to mime the job on their card. The rest of the group has to guess which job it is by asking questions. The pupil who is miming can only answer *Yes* or *No*. The pupil who guesses the job correctly gets a point.
A: (miming an office worker working on a computer)
B: Are you working in a factory?
A: No.
C: Are you working in a shop?
A: No.
D: Are you using a computer?
A: Yes.
D: You're an office worker!
The winner is the pupil with the most points at the end of the game.

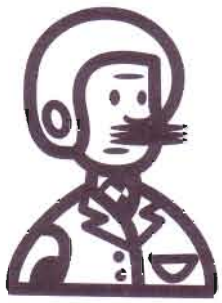
Follow-up activity

★ Pupils can write a 'profile' about one of the jobs on the cards. They can invent a name for themselves, and write a few sentences about the job they do, e.g. where they work, what they do in a typical day, whether they wear special clothes, etc. You can do this for them on the board, as an example: *I'm a teacher. I work in a school. I teach children. I work from 8.45 am to 3.45 pm. I don't wear special clothes to work.*

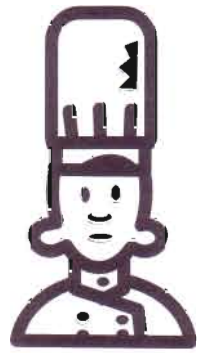


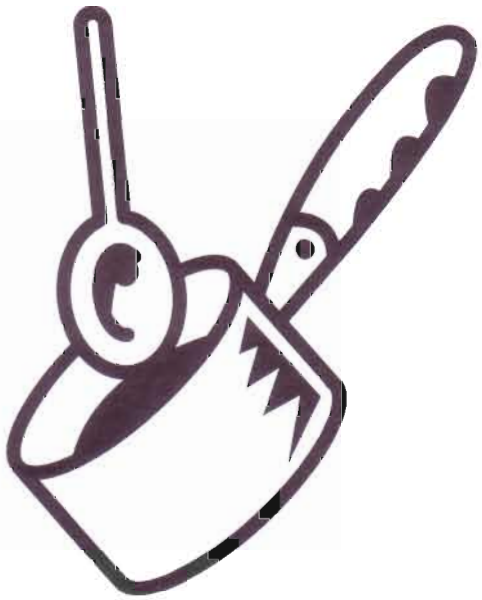


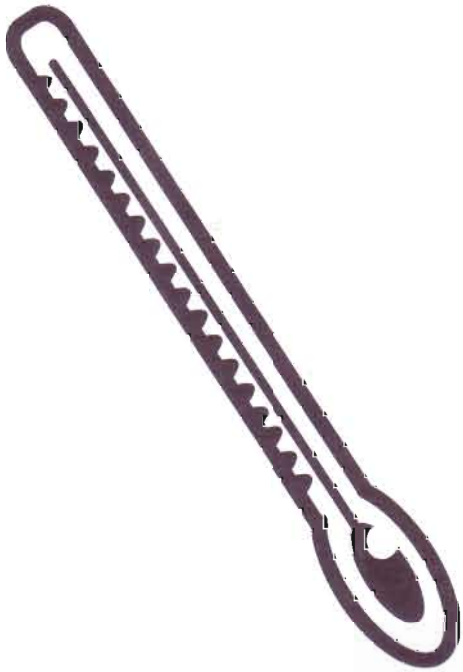




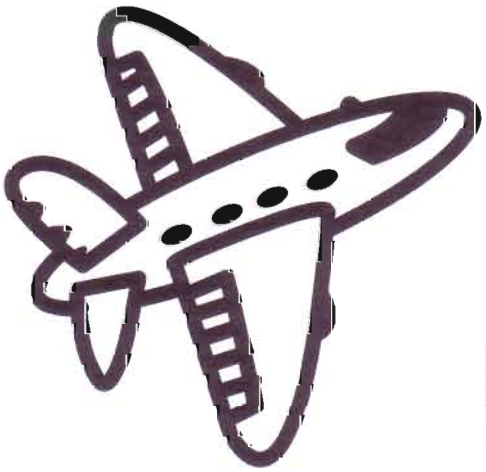




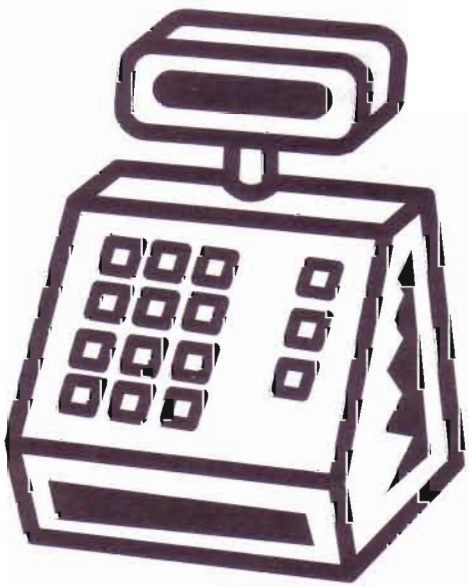









2+2=4



V After School

Language focus

★ Invitations: asking and accepting/declining: *Can you come to my house on Saturday afternoon? Yes, I can./Sorry, I'm going to go to my music lesson.*
★ *Going to* .... for future plans *(go swimming, play football, go to my music lesson, visit my friend/grandparents, do my homework, go shopping, watch TV, go to the seaside/circus/park/library/doctor/dentist)*
★ Days of the week
★ (optional) Third person singular: *Can Jean play at Antonia's house?*
Yes, she can./No, she's going to ....

Materials

★ one copy of handout V (calendar A and B) for each pair

Procedure

1 Draw a week from a diary page on the board. Ask pupils to help you fill in the days of the week. Ask one pupil: *What are you going to do on Saturday?* Ask another: *What are you going to do on Sunday?* Elicit some answers. Ask: *When are you going to do your homework this week? When are you going to watch TV?* etc. Write the activities in note form on various days in the diary:
watch TV play football practise music, etc.

2 Pre-teach the structure: *What about ....?* for suggestions. Demonstrate with one pupil: *What about going to the swimming pool after school tomorrow?* And encourage pupils to practise other suggestions, in pairs.

3 Divide the class into pairs, A and B. Explain that they have to take turns to invite each other to play after school.

4 Hand out the copies of the diaries. Ask them to look at their diaries and try to find a time after school when they are both free. Explain that each diary has some activities filled in already.

5 Demonstrate with one pupil. Write the question on the board:
Can you come to my house after school on Monday?
Ask a pupil (A) to ask you the question. Look at your calendar page (B) and answer: *No, sorry, I'm going to do my homework on Monday afternoon.*
Then ask A: *What about Saturday morning?*
Help Pupil A to look at his/her diary and answer: *No, sorry, I'm going to go swimming on Saturday morning.*
Write the dialogue on the board as a model.

6 Pupils continue the activity in their pairs. They may need some help to get started. Monitor them as they go on.

7 The first pair to find a mutually convenient date to play together put up their hands.

Alternative activity

★ Pupils can use a third person such as a child's mother to invite/pretend to be:
Can (Jean) come to (Antonia's) house after school on Tuesday?
Yes, she can./No, sorry, she's going to go swimming on Tuesday.

Follow up

★ Ask pairs to draw their own calendars for next week and fill in what they are going to do after school and at the weekend, and let them do the exercise again.

Diary A

Monday	
Tuesday	watch my favourite TV programme
Wednesday	go shopping
Thursday	play football match
Friday	
Saturday	go swimming: morning go to the circus: afternoon
Sunday	visit grandparents: afternoon

Diary B

Monday	do my homework
Tuesday	go swimming
Wednesday	go to the park
Thursday	
Friday	go to the library
Saturday	
Sunday	go to the seaside all day

W Three Little Pigs

Language focus

★ Story telling
★ Present simple tense: *can / can't, goes, huffs, puffs, blows, eats, falls*
★ It's made of *(straw / sticks / bricks)*
★ Requests: *Can I come in?*
★ Future intentions (or threats): *I'll huff and I'll puff...*

Materials

★ copies of handout W for each pupil.
★ an extra copy of handout W that you have cut out, coloured, and made into finger puppets in advance
★ scissors and sticky tape

Procedure

1 Show pupils the finger puppets of Three Little Pigs and the Big Bad Wolf and ask them if they know the story. Get them to tell the story in L1.

2 Hand out the template to pairs of pupils and ask them to look carefully and decide which pig is which by looking at the houses in the background. Teach them *house, straw, sticks, bricks, chimney, soup*, and any other new vocabulary from the story *(right)*. Get pupils to cut out the puppets and (if time) colour them in.

3 Tell them the simplified version of the story in English in these notes. Use the finger puppets to act the story out. (The three pigs on one hand and the wolf on the other.)

4 Show pupils how to make the finger puppets, by folding the templates and sticking them down one side to make a pocket into which they can slip their fingers. Explain that they should wear the pig puppets on three fingers of one hand and the wolf puppet on the other hand. Tell the story again, encouraging pupils to join in with the pigs' and the wolf's words, manipulating the puppets as they do so. They can refer to the text if necessary.

5 Put the pupils into pairs and get one pupil to keep the pig puppets on and the other to keep the wolf puppet. Tell the story again and get the 'pig' pupils to join in with the pigs' words and the 'wolf' pupils to join in with the wolf's words, manipulating the puppets as they do so.

6 Ask pairs to volunteer to 'act out' the pigs' and wolf's roles in front of the class as you narrate the story.

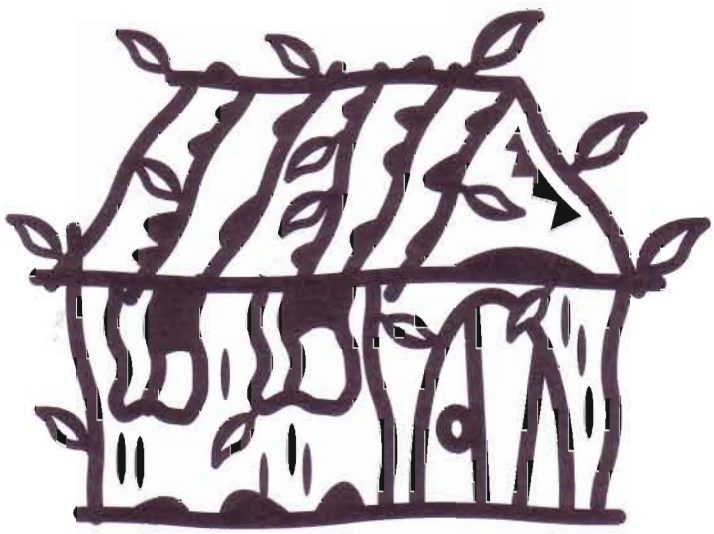
Here are three little pigs. Here is a big bad wolf.
Pig 1: *My house is made of straw. The wolf can't catch me in here.*
Pig 2: *My house is made of sticks. The wolf can't catch me in here.*
Pig 3: *My house is made of bricks. The wolf can't catch me in here.*

One day the wolf is hungry. He goes to the house of straw.
Wolf: *Mmm! I'm hungry. Little pig, little pig. Can I come in?*
Pig 1: *No, no, no. I can't let you in.*
Wolf: *I'll huff and I'll puff and I'll blow your house down.*
The wolf huffs and puffs and blows the house down. He eats the little pig.
Wolf: *Huff! Puff! Yum! Yum!*

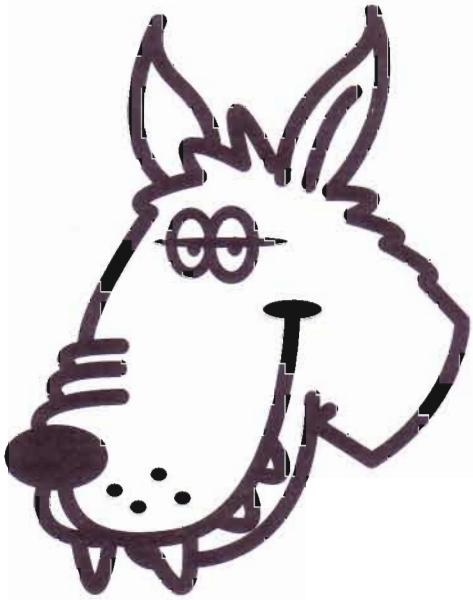
He goes to the house of twigs.
Wolf: *Mmm! I'm hungry. Little pig, little pig. Can I come in?*
Pig 1: *No, no, no. I can't let you in.*
Wolf: *I'll huff and I'll puff and I'll blow your house down.*
The wolf huffs and puffs and blows the house down. He eats the little pig.
Wolf: *Huff! Puff! Yum! Yum!*
He goes to the house of bricks. The little pig is making soup.
Wolf: *Mmm! I'm hungry. Little pig, little pig. Can I come in?*
Pig 1: *No, no, no. I can't let you in.*
Wolf: *I'll huff and I'll puff and I'll blow your house down.*
The wolf huffs and puffs and huffs and puffs, but he can't blow the house down.
Wolf: *Huff! Puff! Huff! Puff! Huff! Hmm!*

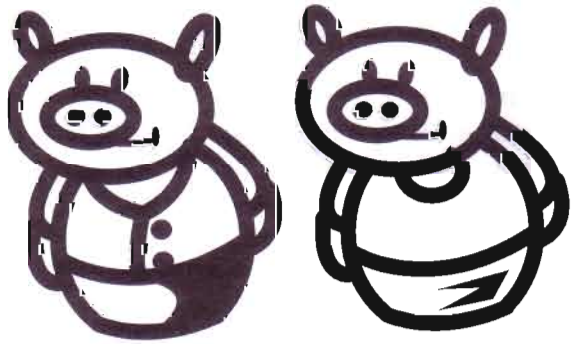
The wolf has an idea:
Wolf: *I can go down the chimney.*
He goes down the chimney and falls into the hot soup.
Wolf: *Aargh! Hot soup!*
The little pig eats the soup.
Pig 3: *Mmm! Nice soup!*













X Little Red Riding Hood

Language focus

★ Story telling
★ Past tenses: *went, was, took, saw, ran, ate, dressed, jumped, came, said, screamed, heard, killed, cut, hugged.*

Materials

★ copies of handouts X1 and X2 for each pair
★ an extra copy of handout X1 that you have coloured in advance

Procedure

1 Show pupils the masks of Little Red Riding Hood and the wolf that you have coloured in and ask them if they know the story. Get them to tell the story in L1.

2 Hand out the masks and get pupils to colour them in while they listen to your simplified version of the story in English. (Make sure they know to colour Little Red Riding Hood's hood in red.) Tell the following simplified version of the story, holding up the masks as appropriate:

Part 1

Once upon a time, there was a little girl called Little Red Riding Hood. One day she went to see her grandmother, who was ill. She took a basket of food. On her way, a wolf saw Little Red Riding Hood in the woods. He was hungry. The wolf ran to her grandmother's house and ate up her grandmother. Yum! Yum! Then he dressed in her clothes and jumped into her bed.

Part 2

Little Red Riding Hood came into her grandmother's house and went into the bedroom. She said to the wolf:
"What big eyes you have, Grandma."
The wolf said: "All the better to see you with."
"What a big nose you have, Grandma".
"All the better to smell you with."
"What big ears you have, Grandma."
"All the better to hear you with."
"What big teeth you have, Grandma."
"All the better to eat you with."
Little Red Riding Hood screamed. A woodcutter heard her and ran into the house and killed the wolf. Then he cut open the wolf's tummy and Grandma came out. She hugged Little Red Riding Hood.

3 Tell the story again and get pupils to hold up the mask of Little Red Riding Hood every time they hear her name and the mask of the wolf every time they hear the word *wolf*.

4 Check that they have understood the story by asking questions such as: *Who was ill? What was in the basket? Who was hungry? Who ate the grandmother? What did the wolf wear? Who had big ears/teeth? Who heard Little Red Riding Hood scream? What happened to the wolf? What did the grandmother do?* Help them with any new words.

5 Explain that the pupils are going to wear the masks and repeat the words said by the two main characters. Elicit the following lines from them and get them to practise them in pairs:
LRRH: *What big eyes you have, Grandma.*
Wolf: *All the better to see you with.*
LRRH : *What a big nose you have, Grandma.*
Wolf: *All the better to smell you with.*
LRRH : *What big ears you have, Grandma.*
Wolf: *All the better to hear you with.*
LRRH : *What big teeth you have, Grandma.*
Wolf: *All the better to eat you with.*

6 Tell the story again and get the pupils to wear the masks and chorus the above lines at the appropriate time.

7 Then put the pupils into groups of four. One plays Little Red Riding Hood, another plays the wolf with their masks. The other two pupils play the non-speaking roles of the grandmother and the woodcutter. Get them to practise acting out the story. The pupil who plays the part of the woodcutter can read the first part of the story and the pupil who plays the part of the grandmother can read the second part.

8 Get pupils to practise several times, swapping roles. Encourage them to exaggerate actions and to add sound effects. When they feel confident, ask groups to volunteer to narrate and act out the story in front of the class.

Follow-up activity

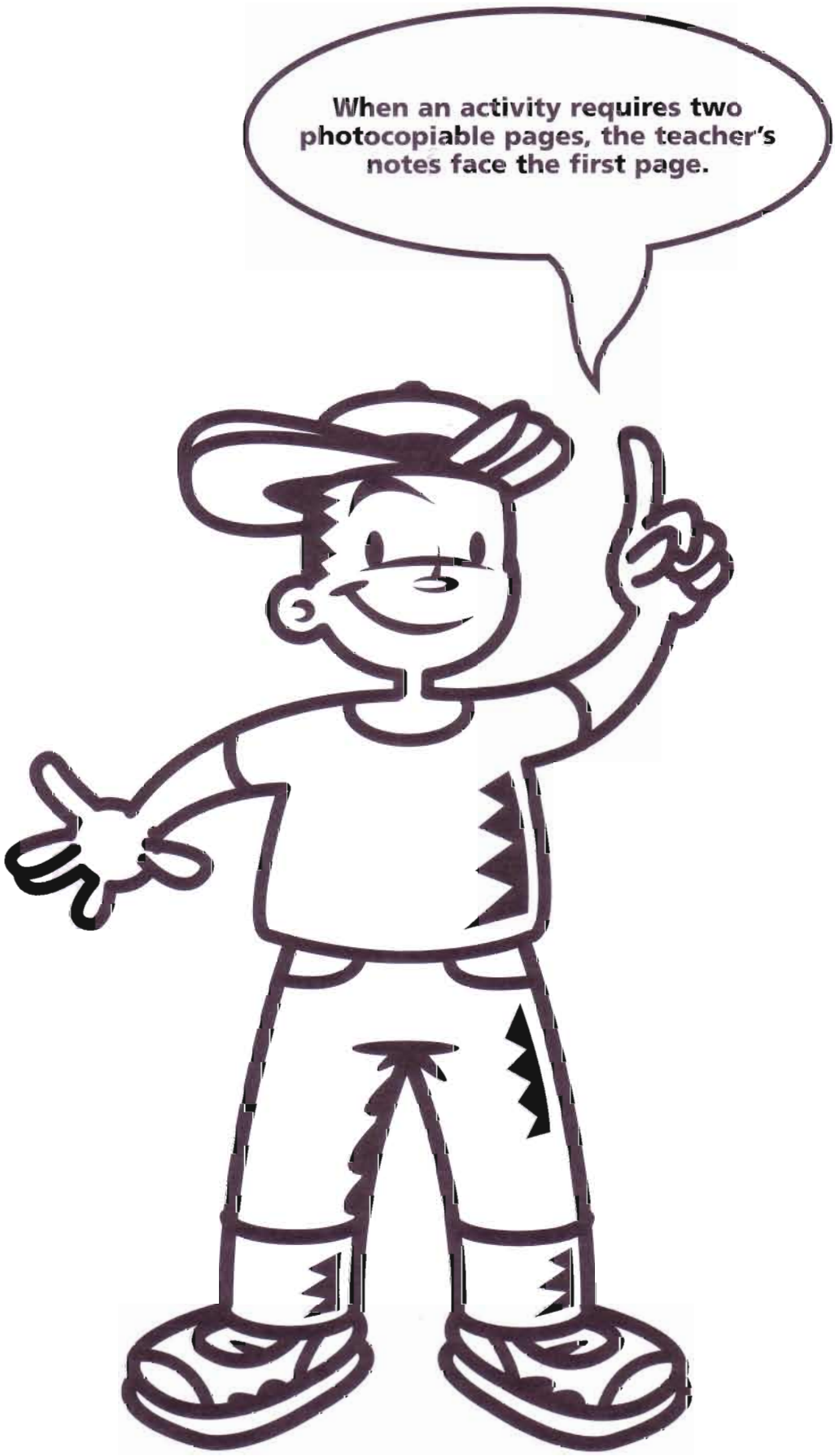
★ Get pupils to analyse the text of the story further by circling the past tenses.
They can go on to copy out the text and illustrate it to make posters or story books of the story.



Part 1

Once upon a time, there was a little girl called Little Red Riding Hood. One day she went to see her grandmother, who was ill. She took a basket of food. On her way, a wolf saw Little Red Riding Hood in the woods. He was hungry. The wolf ran to her grandmother's house and ate up her grandmother. Yum! Yum! Then he dressed in her clothes and jumped into her bed.

X Little Red Riding Hood





Part 2

Little Red Riding Hood came into her grandmother's house and went into the bedroom. She said to the wolf:
"What big eyes you have, Grandma."
The wolf said: "All the better to see you with."
"What a big nose you have, Grandma."
"All the better to smell you with."
"What big ears you have, Grandma."
"All the better to hear you with."
"What big teeth you have, Grandma."
"All the better to eat you with."
Little Red Riding Hood screamed. A woodcutter heard her and ran into the house and killed the wolf. Then he cut open the wolf's tummy and Grandma came out. She hugged Little Red Riding Hood.

Y Ask Me A Question!

Language focus

★ General review
★ Questions
★ Short answers

Materials

★ one copy of handout Y1 (the board game), and one copy of handout Y2 (the cards) cut up for each group of three or four

Procedure

1 The board game can be played with any number of pupils, from pairs to larger groups. A group of three to four pupils will give all the pupils plenty of turns to practise a variety of language targets. The more pupils there are in a group, the greater the chance that groups will be able to reach consensus on whether an answer is correct or not.

2 Explain the rules of the game to the class:
Each pupil in the group chooses a counter. This can be a coin or other small object, or a piece of paper with the pupil's name on it.
All players start at the START square (number 1) on the board.

3 Cut up all the cards and place them in a pile on the middle of the desk, face down.

4 Pupils can throw a dice to move their counters. Alternatively, ask each group to write the numbers 1-6 on pieces of paper, which they should place in a container of some sort, e.g. a pencil case. Pupils can then take turns to draw a random number out of the container.

5 Explain that an arrow pointing forwards (to the next number) means that you have to move your counter one space forward. An arrow pointing backwards means that you have to move one space backwards. A square with a question on it means that the player on your left takes a card from the pile, and asks you the question on it. Example: *What's your teacher wearing today?* If you can answer the question correctly, you stay where you are. If you can't answer it correctly, you have to move your counter back the same number of squares shown on the dice. (i.e. if a player throws a five, and moves forward five spaces, then answers the question incorrectly, that player has to go back five spaces again.)

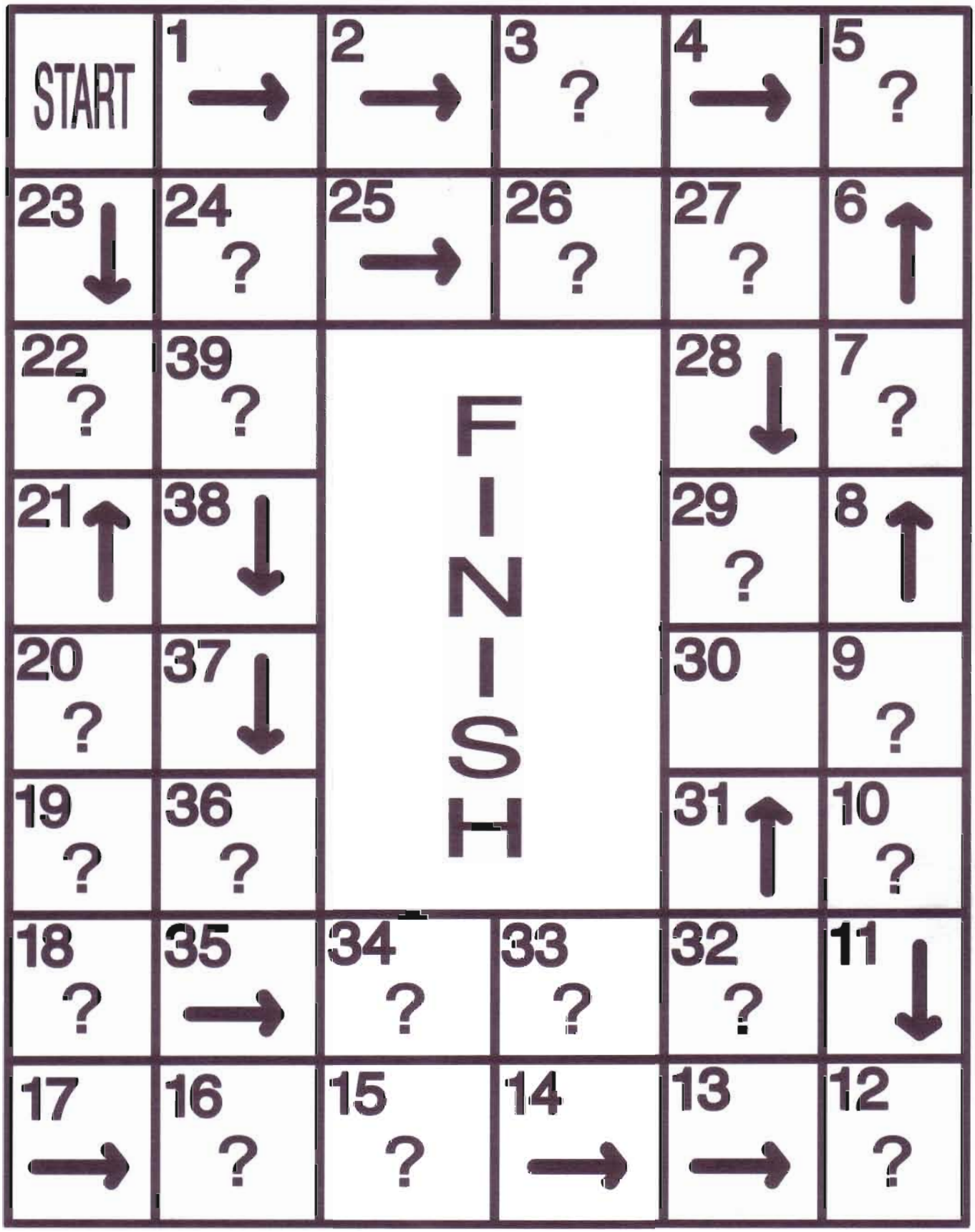
6 Be available to act as mediator or referee if necessary! As this game is for general revision purposes, it is assumed that the group will be able to judge whether or not an answer is correct. Monitor students as they work, to make sure they are playing the game correctly and answering questions correctly.

7 Play the game in a clockwise direction, starting with the youngest pupil in the group.
Make sure the pupils realise they have to follow the numerical order on the board. The object is to get to the middle square (FINISH!) first.

8 The winner is the first player to reach the FINISH! square.

Follow-up activity

★ Pupils work in groups and write more questions on pieces of paper and add them to the question pile. They then play the game again, as above.


START
1 →
2 →
3 ?
4 →
5 ?
23 ↓
24 ?
25 →
26 ?
27 ?
6 ↑
22 ?
39 ?
FINISH
28 ↓
7 ?
21 ↑
38 ↓
29 ?
8 ↑
20 ?
37 ↓
30
9 ?
19 ?
36 ?
31 ↑
10 ?
18 ?
35 →
34 ?
33 ?
32 ?
11 ↓
17 →
16 ?
15 ?
14 →
13 →
12 ?

Ask Me A Question!

How many brothers and sisters have you got?	Can you name five things in your bedroom?	Can you spell your name in English?	What time do you get up?
Can you count to twenty?	Can you say the first ten letters of the alphabet?	What are you wearing?	What do you like doing?
What's your favourite music?	Can you say the days of the week?	How many children are there in your class?	How old are you?
Can you name four rooms in your house?	Have you got a pet?	What's your favourite food and drink?	When is your birthday?
What does your father do?	What day is it tomorrow?	What's your favourite colour?	Can you name five things in the classroom?
What's the weather like today?	Can you say the months of the year?	What sport do you like?	What time do you go to bed?
Can you name five places in your town?	Who is your best friend?	What are your hobbies?	Can you name five things in your classroom?
What is your teacher wearing today?	What time is it?	What time do you have lunch?	What's your favourite animal?
Who is your favourite famous person?	What is your friend wearing today?	How do you feel today?	Can you play a musical instrument?
What is your favourite TV programme?	How do you get to school?	What's your favourite day of the week?	What time do you arrive at school?

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