Elementary
GRAMMAR
Games

A collection of grammar games and activities for elementary students of English

Jill Hadfield

photocopiable material
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Introduction

1 About games
A game is an activity with rules, a goal and an element of fun. There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal.

Language games can be divided into two further categories: linguistic games and communicative games. In linguistic games, the goal of the game is linguistic accuracy: in the case of these grammar games, using the correct grammatical forms. Communicative games have a goal or aim that is not linguistic: successful completion of the game involves carrying out a task such as exchanging information, filling in a picture or chart, or finding two matching cards, rather than the correct production of language. However, in order to carry out this task it will be necessary to use language and, by careful construction of the task, it is possible to specify in advance what language will be required.

Games can be used at any stage of the lesson once the target language has been introduced and explained. They serve both as a memory aid and repetition drill, and as a chance to use language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

2 About grammar
How do students acquire grammatical understanding and accuracy? ‘With difficulty’ is a short answer, but it seems to me that students adopt two main approaches (with, of course, all sorts of variants and hybrids in between). There are the analysts and the absorbers – those who like to dissect language into little pieces to understand how it is made, and those who swallow it whole in enormous gulps without worrying too much about the recipe.

Different types of grammar practice exercises reflect these two styles of learning. Some, like gap-filling, multiple choice or word-order exercises, help students understand and practise grammatical forms by getting them to segment language and analyse its components. Other exercises, like grammar drills, work by presenting students with grammatical patterns to repeat and imitate, to help them absorb the language without pausing for too long to analyse it. Some of the games in this book function more like the first type of practice exercise, some more like the second.

3 About this book
The games in this book have been designed to practise grammar, not to introduce or explain it. This book assumes that the class has already met each grammar point, and that it has been explained in the textbook or course that they are following. The games are to be used as practice exercises to help students get used to and remember grammatical rules and patterns. They are designed as fun activities to help lighten the load of grammar learning.

It is up to you, the teacher, to decide when and how to use them, but one suggestion is as light relief at the end of a lesson which has focused on grammar, or after a session doing more traditional, perhaps written, grammar exercises.

Types of game
Some games in the book are what could be called ‘choice’ games. These tend to be more analytic, based on the conscious application of a grammar rule. In them the players have to choose the correct linguistic form, rather as in traditional grammar exercise types such as gap-filling, sentence completion, multiple choice, etc. The difference here is not only that they are in game format, which means they are more fun and lighter-hearted, but also that in most cases there is a context for the game, whereas most grammar exercises are a collection of unrelated sentences. The context is very often the students’ own experiences, tastes and preferences since I believe that a personal element gives emotional colour to an exercise and this is a valuable memory aid – if you have invested something of yourself in an exercise you are less likely to forget it. (Besides which, it’s fun!)

These are the types of ‘choice’ game in the book:

- matching: e.g. matching two words or phrases, matching half-sentences or matching words and pictures
- finding: e.g. finding missing words or finding other words to make a sentence
- sorting: e.g. sorting words or phrases into categories
- ordering: e.g. ordering words to make a sentence
- collecting: e.g. collecting words of a kind, collecting words that collocate, collecting words to make a sentence
- completing: completing incomplete sentences or questions
- competitions: e.g. see how many sentences you can make, how quickly you can unmuddle sentences
- card games and other familiar game types: e.g. lotto, bingo, Pelmanism, happy families, consequences, board games
Other games, which could be called 'reinforcement' games, work more like substitution drills or pattern practice, getting students to internalise rules by repeating patterns. These games are designed not only to provide intensive repetition of a grammatical structure or structures, but to provide a meaningful context – and, since these are games not drills, the repetition has a purpose: students are working towards winning or completing the game.

These are the types of 'reinforcement' game in the book:

*information gap games*: Player 1 has access to some information not held by Player 2. Player 2 must acquire this information to complete a task successfully. This type of game may be one-sided, or reciprocal (where both players have information that they must pool to solve a common problem). The games may be played in pairs, or in small groups (where all members of the group have some information).

*guessing games*: a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be.

*search games*: another variant, involving the whole class. In these games everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in a chart or picture or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

*matching games*: these may also involve a transfer of information. They involve matching corresponding pairs of cards or pictures, and may be played as a whole-class activity, where everyone must circulate until they find a partner with a corresponding card or picture, or a pairwork or small-group activity, played as a card game on the 'snap' principle.

*exchanging games*: based on the 'barter' principle. Players have certain articles, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.

*exchanging and collecting games*: an extension of this. Players have certain articles or cards that they are willing to exchange for others in order to complete a set. These may be played as a whole-class activity, where players circulate freely, exchanging articles or cards at random; or as a card game on the 'rummy' principle.

All the above activities may include elements of role-play or of simulation. In role-play games, players are given the name and some characteristics of a fictional character. These are not role-plays in the true sense, as the role-play element is always subordinate to the use of language. The outcome of a game is 'closed': once cards are distributed it develops in a certain predetermined way, while role-play proper is open-ended and may develop in any number of ways.

4 Practical considerations

**Classroom management**

There are three main types of activity in this book: pairwork, involving two partners; small-group work, involving groups of three or four or more; and whole-class activities, where everyone moves freely around the room. All these activities require some flexibility in the constitution of groups and organisation of the classroom. It is best to have the desks or tables in a U-shape if possible. Students can then work with the person sitting next to them for pairwork, and groups of threes and fours can easily be formed by alternate pairs moving their chairs to the inner side of the U, opposite another pair. Whole-class activities, which involve all the students circulating freely, can take place in the empty area in the centre of the U-shape. If it is not possible to arrange desks in this way, this need not deter you: the traditional arrangement of front-facing desks can be easily adapted to pairwork, with people at adjoining desks working together, while small groups can be formed by two people turning their chairs round to face the people behind them. Whole-class activities present a little more of a problem, but often there is a space big enough for the students to move around in at the front of the class, or desks can be pushed back to clear a space in the centre.

Sometimes an alternative small-group version of the whole-class games in this book has been provided, so that teachers who experience a great deal of difficulty with the kind of games that require students to move around can play these games in a more static format.

Games are best set up by demonstration rather than by lengthy explanation. The teacher should explain briefly what the game involves, hand out the photocopied cards, make sure students have pen and paper if needed, give them a little time to study the cards, and then demonstrate the game with one of the students in front of the class.

It will be found that the idea of the game is probably easier for students to grasp from seeing the cards than from a verbal explanation, and that as they become more familiar with the idea of the games and the techniques used, any initial problems caused by unfamiliarity will quickly disappear. Where more complicated card games are played in small groups, a Rules sheet is provided at the back of the book and it is suggested that teachers hand out a photocopy of this to each group of students, together with the cards. These games are indicated in the Teacher's notes with the symbol [RULES SHEET].

The teacher's role in all these activities is that of monitor and resource centre, moving from group to group, listening, supplying any necessary language, noting errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere. It is a good idea to carry paper and pen and to note any persistent errors or areas of difficulty. These can then be dealt with in a feedback session after the game. In many cases the game could then be played again with different partners or with different cards.

The average length of time for the games in the book is about 15 to 20 minutes.
Resource management
The resources required for each game fall into two categories: reusable and disposable. Where a very small number of photocopies are needed for a whole-class game or where students may write on their cards, it is best to treat these photocopies as disposable, and there is no point in collecting up the photocopies in order to use them with another class when the game is finished.

In contrast, some of the games require a larger number of copies and an investment of the teacher’s time in accurate copying, cutting up and sorting, so it is worthwhile thinking of these materials as reusable resources and investing some time in making the photocopies into a permanent class set of materials. If you have the time and resources, obviously printing or pasting the materials onto card or laminating them would help preserve their shelf-life. However, this isn’t absolutely necessary – I have sets of games materials printed only onto paper that have done their duty in workshops all over the world and aren’t much the worse for wear after several years.

What is more important is providing a system to prevent the materials getting lost and disorganised. If you have a class set of ten packs of cards, for example, it is worth putting each pack into an envelope clearly labelled with the name of the game and the number of cards. It is then the students’ responsibility to collect up all the cards at the end of the game, check that they are all there, put them back into the envelope and hand them back to you. If two packs of cards are required for a game, keep them in two smaller envelopes inside the big one, and get the students to sort them back into their respective envelopes at the end of the game.

Finally, if you have no access to copying facilities at all, it is possible, though time-consuming, to make home-made versions of the materials by getting the students to work with you to draw and write the cards.
1 a or an

Type of activity
Pairwork, matching and guessing games

Grammar point
a and an
- we can use a or an before singular nouns
- we use a before a singular noun beginning with a consonant: a banana
- we use an before a noun beginning with a vowel: an apple

Other structures
Is there ...?

Vocabulary
Food:
an: egg, ice lolly, apple, onion, avocado, orange, artichoke, oyster
a: lemon, yoghurt, tomato, lettuce, carrot, pear, chicken, cucumber, banana, sausage
(These words are provided with pictures on the cards.)

Materials and preparation
• Copy and cut up one set of ARTICLE CARDS for each pair of students in the class.

• Copy and cut up one set of FOOD CARDS for each pair of students in the class. If your students are familiar with the vocabulary, white out the labels on a master copy of the page before making multiple copies. (Don’t cut the labels off – the cards must remain the same size as the ARTICLE CARDS.) If your students are not familiar with the vocabulary, leave the words on the cards and practise them before you play the game.

• Make one copy of the FRIDGE PICTURE for each student in the class.

How to use the game

Part 1
• Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.

• Divide the class into pairs.

• Give each pair a set of ARTICLE CARDS and a set of FOOD CARDS.

• They should shuffle the cards together and spread them out face down on the table.

• The players should take it in turns to turn up two cards.

• If they turn up an ARTICLE CARD and a FOOD CARD that go together (e.g. a and lemon, or an and orange) they may collect and keep the cards. If the two cards do not go together, they should leave them lying face up.

• If any cards are turned up later that go with those already face up, the first player to say the correct article and noun together, e.g. 'A pear!' or 'An apple!', can collect the two cards and keep them.

• The object of this part of the game is to match all articles and food names correctly.

• The player with most cards at the end is the winner.

Part 2
• Ask each pair to discard the ARTICLE CARDS and spread the FOOD CARDS out on the table.

• Give each student a copy of the FRIDGE PICTURE.

• Students should select five foods from the FOOD CARDS and draw them in the fridge. They should not tell their partner which they have chosen.

• Students should then try to guess what is in their partner’s fridge, e.g. 'Is there a/an ................ in the fridge?'

• The object of this part of the game is to guess the foods in their partner’s fridge.

2 a/ an or the (1)

Type of activity
Small group, matching game

Grammar point
a/an and the
- we can use a or an before singular nouns
- we use a before a singular noun beginning with a consonant: a banana
- we use an before a singular noun beginning with a vowel: an apple
- we use the when there is only one (the moon, the sun), or when we know which of many we are referring to (the Queen [of England], the capital [of France])

Other structures
None

Vocabulary
a/an: pencil, plate, tree, flower, man, book, letter, egg, umbrella, orange, apple
**Materials and preparation**

- Copy and cut up one set of ARTICLE CARDS and one set of PICTURE CARDS for each group of 3–4 students in the class.

**How to use the game**

- Check that your students are familiar with the grammar in the Grammar point and with the words listed under Vocabulary for this game.
- Divide the class into groups of 3–4 students.
- Give each group a set of ARTICLE CARDS and a set of PICTURE CARDS.
- Get them to put the PICTURE CARDS face down in a pile in the centre of the table and to deal out the ARTICLE CARDS. They may look at their ARTICLE CARDS.
- The object of the game is to pair up articles and pictures correctly.
- Players take it in turns to take a PICTURE CARD from the pile.
- The player who has taken the card can look to see if it goes with any ARTICLE CARD in his hand.
- If it does (e.g. the and moon, or an and apple), he can lay down the two cards, saying the phrase aloud.
- If it does not, he can place the PICTURE CARD face up on the table.
- The first player to pair it with a card in her hand, saying the phrase made by the two cards, can lay the two cards down.
- Then it is the next player’s turn.
- The player to get rid of her ARTICLE CARDS first is the winner.

**3 a/an or the (2)**

**Type of activity**
Pairwork, information gap game

**Grammar point**

- we use a the first time we mention something:
  Look – there’s a giraffe.
- we use the when we know which one we mean, or when it has already been mentioned:
  Look – the giraffe has got a baby.

**Other structures**

*Is there a ...? Where is (Where’s) the ...?*

Place expressions: next to, between, opposite, at the end, on the left/right

**Vocabulary**

*Animals: elephant, ostrich, alligator, antelope, monkey, tiger, lion, bear, camel, giraffe, kangaroo, zebra*

(These words are provided with pictures on the cards.)

**Materials and preparation**

- Copy and cut up one set of ANIMAL CARDS for each pair of students in the class. If your students are familiar with the vocabulary, white out the labels on a master copy of the page before making multiple copies. If they are not, leave the labels on the cards and practise the vocabulary before you play the game.
- Make one copy of both the ZOO PICTURES for each student in the class.

**How to use the game**

- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.
- Divide the class into pairs.
- Give each pair a set of ANIMAL CARDS and each student the two ZOO PICTURES.
- They should spread the ANIMAL CARDS out to look at.
- Each student should decide which six animals from the cards they want in their zoo, without telling their partner. They should draw them in their MY ZOO picture, without showing the picture to their partner.
- Players should then try to guess what animals are in each other’s zoo, by asking questions, e.g. *Is there a/an .......... in your zoo?*
- The object of this part of the game is to find out which six animals are in each other’s zoo, and make a list of them.
- When they know which animals are in their partner’s zoo, the object of the next part is to find out exactly where each animal is, in order to complete the layout diagram in their MY PARTNER’S ZOO picture.
- In order to do this they imagine they are standing at the entrance to the zoo. They ask each other questions, e.g. *Where’s the ..........?*, and complete the picture according to their partner’s answers. This will involve working out the layout like a puzzle, as pieces of information are revealed, e.g:
  A: Where’s the zebra?
  B: Between the lion and the giraffe.
  A: Ok. Where’s the lion then?
  B: Next to the elephant.
  A: And where’s the elephant?
  B: At the end, on the left.
4 Countable and uncountable nouns

Type of activity
Pairwork, sorting and information gap game

Grammar point
a/an and some with countable and uncountable nouns
- some nouns are countable (e.g. carrot), some are uncountable (e.g. milk)
- countable nouns can be singular (carrot) or plural (carrots)
- uncountable nouns do not have a plural form: milk
- we use a/an with singular countable nouns: a carrot, an avocado
- we use some with plural countable nouns (some carrots) and with uncountable nouns (some milk)

Other structures
There's a/an/some ...
Place prepositions: next to, on, in

Vocabulary
Food: salt, flour, sugar, milk, coffee, tea, rice, bread, butter, cheese, apple, banana, orange, carrots, peas, tomatoes, biscuits, potatoes (These words are provided with pictures on the cards.)
Kitchen furniture: table, chair, sink, fridge, cooker, light, vase, cupboard

Materials and preparation
- Copy and cut up one set of FOOD CARDS for each pair of students in the class. Cut the words off if your students are familiar with the vocabulary. If they are not, leave the words on the cards and practise the vocabulary before you play the game.
- Give each pair a set of FOOD CARDS.
- Get them to spread these out face up on the table.
- Tell them that when you give the signal they should sort the cards into two piles - countable and uncountable.
- Say ‘Go!’
- When they have done this, check they are right.
- Divide the class into groups of 3-4.
- Give out KITCHEN PICTURE 1.
- Each student should mentally select 10 food items (from the FOOD CARDS) and draw them in on the picture. They should not show their picture to their partner.
- If you like, ask them to imagine that some children have been cooking in the kitchen. Ask them to imagine the mess, and draw the items in as strange or silly places as they like.
- Then give out KITCHEN PICTURE 2 to each player.
- Each player should then describe their picture to their partner, e.g. ‘There’s a banana in the flower vase. There’s some flour on the floor.’
- The object of the game is for each player to try to draw the food items in on KITCHEN PICTURE 2, following their partner’s description.

5 Personal pronouns: subject and object (1)

Type of activity
Small group, ordering game

Grammar point
Personal pronouns: he, she, they; him, her, them
- he, she, they are subject pronouns
- him, her, them are object pronouns
- we use subject pronouns for the doer of an action: She smiles.
- we use object pronouns for the object of an action: She sees him.
- after prepositions (e.g. at, to) we use object pronouns: She smiles at him.

Other structures
Present simple: he/she sees, they see

Vocabulary
Actions: see, smile, wave, write, read, meet, watch, cheer
(These words are provided on the cards.)
Also: message, everyone, work (noun)

Materials and preparation
- Copy and cut up one set of TRUE ROMANCE (WORDS) cards and one set of TRUE ROMANCE (PICTURES) cards for each group of 3-4 students in the class.

How to use the game
- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.
- Divide the class into groups of 3-4.
- Give each group a set of TRUE ROMANCE (WORDS) cards and a set of TRUE ROMANCE (PICTURES) cards.
- You can play this as a competitive team game or as a small-group card game.
Personal pronouns: subject and object (2)

Type of activity
Small group, ordering game

Grammar point
Personal pronouns: I, you, we; me, you, us
- I, you, we are subject pronouns
- me, you, us are object pronouns
- we use subject pronouns for the subject of an action or feeling:
  I like dancing.
- we use object pronouns for the object of an action or feeling:
  It makes me sad/cry.

Other structures
Present simple: I like ..., you hate ..., it makes me ..., they make us ...

Vocabulary
Feelings and opinions: like, hate, love, make (It makes me/you ...), believe in (ghosts)
Also: ice cream, dancing, music, books, sad films, football, letters, ghosts, sunshine, holidays, spiders, frightened, happy, excited, tired, cry
(These words are provided on the cards.)

Materials and preparation
- Copy and cut up one set of ME AND YOU CARDS for each pair of students in the class. They will need a sheet of paper each, and a pen or pencil.

How to use the game
- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.
- Divide the class into pairs.
- Give out one set of ME AND YOU CARDS per pair.
- Ask students to spread the cards out face up on the table.
- Ask them to take a sheet of paper and a pen or pencil.
- Tell them they will have three minutes to write down as many sentences as possible that are true for themselves, using the words on the cards in these patterns:
  I (don't) like / love / believe in / hate ...
  or
  ... (doesn't) make / makes me ...

- They can use the words on the cards as many times as they like to create different true sentences.
- They should work individually and not show their sentences to their partner.
• Then ask them, working individually for three minutes, to use the cards to make as many sentences as possible that they believe to be true about their partner, e.g:

You (don’t) like / hate / love ...  
or  
... (doesn’t) make / makes you ...

• Ask them to compare their sentences.

• Then ask each pair to use what they have found out about each other to write as many sentences as possible that are true for both of them:

We (don’t) ...  
... (doesn’t) make / makes us ...

• Set a time limit.

• The object of the game is to make as many true sentences as possible in the time limit, individually and as a pair.

• At the end of the time limit, ask for the totals.

• The pair with the largest number wins the game.

• Ask each pair to read out some of their sentences.

How to use the game

• Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary for this game.

• Divide the class into groups of 3–4 students.

• Give each group two sets of Sentence Fragments.

• Ask them to spread them out face up on the table.

• The object of the game is for each group to arrange the Sentence Fragments into as many sentences as possible that are true for their group.

• Give them a time limit, say five minutes.

• When you say ‘Go!’ they may begin.

• When the time is up, find out which group has made the most correct sentences and ask them to read theirs out.

8 Possessive ‘s

Type of activity
Pairwork, information gap game

Grammar point
Possessive ‘s
– Mary’s husband
– with more than one name, the possessive ‘s generally comes only after the last name: Susanna and Kate’s father

Other structures
That’s / He’s / She’s ...

Vocabulary
Family relationships: mother, father, aunt, uncle, cousin, children, daughter, son, grandfather, grandmother, great grandfather/mother, great aunt/uncle, wife, husband, brother, sister

Materials and preparation
• Make one copy of the Family Trees A and B for each pair of students in the class. Cut A and B apart.

• Make one copy of the Photo Album for each pair of students in the class.

How to use the game

• Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.

• Divide the class into pairs.

• Give each pair the Family Trees A and B. Each student should take one Family Tree and not show it to their partner.
• Give each pair one PHOTO ALBUM.

• Tell them they are cousins, looking at some family photos. They each know something about the people in their family – but not everything.

• They each know who some of the people in the photos are.

• The object of the game is to work out who all the people in the photos are.

• To do this, they will have to match up the names on their FAMILY TREE (A or B) with the photos in the PHOTO ALBUM and tell each other, e.g. ‘That’s Mary’s daughter.’ ‘John is Mary’s husband.’ etc.

• They must not show each other their FAMILY TREE and they should use ‘s in their sentences.

• As they work out who is in the photos, they should write the missing names in on their FAMILY TREE.

• Cut the COUPLE CARDS along the broken lines only, not along the solid lines (giving you four cards). Cut up the POSSESSIONS CARDS. Each group will need paper and a pen or pencil, to keep score.

GAME 2
• Copy one VICTORIAN PHOTO and one set of OBJECTS CARDS for each pair of students in the class. Cut up the OBJECTS CARDS.

How to use the games
Note: Game 1 practises mine, yours, ours;
Game 2 practises his, hers, theirs.

GAME 1
• Check that your students are familiar with the grammar in the Grammar point and Other structures for Game 1.

• Divide the class into groups of 3, 4, 6 or 8. Give out the COUPLE CARDS as follows:
  – For groups of 3, leave out one COUPLE CARD and its corresponding POSSESSIONS CARDS; give the players one COUPLE CARD each.
  – For groups of 4, give the players one COUPLE CARD each.
  – For groups of 6, divide the players into pairs; leave out one COUPLE CARD and its corresponding POSSESSIONS CARDS, and give the players one COUPLE CARD per pair.
  – For groups of 8, divide the players into pairs and give each pair one COUPLE CARD.

• Ask them to fold their COUPLE CARD over at the solid line and place them in front of them, so that the others can see their names.

• Give each group a set of POSSESSIONS CARDS. Ask each group to put the POSSESSIONS CARDS face down in a pile in the middle of the table.

• Students take it in turns to take a POSSESSIONS CARD from the pile and put it on the table for everyone to see.

• The object of the game is to be the first to say correctly who owns each possession.

• If they know (or think they can guess) who the possession belongs to, they should call out, e.g. ‘It’s yours!’ ‘It’s mine!’ ‘It’s ours!’ etc. They can call out whether the possession is theirs or someone else’s.

• If they are the first to identify the owner correctly, they get a point.

• The individual or pair with most points at the end wins the game.

GAME 2
• Check that your students are familiar with the grammar in the Grammar point and Other structures for Game 2.
• Divide the students into pairs.
• Give them the VICTORIAN PHOTO and ask them to put it on the table where they can both see it.
• Ask them to imagine they found this photo, with some objects, in the attic of their house.
• Give them the set of OBJECTS CARDS.
• They should put the OBJECTS CARDS in a pile, face down.
• The aim of the game is to decide what OBJECT belonged to each member of the family.
• As they turn up each card they should discuss who it belonged to, e.g. ‘Whose was this?’ ~ ‘I think it was his.’
  ~ ‘No, I think it was hers.’
• When they agree, they should put the card next to the family member (or members) they think it belonged to.

9–16 students: copy and cut up two sets of NEIGHBOURS CARDS (for 16 students you will need a third copy of Number 8). Highlight a different name on each card and discard any spare cards.

Fewer than 8 students: copy and cut up one set of NEIGHBOURS CARDS. Cut houses off the STREET MAP so that there is one house per student. Discard the NEIGHBOURS CARDS that go with the houses you have cut off. Highlight one name on each card.

More than 16 students: divide the class into two or three equal-sized groups. Follow the above instructions for each group.

GAME 2
• Copy and cut up one set of WORD CARDS for each pair of students. Each pair will need two sheets of paper and a pen or pencil.

10 be: affirmative and negative

Type of activity
Game 1: Whole class/large group, information gap game
Game 2: Pairwork, arranging and guessing game

Grammar point
am, are, is, are not, is not; are, aren't

– in affirmative sentences we say: I am (or I'm), you are (or you're), he/she/it is (or he's, she's, it's), we are (or we're), they are (or they're)
– in the negative, we add not (I am not, he is not, etc.), or we use short forms: I'm not, you aren't, he/she/it isn't, we aren't, they aren't

Other structures
None

Vocabulary
Game 1: single, married, widower; student, doctor, secretary, postman, housewife, dentist, nurse, teacher, accountant, lawyer; at nursery, at school, not working
Game 2: Adjectives/phrases for physical description, personal information and feelings: tall, small, rich, English, busy, friendly, shy, married, single, famous, bored, angry, hungry, thirsty, sad, happy, in love, tired

How to use the games
Note: Game 1 practises affirmative forms; Game 2 practises negative forms.

GAME 1
• Check that your students are familiar with the grammar in the Grammar point and with the words listed under Vocabulary for Game 1.
• Divide the class into groups of 8–16. A class of 16 or fewer can play as one group.
• Give out the cards to each group in turn. Give each student a STREET MAP and one NEIGHBOURS CARD. In groups of 8–16, check that each student has a different highlighted name from everyone else in the group.
• Tell them to imagine they are the highlighted person on their card.
• They should write in their details on the house where they live.
• The object of the game is to find out who lives in the other houses in the street and write all the details into their STREET MAP.
• To do this they will have to talk to the other people in their group, exchanging information.
• At first they will only be able to give their own information, e.g. ‘I'm Jane. I'm at Number 1 with my friend Mary. I'm single. We're students.’ When they know more, they can pass on information about anyone in the street, e.g. ‘Peter and Sue are at Number 2. They are married ...’ etc.

GAME 2
• Check that your students are familiar with the grammar in the Grammar point and with the words listed under Vocabulary for Game 2.
• Divide the class into pairs.
• Give each pair a set of WORD CARDS, and a sheet of paper.
Materials and preparation
• Copy and cut up three or four sets of question slips for each group of 6–8 students.
• Have a bag ready for the completed question slips.

How to use the game
• Check that your students are familiar with the grammar in the grammar point and other structures and with the vocabulary topics shown under vocabulary.
• Divide the class into groups of 6–8. Groups should sit around a table.
• Give each group three or four sets of question slips.
• Ask the students to take one slip each and put the rest in a pile in the middle of the table.
• Ask them to think of a question beginning with the word on the slip. This should be a question about personal information. They should write down the next word in the question on the slip.
• When they have written the word, they pass the slip on to the person on their right, who writes the next word and passes it on.
• The slip continues round the table until the question is complete.
• The person who writes the last word adds a question mark, puts the slip in the bag and takes another slip.
• Do one example with the whole class to show them how to do it. For example, the slip has are written on it. Student 1 writes your. Student 2 writes eyes. Student 3 writes blue, adds a question mark, puts the completed slip into the bag and takes a new slip.
• The object of the game is to complete all the slips with questions.
• The students continue until all the slips are completed and have been placed in the bag.
• They then take turns to draw a question out of the bag, read it out and answer it, e.g. ‘Are your eyes blue?’ ~ ‘Yes, they are. / No, they aren’t.’

Variations
1 The person who completes the question passes the slip on to the next person, who writes an answer underneath and puts it in the bag. When students take questions and answers from the bag, they try to guess who answered the question.
2 This game can also be played with a ‘general knowledge’ theme instead of a ‘personal information’ theme. Questions would be, e.g. ‘Is Paris the capital of France?’ ‘Are the Andes in Chile?’ The vocabulary level required would be higher.
3 The bag of questions, when completed, can be used as forfeits in another game. For example, students count in a circle, each student saying a number. Any numbers
containing 3 or a multiple of 3 must be replaced by ‘buzz’ and any numbers containing 5 or a multiple of 5 must be replaced by ‘fizz’ (so for ‘12’ the student should say ‘buzz’ and for ‘15’ they say ‘fizzbuzz’).

Students who make a mistake have to dip into the bag, take a question and answer it.

12 be: wh- questions

**Type of activity**
Small group, matching game

**Grammar point**
- word order is reversed in questions, e.g.:
  - *It is white.* ➔ *What colour is it?*
- question words come at the beginning of a question

**Other structures**
None

**Vocabulary**
Personal information about age, family, domicile, preferences, favourite colours/sports, etc.
(The words for these vocabulary topics are provided on the cards.)

**Materials and preparation**
- Copy and cut up one set of HALF SENTENCES and one set of PORTRAITS for each group of 3–4 students. Each student needs a sheet of paper and a pen or pencil.

**How to use the game**

**Part 1**

- **RULES SHEET** Check that your students are familiar with the grammar in the Grammar point and with the vocabulary topics shown under Vocabulary, above.
- Divide the class into groups of 3–4.
- Give each group a set of HALF SENTENCES in two separate packs – ‘beginnings’ and ‘endings’.
- One student in each group deals out the ‘endings’ to all players, which they hold in their hand, and places the ‘beginnings’ face down in a pile in the middle.
- Player 1 begins by turning up a ‘beginning’ and placing it on the table so everyone can see it.
- The object of this part of the game is to complete each question using one of the ‘ending’ cards.
- The first person to do this, by producing the appropriate ‘ending’ card and placing it next to the ‘beginning’ to form a question, asks all the other players the question in turn.
- They must answer.
- Completed questions should be left on the table.
- At the end, the group should consider whether any of the ‘beginnings’ and ‘endings’ can be re-combined to make better questions.

**Part 2**
- When the players have used all their cards, give each group a set of PORTRAITS.
- Each student takes a PORTRAIT and, using the questions on the table as a guide, writes six questions about the character on a sheet of paper (beginning *What, What colour, Where, How, Why and Who*). Write these words on the board for the students to refer to.
- When they have finished the questions they should pass their sheet of questions and the PORTRAIT to the student on their right.
- That student invents answers to the questions, as if they were the person in the PORTRAIT, and writes them on the same sheet.
- When they have finished, they should swap question-and-answer sheets with another group. They should lay the PORTRAITS on the table so that they can all see them.
- They each take out one of the new question-and-answer sheets and read out the questions and answers.
- The object of this part of the game is to guess which PORTRAIT the questions and answers refer to.

13 this, that, these, those

**Type of activity**
Whole class, collecting game

**Grammar point**
- *this, that, these and those*
  - *this* and *that* are singular, *these* and *those* are plural:
    - *this shoe, these shoes*
  - *this* and *these* are used for nearby objects
  - *that* and *those* are used for objects that are further away

**Other structures**
- *Have you got ... ?
  It’s this one here. It’s that one over there.
  Are they these ones? Are they those ones over there?*

**Vocabulary**
Clothes and personal possessions: *shoes, boots, gloves, tie, umbrella, bracelet, coat, rucksack, briefcase, suitcase, purse, scarf, hat, wallet, glasses, cardigan, handbag, jumper, jacket, watch*

**Materials and preparation**
- Play this game with a minimum of 8 students, as follows:
  - For a class of 8–14 students, copy and cut up one set of the four LOST PROPERTY OFFICE CARDS for four of the students (one card per student). For the remaining students, copy and cut up one set of the LOST ARTICLES CARDS. Keep one row of these cards for each student.
- For 15–24 students, copy and cut up two sets of the LOST PROPERTY OFFICE CARDS (one each for eight students). Copy and cut up a row of the LOST ARTICLES CARDS for each of the remaining students.

- For 25–36 students, copy and cut up three sets of the LOST PROPERTY OFFICE CARDS (one each for 12 students). Copy and cut up a row of the LOST ARTICLES CARDS for each of the remaining students.

- If you have a larger class than this, it would be best to play in two separate groups.

How to use the game

• Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary for this game.

• Give out the LOST PROPERTY OFFICE CARDS first.

• Ask students with these cards to sit behind desks in different areas of the room. These are the ‘Lost Property offices’.

• They should keep the card so that they can see it but it is not visible to the other students.

• Give out the LOST ARTICLES CARDS to the rest of the students. Each student receives the four cards in a row.

• The object of the game is for the students to find the things on their LOST ARTICLES CARDS.

• To do this they will have to visit each ‘Lost Property office’ in turn, asking ‘Have you got my shoes?’ or ‘Have you got my jumper?’, etc., until they find one with their article(s).

• When they have found the office with their article(s), the Lost Property officer may show them the picture of the lost articles and ask them which article is theirs, e.g. ‘This one here?’ or ‘These ones here?’ (for things that are at the front of the office) or ‘That one over there?’ or ‘These ones over there?’ (for things that are at the back of the office).

• Each Lost Property office has more than one of each article so they will have to identify the article(s) they have lost by telling the Lost Property officer ‘It’s this one.’ or ‘These ones over there, look.’

• The Lost Property officer can then mime giving them the article and they may tick it off on their card.

• The Lost Property officer should cross out the item on his drawing.

• Ask students to sit down when they have found all the articles they have lost.

14 have got: affirmative and negative

Type of activity
Game 1: Small group, finding game
Game 2: Pairwork, information gap game

Grammar point
have, have got, haven’t got; has, has got, hasn’t got
- after I, you, we, they we use: have, have got or ‘ve got
- after he, she, it we use: has, has got or ‘s got
- in the negative, we say: I/you/we/they have not (haven’t) got and he/she/it has not (hasn’t) got
- to talk about possession, the short forms of have (‘s, ‘ve, haven’t and hasn’t) are not normally used without got: He’s got a cat. (Not He’s a cat.)

Other structures
None

Vocabulary
Physical appearance:
Game 1: long, short, curly, straight, brown, red, blonde, black, green, white, blue, yellow, hair, eyes, skirt, dress, jumper, trousers, shoes
Game 2: wings, webbed feet, arms, heads, horns, eyes on stalks

Materials and preparation
• For Game 1, copy and cut up two sets of WORD CARDS for each group of 3–4 students. You will also need a paper bag per group.

• For Game 2, copy and cut out one set of ALIEN FAMILIES PICTURES for each pair of students in your class.

How to use the games
Note: Game 1 practises the affirmative; Game 2 practises both the affirmative and negative.

GAME 1

- Check that your students are familiar with the grammar in the Grammar point and with the words listed under Vocabulary for Game 1, above.

- Divide the class into groups of 3–4 students.

- Give each group two sets of WORD CARDS.

- Ask them to deal out seven cards to each person in the group.

- They should put the rest in a bag.

- Player 1 should look at her cards. If she can make a sentence that is at least four words long and true for someone or some people in her group, she can lay down the words to make the sentence, e.g. ‘He has got brown hair.’ or ‘We have blue jumpers.’ (The student may make a word plural.)

- If she cannot make a sentence she may exchange as many WORD CARDS as she likes with cards from the bag. She can then use them on her next turn.
Then the turn passes to the next person.

The object of the game is to make as many true sentences as possible.

The player with the most sentences on the table at the end is the winner.

GAME 2

Divide the students into pairs. Check that they are familiar with the words and phrases listed under Vocabulary for Game 2.

Give each pair a set of ALIEN FAMILIES PICTURES and ask them to take one each (Family A or Family B). They should not show their picture to their partner.

The object of the game is to find as many differences as possible between the pictures.

To do this they have to imagine that they are the ‘me’ in their picture and describe their pictures to each other, e.g. ‘We’ve all got four arms and two heads.’ or ‘My mother has wings but my sister hasn’t got wings.’ etc.

There are six differences between the pictures.

Divide the class into pairs.

For each pair give one student FAMILIES CARD A and the other FAMILIES CARD B. They should not show the picture to their partner.

Tell them that the left picture on their card is their family and the right picture is their partner’s family.

Give each pair a set of PET CARDS.

Ask them to spread these on the table so that they can both see them.

The object of the game is to guess which pet each member of your partner’s family owns.

To do this they will have to ask questions, e.g. ‘Has your aunt got a parrot?’ or ‘Have your grandparents got a cat?’

Their partner may only give yes/no answers, e.g. ‘Yes (she has).’ or ‘No (they haven’t).’

As they match each pet with its owner, they may take the PET CARD from the table.

The game is finished when each player has matched all the pets with their owners.

15 have got: yes/no questions

Type of activity
Pairwork, matching game

Grammar point
have got: yes/no questions and answers
- questions: Have you/we/I got …? Has he/she/it got …?
- short answers: Yes, I/you/we/they have. Yes, he/she/it has.
- negative short answers: No, I/you/we/they haven’t.

Other structures
None

Vocabulary
Family members: parents, grandparents, aunt, uncle, brother, sister
Pets: (shaggy) dog, poodle, cat, hamster, rabbit, mouse, rat, horse, tortoise, goldfish, parrot, canary, guinea pig, spider

Materials and preparation
- Copy and cut up one set of FAMILIES CARDS (A and B) and one set of PET CARDS for each pair of students in your class.

16 have got: wh-questions

Type of activity
Small group, arranging game

Grammar point
have got in wh-questions
- we use have got in wh-questions like this:
  What colour eyes have you/we/I got?
  What colour eyes has he/she/it got?
- note that word order is reversed in questions

Other structures
wh-question phrases: What colour …? What kind of …? How many …?

Vocabulary
Physical appearance: hair, eyes
Possessions: house, books, rooms, car, camera, television, bicycle, radio, pets
Family members: parents, grandparents, mother, father, aunt, uncle, brother, sister, children
(These words are provided on the cards.)

Materials and preparation
- Copy and cut up a set of SENTENCES CARDS for each group of 3–4 students.
How to use the game

- Check that your students are familiar with the grammar in the *Grammar point* and *Other structures* and with the words listed under *Vocabulary* for this game.
- Divide the class into groups of 3–4 students.
- Give each group a set of *sentences cards*.
- Ask them to spread them all out face up on the table so that they can all see them.
- Get them to appoint one person in each group as 'scribe'.
- **The object of the game is to make as many questions as possible from the words on the table.**
- They can use each word more than once.
- Give them a time limit, say five minutes.
- The 'scribe' writes down the questions as the group think of them.
- The group with the most questions at the end is the winner.
- Then, the students take turns asking a question to a student in another group, e.g:

  Group 1: What colour eyes has your mother got, Maria?
  Maria: Black.
  Group 2: What kind of car has your father got, Pedro?
  etc.

17 *There is* and *There are*: affirmative and negative

**Type of activity**
Pairwork, matching game

**Grammar point**
*There is/isn't* ... *There are/aren't* ...
- we use the singular, *isn't*, to talk about single countable objects and uncountable objects:
  *There isn't a sofa. There isn't any sugar.*
- we use the plural, *aren't*, for plural objects:
  *There aren't any toys.*

**Other structures**

*lots of ...*: *There are lots of cups.*

*any* in negative sentences: *There aren't any matches.*

(= *There are no matches.*)

**Vocabulary**
Furniture and household objects: *sofa, cot, armchair, knitting, coffee table, vases, bookcase, cups, piano, photos, window, toys, fireplace, cigarettes, music stand, matches, ashtray, paints, violin, dog biscuits, newspaper, suitcases* (These words are provided on the cards.)

18 *Is there ...? and Are there ...?*

**Type of activity**
Small group, information gap game

**Grammar point**

*Is there ...? Are there ...?*
- we use the singular, *is*, to ask about single countable objects and uncountable objects:
  *Is there a chair? Is there any sugar?*
- we use the plural, *are*, for plural objects:
  *Are there any toys?*
- note that the word order is changed in questions

**Other structures**

*any* in questions: *Are there any biscuits? a lot of ...: Are there a lot of biscuits?*
Vocabulary
Furniture and household objects: ashtray, cigarettes, matches, easel, paints, collar, dog lead, dog bowl, (packet of) dog biscuits, music stand, violin, books, suitcases, knitting, cat, children's toys, babies' toys

Materials and preparation
- Copy and cut up a set of BEDSITLAND pictures and a set of LODGERS for each group of 3–4 students in your class.

How to use the game
- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.
- Divide the class into groups of 3–4 students.
- Give each group a set of BEDSITLAND pictures and ask them to take one each.
- In groups of 3, one person will have to take two BEDSITLAND pictures.
- They should not show their pictures to each other.
- Give each group a set of LODGERS. Tell them these eight lodgers live in the eight rooms in the house.
- Ask them to spread the LODGERS out on the table where they can see all of them.
- The object of the game is to decide which lodger lives in which room.
- They first look at their own BEDSITLAND picture and decide which LODGER lives in which room, using the objects in the room as clues.
- Then they try to work out where the others live. To do this they will have to ask each other questions using 'Is there ...' or 'Are there ...', such as 'Is there an ashtray in Room 1?', 'Are there a lot of books in Room 2?'
- The game is finished when they have worked out who lives where.

Place prepositions:
in, at, under, etc.

Type of activity
Pairwork, board game

Grammar point
Place prepositions and phrases
in, at, on, under, below, next to, near, above, opposite, behind, in front of, beside, on the right/left of

Other structures
be in yes/no questions: Are you ...?
be in short answers: Yes, I am. No, I'm not.

There is/are ...

Vocabulary
Furniture and household objects: fridge, table, chair, cupboard, cup, saucer, jug, teapot, milk bottle, sink, cooker, pan, cardboard box, toaster, kettle, floor

Materials and preparation
- Make one copy of the CAT AND MOUSE BOARD, the CAT TOKEN and the two MOUSE TOKENS, and two copies of the CAT AND MOUSE PICTURE, for each pair of students in your class. Cut apart the TOKENS. You will also need a dice for each pair.

How to use the game
- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.
- Divide the class into pairs.
- Give each pair a CAT AND MOUSE BOARD, a dice, a CAT TOKEN and one MOUSE TOKEN.
- Ask them to decide which of them will be the cat and which the mouse.
- They should place their tokens on START.
- Now give all the students a CAT AND MOUSE PICTURE, and give the 'mice' another MOUSE TOKEN.
- The 'mice' should place their second MOUSE TOKEN anywhere they like on their picture (keeping it carefully hidden from the 'cats').
- The object of the game is for the 'cat' to try to catch the 'mouse', and the 'mouse' to try to escape from the 'cat'.
- The 'mouse' begins. He should shake the dice and move the appropriate number of squares round the board, missing out the POUNCE squares.
- If he lands on a SCURRY square, he may, if he wants, move the mouse to another place on his picture.
- Then it is the 'cats' turn. She should roll the dice and move the appropriate number of squares, missing out the SCURRY squares.
- If she lands on a POUNCE square, she can ask the 'mouse' a question about his whereabouts, e.g. 'Are you in the box near the sink?' or 'Are you on the chair on the right of the table?' etc.
- The game ends when the 'cat' catches the 'mouse' by finding his hiding place, or when the 'mouse' gets to the mousehole.
20 Imperatives

Type of activity
Small group, board game

Grammar point
Imperatives and negative imperatives
- we use the infinitive form of the verb for the imperative in commands and instructions:
  Sit down. Come here. Touch your toes.
- we use do not or don’t in negative imperatives:
  Don’t laugh.

Other structures
None

Vocabulary
Parts of the body, e.g. hands, toes, stomach, ears, nose, eyes, knees, elbows, feet, tongue, head, mouth
Game actions and expressions: say (the alphabet backwards), miss (a go), pat (your head), rub (your stomach), go (back three squares), close (your eyes), move, change (the rules/one instruction), land (on a square), and other actions as invented by students; at the same time, it’s your go, counter

Materials and preparation
• Copy a LAURA’S GAME BOARD and set of INSTRUCTIONS for each group of 6–8 students in your class. You will also need a dice for each group, and 3–4 differently coloured counters for each group.

How to use the game
• Check that your students are familiar with the grammar in the Grammar point and with the words listed under Vocabulary, above. You can write the vocabulary up on the board for their reference.
• Divide the students into groups of 6–8 players.
• Ask players in each group to group themselves in pairs.
• Tell them they are playing together in these pairs against the other pairs in the group.
• Give each group a LAURA’S GAME BOARD, a set of INSTRUCTIONS and a dice. Give each pair in the group a differently coloured counter.
• Ask all pairs to put their counters on START.
• Tell them to begin playing by shaking the dice and moving the counters round the board.
• When they land on a shape (triangle, circle, square or diamond) they should obey the instruction for that shape. Then it is the next pair’s turn.
• When a pair lands on ‘!’; they may choose one of the INSTRUCTIONS to change, for example, changing the parts of the body when landing on a circle.
• The only condition is that they may not make an instruction that allows a pair to move more than four squares forward, or straight to FINISH.
• They may want to change rules to benefit their pair or just to have fun.
• The object of the game, as in a normal board game, is to reach the end first.
• The pair that does so wins the game.

21 Present simple: affirmative and negative

Type of activity
Game 1: Small group, card game
Game 2: Whole class, information gap game

Grammar point
Present simple
- we use this tense to talk about things that are generally true:
  Birds lay eggs. Tigers have stripes.
- we also use it for habits, routines and things that often, sometimes or always happen:
  I go swimming on Sundays.
- the present simple is like the infinitive form of the verb (like, want, etc.) except for the third person singular which has an -s (he likes, she wants, etc.)
- we use don’t or doesn’t in the negative:
  If you see they don’t like it. He/She/It doesn’t like it.

Other structures
Game 2: Where do you come from? What’s that like?

Vocabulary
Game 1: general knowledge about countries, animals, the body, science, etc.
The following words are accompanied by pictures:
Penguins, polar bears, kangaroos, tigers, zebras, leopards, pandas, cats, fish, frogs, flies, spiders, birds, insects, South/North Pole, Australia, China, India, South America, stripes, spots, bamboo, rice, tea, coffee, legs, eggs, moon, earth, sun, light, sound, water, degrees (°), plant, sunlight Students will need to know these verbs: live, freeze, have, eat, grow, go, travel, boil, need
Game 2: planets, mountains, grass, trees, water, insects, insect life, birds, bird life, sun, moon; telephones, signs, food, milk, radios, guide, beetles, lights, flying chairs, woolly hats; have, go round, write, use tools, speak, eat, need, communicate, drink, walk, travel, wear

Materials and preparation
• For Game 1, copy and cut up a set of FREAKY FACTS CARDS and a set of VERB CARDS for each group of 3–4 students in your class.
• For Game 2, copy a SOLAR SYSTEM MAP for every student in the class. Copy one PLANET CARD and one INHABITANTS CARD for every student and cut up these cards.
How to use the games

Note: Game 1 practises the affirmative; Game 2 practises the affirmative and negative.

**GAME 1**

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary** for Game 1.
- Divide the class into groups of 3–4.
- Give each group a set of **FREAKY FACTS CARDS** and a set of **VERB CARDS**.
- Ask them to deal out eight **FREAKY FACTS CARDS** to each player and to spread the rest face down on the table.
- They should place the **VERB CARDS** face down in a pile on the table.
- **The object of the game is to make sentences using a verb from a verb card to combine two of the **FREAKY FACTS CARDS**.**
- Each player should take it in turn to pick up a **VERB CARD** from the pile.
- She should take two **FREAKY FACTS CARDS** from her hand and make a sentence with them using the **VERB CARD** to connect them (and adding any other words she likes), e.g. 'Tigers have stripes.' 'The earth goes round the sun.' 'Polar bears live near the North Pole.' 'Pandas live in China.'
- To make some sentences she will need an extra 's' or 'es' card.
- She will find that sometimes she holds the right combination of cards to make a fact easily, e.g. **Cats eat fish**, but sometimes she will not have the right combination of cards to make an obvious fact. In this case she should 'invent' a fact, e.g. **Tigers eat fish**, and try to persuade the others that it is true. (She will obviously have more chance with a 'believable' fact like the above than with obviously false statements like **Birds have 8 legs!**)
- If the group accept the 'fact' as true or possibly true, she may discard the cards and take another two **FREAKY FACTS CARDS** from those on the table.
- If the group reject the sentence, she must keep the cards but may change as many **FREAKY FACTS CARDS** as she likes from her hand with those spread out on the table. The cards that she puts back on the table must be face down.
- Then the turn passes to the next player.
- The winner is the player who gets rid of all her cards first.

**GAME 2**

Note: This is a whole-class activity.

- Check that your students are familiar with the grammar under **Other structures** and with the words listed under **Vocabulary** for Game 2.

**Part 1**

- Give each student a **SOLAR SYSTEM MAP** and a **PLANET CARD**.
- Ask them to read the **PLANET CARD** and work out which planet on the **SOLAR SYSTEM MAP** they come from. They should mark it with its name on the map.
- Ask them to take their **SOLAR SYSTEM MAP** (but not the **PLANET CARD**) and to stand up.

- **The object of this part of the game is to name all the planets on the map.**
- Students can do this by talking to each other and describing their planet using affirmative and negative statements such as:
  
  **S1:** Where do you come from?
  **S2:** Mars.
  **S1:** What's that like?
  **S2:** Well, it doesn't have any mountains and it doesn't have any grass. But it has trees and water.
  **S1:** Is it planet number 2?
  **S2:** No, Tharg doesn't go round the sun. etc.

- The students must not show their **SOLAR SYSTEM MAPS** to each other, nor say the number of their planet.
- When they have written in the names of all the planets on their map, ask them to sit down.

**Part 2**

- When everyone is sitting down, give each student an **INHABITANTS CARD**. This card should not correspond to the **PLANET CARD** they already have.
- Tell them that they are each on a mission in outer space and they have each found an alien (the one on their **INHABITANTS CARD**) from another planet who is lost in space. He/she doesn't speak their language so they don't know where he/she comes from.

- **The object of this part of the game is to find which planet the alien is from and return him/her to it.**
- To do this they will have to stand up and move around the class 'radioing' each of the other planets till they find out which planet the alien is from. They could say:
  
  **S1:** Spaceship Delta to Gamma 3 - Are you receiving me?
  **S2:** Yes. Go ahead.
  **S1:** We have an alien here. He has two heads and four arms. But he doesn't have any feet. He's in a flying chair.
  **S2:** Yes! He's from Plarg. Can you bring him back?

**Variation**

- You can play this game in a more static version by seating students in groups of 8 or fewer around tables. For 8 students, make eight copies of the **SOLAR SYSTEM MAP**, and a copy of each of the eight **PLANET CARDS** and **INHABITANTS CARDS**. For groups of fewer than 8, make one copy of the **SOLAR SYSTEM MAP** and white out any unwanted planets. Use this as your master to make the required number of copies. Select **PLANET CARDS** and **INHABITANTS CARDS** to correspond with the map.
22 Present simple: yes/no questions

Type of activity
Pairwork, matching and memory game

Grammar point
Present simple questions
- we use do and does to form questions in the present simple: Do you/we/they like ...? Does he/she/it like ...?
- note that we put the subject (I, you, etc.) after do and does

Other structures
Short answers: Yes, I do. No, I don’t.

Vocabulary
Places, things, activities: ice cream, football, cat, dog, glasses, club, theatre, bicycle, tea, tennis, chess, stamps, guitar, piano, languages, office, chocolate, car, jogging
Activity verbs: play, watch, go (clubbing/to the theatre), get up, ride (a bicycle), collect, speak, work, drive
Other verbs: like, enjoy, have, wear

Materials and preparation
- Copy and cut up one set of CUE CARDS for each pair of students in your class. Each pair will need a sheet of paper and a pen or pencil.

How to use the game
- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.
- You can write the verbs, from the list, on the board for students to refer to.
- Divide the class into pairs.
- Give each pair a set of CUE CARDS.
- Ask them to put them in a pile face down on the table.
- Player 1 should take the top card and look at the picture, then ask Player 2 a question based on the picture, e.g. (picking up the picture of an ice cream) ‘Do you like ice cream?’
- Player 2 should answer and ask Player 1 the same question, e.g. ‘Yes, I do. Do you?’
- The object of the game is to ask and answer as many questions as possible.
- Players should take it in turns to pick up cards from the pile.
- Give a time limit, say three minutes.

At the end of this time, join pairs together with another pair.
- Pair A should put their chairs so they are back to back and cannot see each other.
- Pair B should quiz Player 1 about Player 2’s answers, e.g. ‘Does he like ice cream?’ They may use the cards as cues.
- Player 1 must try to remember.
- When she has answered, Player 2 may say whether she was right or not.
- They can then ask Player 2 about Player 1, and Player 1 can confirm or disagree with the answer.
- Pair B should keep a score of the number of right answers that Pair A gives about each other.
- Then it is Pair A’s turn to question pair B.
- The pair who got the most right answers at the end are the winners.

23 Present simple: wh- questions

Type of activity
Small group, matching game

Grammar point
Present simple wh- questions
- we form these questions with do and does:
  Where do /you/we/they live?
  Where does he/she/it live?
- we put the subject (I, he, etc.) after do and does
- question words (who, where, why, what, how, when) go at the beginning of the question

Other structures
With things that are generally true, we use a or the plural: A hedgehog rolls into a ball. Tigers live in India.

Vocabulary
Animals (the names of these animals are given on the cards):
- elephants, tigers, horse, owls, giraffes, camel, frogs, hedgehog, turtles, bees, hamsters, birds, geese, polar bears, penguin
- These words are also given on the cards: India, Africa, hay, grass, leaf/fleaves, trees, water, hole, beach, honey, food, spring, autumn, snow; reach, store, catch (flies), roll (into a ball); dark
- Students will need to know these words to make the questions for the game (they can be written up on the board): live, eat, lay (eggs), fly, keep, fur, long necks, hump, cheeks, big eyes, long tongues

Materials and preparation
- Copy and cut up one set of ANIMAL PICTURES and one set of ANIMAL ANSWERS for each group of 3–4 students in the class.
How to use the game

- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary for this game.
- Divide the students into groups of 3–4.
- Give each group a set of ANIMAL PICTURES and ANIMAL ANSWERS.
- They should spread the ANIMAL ANSWERS out face up on the table and put the ANIMAL PICTURES face down in a pile.
- Players should take it in turns to turn up a card from the ANIMAL PICTURES pile and lay it on the table.
- The object of the game is to find a question for the picture that matches one of the ANSWERS on the table. Questions must begin with a wh-word and use do or does.
- The player who can do this correctly first, for example by asking (matching a picture of a tiger with the answer India) ‘Where do tigers live?’, may keep both cards.
- The player with most cards at the end is the winner.

Materials and preparation

- Copy and cut up one set of PACKING PICTURES, one SUITCASE and one CHECKLIST for each group of 3–4 students in your class. Put all the PACKING PICTURES that you have copied together and mix them up.

How to use the game

- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary for this game.
- Divide your class into groups of 3–4.
- Give each group a SUITCASE and a CHECKLIST.
- Tell them they are going on holiday and this is their packing list.
- Ask two players in each group to take the SUITCASE and the other two to take the CHECKLIST. (In a group of 3, one player can take either the SUITCASE or the CHECKLIST.)
- Give out the mixed-up PACKING PICTURES to the players with the suitcases only – 12 pictures to each pair. Because the Packing Pictures have been mixed up, each group will be missing some items and have more than one of other items.
- The pair should spread the PACKING PICTURES out where they can both see them, but conceal them from the other pair in their group.
- The object of the game is to ‘pack’ the SUITCASE with all the items on the CHECKLIST.
- The pair with the CHECKLIST should ask the other pair if they have items on the list, e.g. ‘We need some suncream. Have we got any suncream?’
- The players with the SUITCASE and PACKING PICTURES should answer, e.g. ‘Yes, we’ve got some.’ or ‘No, we haven’t got any.’
- If they have an item, they can put it in the SUITCASE and the players with the CHECKLIST can tick it off.
- If they haven’t got an item, the players with the CHECKLIST should underline or circle the item.
- If they have more than one of any item, they should put one in the SUITCASE, but keep the other on the table.
- When they have finished going through the CHECKLIST, they should decide what items they need to get, e.g. ‘We haven’t got any batteries. We need to get some.’ ~ ‘Yes, and we need some plasters too.’
- Groups may then send out two players to go to other groups to try to obtain those items.
- They should visit other groups and ask for items, e.g. ‘We need some shampoo. Have you got any?’
- Groups can give away any of the items not in their SUITCASE. (Items do not need to be exchanged – they can be given away.)
- The group to finish packing first are the winners.

24 some and any

Type of activity
Small group, exchanging and collecting game

Grammar point
some and any
- we use some and any with plural nouns (some pills, any batteries) and uncountable nouns (some money, any shampoo)
- we use some in affirmative statements (I have some money), in offers (Would you like some money?) and requests (Can you give me some money?)
- we use any in negative statements (I haven’t got any money) and in questions, except for offers and requests (Have you got any money?)
- some and any may be used on their own without a noun when the noun has been previously mentioned: I haven’t got any shampoo. Have you got any?

Other structures
need: We need some stamps.

have got in questions and short answers

Vocabulary
Holiday necessities: film, suncream, insect repellent, money, plasters, batteries, shampoo, toothpaste, soap, travel pills, aspirin, tissues (These words are provided in the game.)
How much ...? and How many ...?

Type of activity
Pairwork, information gap game

Grammar point
How much ... ? and How many ... ?
- we use how much with uncountable nouns:
  How much flour ... ?
- we use how many with plural nouns:
  How many apples ... ?

Other structures
have got
There is/are ...

Vocabulary
Shop goods: apples, flour, coffee, jam, soup, oranges, tea, tomatoes, sugar, bread
Amounts: gram, loaf/loaves
Containers: bag, packet, jar, tin

Materials and preparation
• Copy and cut up a set of CUPBOARD PICTURES (A and B) for each pair of students in your class.

How to use the game
• Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.
  • Divide the class into pairs.
  • Give CUPBOARD PICTURE A to one student in each pair and CUPBOARD PICTURE B to the other student. They should not show their pictures to each other.

The object of the game is to find as many differences as possible between the two pictures.

To do this they will have to ask questions about each other’s pictures, e.g. ‘How many apples are there in your cupboard?’ ‘How much flour is there in your cupboard?’, and answer, e.g. ‘There are five apples in my cupboard.’ or ‘I’ve got 500 grams of flour.’
  • There are eight differences.

Quantifiers: much, many, a lot of, a few, etc.

Type of activity
Small group, board game

Grammar point
much, many, not much, not many, a little, a lot (of), not a lot (of), a few
- we use much with uncountable nouns: much time
- we use many with plural nouns: many books
- we use a lot of with uncountable and plural nouns: a lot of time a lot of books
- much and many tend to be used in questions and negatives. In affirmative statements we tend to use a lot of instead of much or many.
- a few (meaning ‘not many’) is used with plural nouns: a few books
- a little (meaning ‘not much’) is used with uncountable nouns: a little time

Other structures
have got: affirmative, negative, questions
There is/are: affirmative, negative, questions
Present simple: affirmative, negative, questions
Vocabulary
These words are provided on the board: brothers, money, books, letters, coffee, tea, languages, hobbies, rooms, rain, pets, kilometres, time, exercise, problems, good friends, aunts, free time, holidays, television programmes, sisters

Materials and preparation
• Copy a QUESTIONS BOARD and a set of MUCH OR MANY CARDS for each group of 3–4 students in your class.
Cut up the MUCH OR MANY CARDS. For each group you will need a dice and 3–4 differently coloured counters.

How to use the game
• Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.
  • Divide the class into groups of 3–4.
  • Give each group a QUESTIONS BOARD, a dice and a shuffled set of MUCH OR MANY CARDS. Give each student a differently coloured counter.
  • Ask them to place their counters on START and to deal out five MUCH OR MANY CARDS to each student.
  • The rest of the cards should be placed in a pile face down.
  • Player 1 throws the dice and moves forward that number of squares.
  • The object of the game is to match picture squares and MUCH OR MANY CARDS to make questions.
Materials and preparation
- For Game 1, copy and cut up one set of People cards and one set of Frequency cards for each pair of students in your class. Each pair will need a sheet of paper and a pen or pencil.
- For Game 2, copy one sheet of Calendars and one set of People Pictures for each pair of students in the class. Cut up the People Pictures.

How to use the games
- Check that your students are familiar with the grammar in the Grammar point and with the words listed under Vocabulary for this game.

GAME 1
- Divide the class into pairs.
- Give each pair a set of People cards and a set of Frequency cards. Ask them to put them in two separate piles face down on the table.
- Player 1 should take the top card from each pile and put them face up on the table for both players to see.
- The object of the game is to make a true or false sentence combining the two phrases.
- Players should take it in turns to take the top card from each pile and make a sentence using the words on the cards, e.g. ‘A lot of my friends go skating on Friday nights.’ or ‘My boss often shouts.’
- They should keep a list of their sentences as they say them.
- Then get each pair to work with another pair.
- Each pair in the group should take it in turns to read their sentences out.
- Each pair should guess whether the other pair’s sentences are true or false.
- If they are right they get a point. If they are wrong, the other pair get a point.
- The pair with most points at the end is the winner.

Variation
- You can adapt this game to practise only the frequency adverbs (always, often, frequently, usually, sometimes, occasionally, rarely, never) if you prefer. Simply discard the adverbial phrases (on Saturday nights, etc.) from the Frequency cards and copy more of the adverbs.

GAME 2
- Divide the students into pairs.
- Give one student in each pair (Student A) a sheet of Calendars. He should not let his partner see it.
- Give the other student (Student B) a set of People Pictures. She should spread these out on the table in a way that she, but not her partner, can see them.
• The object of the game is to match the pictures to the calendars.

• Student A begins. He should describe the activities in the first calendar in his sheet of calendars, e.g. 'He sometimes goes to the theatre. He goes to ballet lessons once a week / every Tuesday.'

• Student B should look at her people pictures to see if she has a picture that corresponds to this description.

• She should give this to Student A, who should put it on the correct calendar.

• Halfway through, the students can exchange roles (Student B has the set of calendars and Student A the pictures).

Variation
• If you prefer a whole-class activity for this game, copy and cut out as many calendars from the calendars sheet as you have students in the class, and copy the corresponding people pictures. Give each student an individual calendar and one of the people pictures (not the picture that corresponds with their calendar). They should then go round the class trying to find the person who has 'lost' the calendar that they have, by asking and answering questions, e.g:

  S1: Do you sometimes go skating?
  S2: Yes!
  S1: And do you go birdwatching at weekends?
  S2: Yes! I love birdwatching.
  S1: Is this your calendar?

Present continuous: affirmative and negative

Type of activity
Small group, ordering game

Grammar point
Present continuous
– we can use this tense to talk about ongoing actions and feelings:
  I’m reading.
  She’s watching TV.
  He’s feeling sad.
– we form the present continuous with the present tense forms of be + [verb]-ing: I’m / you’re / he’s / she’s / we’re / they’re + [verb]-ing
– we can form the negative like this: I’m not / you’re not (or you aren’t) / he’s not (or he isn’t) / she’s not (or she isn’t) / we’re not (or we aren’t) / they’re not (or they aren’t) + [verb]-ing

Other structures
None

Vocabulary
Actions and feelings (all these words are provided in the game): arriving, feeling (happy/well/sad), trying (to learn Spanish), practising (her Spanish in the market), having (a siesta), spending (all her money), learning (to windsurf / to ride bikes), enjoying (Spanish food / the tour), playing (volleyball), burying

Materials and preparation
• Copy one set of caption cards and one photo album (left and right pages) for each group of 3–4 students in your class. Cut up the caption cards, keeping the people cards and verb cards separate.

How to use the game
• Check that your students are familiar with the grammar in the Grammar point and with the words listed under Vocabulary, above.
• Divide the class into groups of 3–4.
• Give each group a photo album and a set of caption cards, separated into people cards and verb cards.
• Ask each group to put both pages of the photo album face up on the table where they can all see them.
• Ask them to take the people cards and to spread them out face up on the table.
• Ask them to take the verb cards and to spread them out face down on the table.
• Players then take it in turns to turn up the verb cards, one at a time. They should leave the cards face up.
• The object of the game is to make a caption for each photo, using the caption cards. Each caption is made up of three cards.
• The players should look at the cards on the table and try to spot a combination of caption cards that makes a sentence that describes one of the photos, e.g. for photo 1: We are arriving in Spain.
• When one of them ‘spots’ a caption, she should say the words and point to the photo.
• The first player to do this can put the appropriate caption cards under the photo and claim a point.
• The player with the most points at the end is the winner.

Variation
• This can be played as a team game, where the first group to match all the photos and captions correctly wins the game.
29 Present continuous: yes/no questions

Type of activity
Small group, lotto game

Grammar point
Present continuous questions
– the word order is changed in questions:
Are you/you/he/they + [verb]-ing? Am I + [verb]-ing?
Is he/she/it + [verb]-ing?

Other structures
Present continuous negatives: He isn’t dancing.

Vocabulary
Activities: dancing, running, jumping, kicking (a ball), drinking, typing, singing, climbing (a tree), ironing, cooking, washing up, riding (a bike), driving, eating, writing, playing (the guitar), painting, sleeping, shopping, watching (TV), reading, fighting, skating, repairing (a car)

Materials and preparation
• Copy and cut up one set of four LOTTO BOARDS and one set of 24 LOTTO PICTURES for each group of 3–4 students in your class. For groups of 3, discard one board and its set of six picture cards.

How to use the game
• Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above. You can write the words on the class board for the students to refer to.
• Divide the students into groups of 3–4.
• Give each group a set of LOTTO BOARDS and a set of LOTTO PICTURES.
• They should put the LOTTO PICTURES face down in a pile on the table and take one LOTTO BOARD each.
• The object of the game is to match the pictures in the pile with the pictures on the boards.
• Player 1 begins. He takes a picture from the pile and, without showing it to the others, tells them three things that aren’t happening in the picture, e.g. ‘He isn’t dancing. He’s not eating. He isn’t laughing.’
• The other players then ask questions to find if the card corresponds to one on their boards, e.g. ‘Is he cooking?’ ‘Is he writing?’ ‘Is he driving?’
• The player who gets the answer ‘Yes’ may take the picture and place it on her board on the matching square.
• Then it is the next player’s turn to pick up a picture and say what is not happening in his picture.
• If any player picks up a picture that matches one on her own board, she should replace it at the bottom of the pile and take another.
• The player who completes his board first is the winner.

30 Present continuous: wh- questions

Type of activity
Small group, ordering and matching game

Grammar point
Present continuous wh- questions
– the word order is changed in questions:
Where are you/you/he/they + [verb]-ing?
Where am I + [verb]-ing?
Where is he/she + [verb]-ing?
– question words (what, who, when, why, where, how, which) come at the beginning of the question

Other structures
None

Vocabulary
Actions: crying, smiling, looking (at), talking (to), running, thinking, buying, writing (to), cooking, standing (on), screaming (at), going (These verbs are provided on the cards.)
Also: watch, see, catch, dreaming, trying (to reach); sad, film, hot-air balloon, bus, flowers, fried eggs, cupboard, ghost

Materials and preparation
• Copy and cut up one set of PICTURE QUESTIONS, one set of PICTURE ANSWERS and one set of WORD CARDS for each group of 3–4 students in your class.

How to use the game
Part 1
• Check that your students are familiar with the grammar in the Grammar point and with the words listed under Vocabulary, above.
• Divide the class into groups of 3–4 students.
• Give each group a set of PICTURE QUESTIONS and a set of shuffled WORD CARDS.
• Ask them to spread out the WORD CARDS face up on the table where they can all see them.
• Ask them to put the PICTURE QUESTIONS face down in a pile on the table.
• The object of this part of the game is to make an appropriate question using four WORD CARDS for each picture.
• Player 1 should turn up the first PICTURE QUESTION and put it face up on the table where everyone in the group can see it.
• The first player to see the four WORD CARDS that make an appropriate question for the picture should say the question. If the others agree it is correct, he can then take the four WORD CARDS and the PICTURE QUESTION, placing the picture in front of him with the four WORD CARDS underneath.

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Then it is the next player's turn to turn up a PICTURE QUESTION.

The player with most WORD CARDS at the end is the winner.

**Part 2**

- When they have made all the questions correctly, ask them to put away the WORD CARDS and give each group a set of PICTURE ANSWERS.
- Ask them to put the PICTURE QUESTIONS face down in a pile on the table and to deal out all the PICTURE ANSWERS to the players.
- The object of this part of the game is to match question and answer.
- Player 1 takes the first PICTURE QUESTION from the pile and asks the question, without showing the others the card.
- The player who thinks he has the right PICTURE ANSWER can reply, e.g. 'He's crying because he's watching a sad film.' The other players can check the question and answer cards match; if they do, she can keep the pair of cards.
- Then it is the next player's turn to turn up a PICTURE QUESTION and ask the question.

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### 31 Present simple or present continuous

**Type of activity**
Small group, matching game

**Grammar point**
Present continuous or present simple
- we use the present simple to talk about actions repeated every day, often, or sometimes (I get up at 7.30 every morning) and about feelings (He likes chocolate)
- we use the present continuous for ongoing actions taking place at the time of speaking:
  
  She can't come to the phone now; she's having a bath.

**Other structures**

None

**Vocabulary**
Work activities: drive (a bus), deliver (letters), repair (cars), teach (maths), work (in a restaurant / in an office / on a building site / in a shop), paint (pictures), direct (films), fly (planes), clean (windows), wear (a uniform)

Likes: like (chocolate/dogs/music/coffee/bikes/ballet/films/cats/chewing gum/books)

Common actions: do (some gardening), eat (lunch), drink (coffee), drive (a car), read (a book), watch (ball/a film/TV), talk (on the phone), play (tennis/football/golf), ride (a bike)

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### 32 can and can't

**Type of activity**
Whole class/small group, collecting game

**Grammar point**
can and can't
- can has no -s in the third person:
  
  I/you/he/she/it/we/they can ... 
- the negative of can is cannot or can't
- the word order is changed in questions:
  
  Can I/you/he/she/it/we/they ... ?
- can/cannot can't be followed by an infinitive (without to):
  
  I can swim/run/jump.
- can is used without an infinitive in short answers:
  
  Can you swim? ~ Yes, I can.
- we use can/cannot can't to talk about abilities
  
  (I can swim/cook/sew), and to ask and give or refuse permission (Can I join your team? ~ Yes, you can. / No, you can't.)
Other structures
None

Vocabulary
Activities: juggle, ride (a horse), somersaults / turn somersaults, walk (the tightrope), eat (fire), lift (weights), run, do (the long jump / the high jump / gymnastics), swim, throw (the javelin), play (the violin / the piano / the guitar), conduct (an orchestra), sing, dance, cook, sew, make (furniture), sail (a boat), spin, weave, give (first aid)
Also: desert island, castaway

Materials and preparation
- Whole class: first mentally divide your class into four teams. For each team, copy and cut up enough TEAM CARDS and their corresponding TALENT PICTURES for each student to have one of each, e.g. each student who will be in the circus team should have the ‘CIRCUS TEAM’ CARD and a different ‘CIRCUS’ TALENT PICTURE. (If there are fewer than 6 in a team, you will have to make a choice of TALENT PICTURES and white out the corresponding items from the TEAM CARD. If there are more than 6, simply copy some TALENT PICTURES twice.)
- Small groups: if you prefer to play the game in small groups, copy and cut up one set of TEAM CARDS and one set of TALENT PICTURES for each group of 3–4 students. For groups of 3 students remove one TEAM CARD and its corresponding TALENT PICTURES.

How to use the game
- Check that your students are familiar with the grammar in the Grammar point and with the expressions listed under Vocabulary, above.
- For a whole-class activity, give each student in the class a TALENT PICTURE and a TEAM CARD.
- Each student’s TALENT PICTURE should correspond to one of the people described on their TEAM CARD.
- The object of the game is for the class to group themselves into four teams, by finding the other people described on their TEAM CARD.
- To do this, they should get up and walk around the room, asking other people ‘Can you...?’ questions, e.g. ‘Can you juggle?’ ‘Can you cook?’
- Players can answer ‘Yes, I can.’ or ‘No I can’t.’ or offer information, e.g. ‘I can’t juggle but I can walk the tightrope! Can I join your circus?’
- When they find someone who has one of the abilities described on the card, they should join together and go in search of more people to join their team.
- When everyone has joined a team, ask the four teams to go to different corners of the room.
- Ask each team member to describe the abilities of the person or people standing next to them, e.g. ‘He can juggle.’ ‘She can ride a horse.’ ‘They can both walk the tightrope.’
- The other teams must guess what the team does, e.g. ‘You’re a circus team.’

Variation
- If you prefer to play this game in a more static version, divide the class into groups of 3–4 and give each group a set of TEAM CARDS and a set of TALENT PICTURES. They should take one TEAM CARD each and put the TALENT PICTURES face down in a pile in the centre of the table.
- The object of the game is to collect a set of TALENT PICTURES that correspond with the team members on the TEAM CARD.
- Player 1 takes one TALENT PICTURE from the pile, without showing it to the others. He should check if the picture matches one of the six talents on his TEAM CARD. If it does, he should replace the card at the bottom of the pile and take another.
- When he has a picture that does not match the talents on his TEAM CARD, the others may ask questions, e.g. ‘Can you juggle?’ ‘Can you cook?’ based on the list on their TEAM CARD.
- The player who asks the question that gets the answer ‘Yes’ may keep the picture and add it to her ‘team’.
- Then it is the next player’s turn to turn up a TALENT PICTURE.
- The winner is the player who gets her ‘team’ together first.
- At the end, players can go through their TALENT PICTURES ‘introducing’ their teams to each other, e.g. ‘He can juggle.’ etc., but not say what their team is.
- The other players must guess what each team does.

33 must, mustn’t and needn’t

Type of activity
Pairwork, matching game

Grammar point
must, mustn’t and needn’t
- must has no -s in the third person:
  If you/she/it/one/they must ...
- the negative of must is must not or mustn’t
- an alternative form to do/does not need to is needn’t:
  You do not need to run.
  You needn’t run.
- must/mustn’t/needn’t are followed by an infinitive (without to):
  I must buy some food today.
  You mustn’t be late.
  You needn’t do any shopping.
- we use must to tell people to do things
- mustn’t is used to tell people not to do things
- needn’t is used to say there is no obligation/necessity to do something
Other structures
Comparatives: eat more, do more exercise

Vocabulary
(These words and expressions are provided on the cards.)
Activities: do my homework, clean the house, cut the grass, go on a diet, do the shopping, see my bank manager, go to the dentist, have a holiday, have a good night’s sleep, do more exercise, eat more, wash my hair, get up early today, rush, take warm clothes, go to the bank
Transgressions: be late again, forget to phone the travel agent, lose my temper, fall asleep in the meeting, spend a lot of money on holiday, spend a lot of time watching TV, lose the keys, burn the dinner, park on that yellow line again

Materials and preparation
• Copy and cut up one set of Necessity cards and one set of Action cards for each pair of students in the class.

How to use the game
• Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words and expressions listed under Vocabulary, above.
• Divide the class into pairs.
• Give each pair a set of Necessity cards and a set of Action cards.
• Ask them to spread the two sets out, face down, in different areas on the table.
• They should take it in turns to turn up two cards, one from each set.
• The object of the game is to match cards to make meaningful sentences.
• If the two ‘half sentences’ can reasonably be combined, e.g. ‘I needn’t’ and ‘get up early today’, or ‘You mustn’t’ and ‘be late again’, the player can put them together to make a sentence, adding a phrase to ‘justify’ his sentence, e.g. ‘I needn’t get up early today because I don’t start work until eleven.’ or ‘You mustn’t be late again or your boss will be angry.’
• The player can then collect the two cards.
• If the two ‘half sentences’ can’t be combined, or the player can’t think of a situation in which they would make sense – e.g. ‘I mustn’t’ and ‘do my homework’ would be hard to combine (though ingenious students may be able to find a reason!) – the two cards should be left face up on the table.
• The next player can then turn up two cards and try to make a sentence.
• Any new ‘half sentence’ can be combined with one that has previously been turned up and left on the table.
• The winner is the player with most cards at the end of the game.

was and were

Types of activity
Game 1: Whole class/small group, ordering game
Game 2: Small group, guessing game

Grammar point
was and were: simple past of be
– we use was and were to talk about situations that existed at a definite time in the past
– in the affirmative the form is:
I/he/she/it was ..., you/we/they were ...
– in the negative the form is:
I/he/she/it wasn’t ..., you/we/they weren’t ...
– in questions the word order is changed:
Was I/he/she/it ...? Were you/we/they ...?

Other structures
None

Vocabulary
Game 1: Romance: in love, meeting place, under the clock, happy, late, angry, rude, sorry
(These words are provided on the cards.)
Game 2: Places: in the bath, in the street, in a boat (on the sea), on the roof, in the sea, up a skyscraper, on a mountain, in a tree/a garden/a police car, in hospital, on a horse
Also: a.m., p.m.

Materials and preparation
• Game 1: Copy and cut up one set of Soap Opera cards (Words and Pictures) for each group of 3-4 students in the class.
• Game 2: Copy and cut up two sets of Strange But True cards (pictures with times) for each group of 3-4 students in the class. Cut the times off the bottom of one set of cards for each group.

How to use the games
Note: Game 1 practises affirmative and negative forms; Game 2 practises questions and negatives.

GAME 1
• Check that your students are familiar with the grammar in the Grammar point and with the words and expressions listed under Vocabulary for Game 1.
• Divide the class into groups of 3-4.
• Give each group a set of Soap Opera cards (Words and Pictures).
• You can play this as a competitive team game or as a small-group card game.

Team game
• Get each group to spread the Pictures and the Words out on the table.
• Tell them the Pictures and Words tell a story and that there is one sentence for each picture. Each sentence is made up of three Words cards.
• The object of the game is to arrange the pictures in sequence to tell the story and then to select and order words from the words cards to make a sentence for each picture.

• The group can re-order the pictures to match with the sentences if they need to.

• The group that does this first is the winner.

Card game

• Get the groups to spread the soap opera pictures out face up in the centre of the table, in any order.

• They should deal out seven words cards each and put the rest face down to one side of the pictures.

• The players may look at the words in their hands but not show them to the others.

• The object of the game is to find three words cards to make a sentence that tells what is happening in one of the pictures.

• Player 1 goes first. If he has the right words in his hand to make a sentence about any of the pictures, he can lay them down underneath the picture and say the sentence.

• The others can comment – accept or reject the sentence.

• If they agree with it, he can take, from the words cards on the table, three new words cards.

• If he cannot find the right words in his hand, he can exchange as many words cards as he likes from the cards on the table.

• Then it is the next player’s turn.

• When every picture has its sentence, then the players can arrange them to make the story.

The story is:

They were in love. (Picture 1)
The meeting place was under the clock. (Picture 2)
He was there at 7 o’clock. (Picture 3)
She wasn’t there. (Picture 4)
Where was she? (Picture 5)
He wasn’t happy. (Picture 6)
She was late. (Picture 7)
He was angry. (Picture 8)
She was angry. (Picture 9)
He was rude. (Picture 10)
She was rude. (Picture 11)
She wasn’t happy. (Picture 12)
He was sorry. (Picture 13)
She still wasn’t happy. (Picture 14)
He was very sorry. (Picture 15)
They were in love again. (Picture 16)

(But variations are possible)

• Give each group a set of strange but true cards without the times.

• Ask them to deal them out equally to all players.

• Now give each group the strange but true cards with the times on. Ask them to put these in a pile face down in the middle of the table.

• The object of the game is to match the two sets of strange but true cards.

• Player 1 begins. He takes a card from the pile.

• If it matches one in his hand, he should replace it at the bottom of the pile and take another.

• If it does not match one in his hand, he should look at the card but not show it to the others, and he should ask the rest of the group: ‘Guess where I was at ... a.m./p.m. yesterday. I wasn’t .............. and I wasn’t ..............’ (saying the time on the card and naming two places not pictured on the card).

• The rest of the group have to guess where he was, basing their guesses on the pictures they hold, e.g. ‘Were you in the bath?’

• Then the player with the matching picture, who guesses correctly, can take both cards and discard them.

• The player who gets rid of hers cards first is the winner.

Past simple: affirmative and negative

Type of activity

Game 1: Pairwork and small group, matching game
Game 2: Small group, information gap game

Grammar point

Past simple: affirmative and negative
– in the affirmative this tense is formed by adding -ed:
  walk → walked, look → looked
– in the negative this tense is formed with did not/didn’t:
  I didn’t walk. She didn’t look.
– there are many common verbs which have irregular past simple forms: go → went, see → saw

Other structures

None

Vocabulary

Common actions: begin/began, break/broke, bring/brought, build/built, buy/bought, catch/catched, come/came, drink/drank, eat/ate, fall/fell, find/found, fly/flew, forget/forgot, get/got, give/gave, go/went, have/had, hear/heard, leave/left, lose/lost, make/made, meet/meet, pay/paid, put/put, read/read, ring/rang, say/said, see/saw, sell/sold, sit/sat, sleep/slept, speak/spoke, spill/spilt, stand/stood, stick/stuck, take/took, tell/told, think/thought, win/won, write/wrote
Also:

**Game 1**: job, cup, chocolates, wall, hat, ball, room, tea, spaghetti, vase, floor, keys, Paris, name, book, flowers, yesterday, have (a bath), owl, house, cake, pay (by cheque), food, fridge, marry, film, car, clown, tent, chat, glass, water, class, stand up, paper, slice of cake, child, think about, cup/trophy, letter

**Game 2**: hole, wall, mistake, door, plant pot, accident, hammer, piano keys, glue, curtains, blowtorch, window, glass, carpet, paint pot, table, saw, shelves, fountain, plans, living room, garden, wallpaper; need, admit, drop, glue, burn, get (in the way of), smash, lean, walk, saw (in half), put up, notice; thin, backwards, silly, sorry, not straight, back to front

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**Materials and preparation**

- **Game 1**: Copy and cut up one set of **Verb Match cards** (Present and Past) for each pair of students in the class. Copy and cut up one set of **Action Pictures** (1 and 2) for each group of 4 students; for weaker classes keep the verbs on the cards as support – for stronger classes cut the verbs off.

- **Game 2**: Make one copy of the **Dave the Builder Picture** and one copy of the **Culprit Cards** for each group of 4-10 students in the class. Cut up the **Culprit Cards**.

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**How to use the games**

Note: **Game 1** is a simple game to help students memorise irregular pasts; **Game 2** practises negative past forms.

**GAME 1**

**Part 1**

- Check that your students are familiar with the grammar in the **Grammar point** for this game.

- Divide the class into pairs.

- Give each pair a set of **Verb Match cards**, **Present** and **Past**.

- Ask them to shuffle them and then spread them out face down on the table.

- They should take it in turns to turn up two cards at a time.

- The **object of this part of the game is to find matching pairs of Past and Present verbs**.

- If a player turns up two cards which have the past and present form of the same verb on them, e.g. *begin* and *began*, she can pair the cards and collect them.

- The player with the most cards at the end is the winner.

**Part 2**

- Check that your students are familiar with the words listed under **Vocabulary** for Game 1.

- When the pairs have finished the first part of the game, join them up with another pair to make a group of 4 and give them a set of **Action Pictures** (1 and 2).

- Ask them to put these face down in a pile in the centre of the table.

- Ask them to take the **Verb Match cards** and separate them so that only the past forms are left.

- Check that students have all the past cards. Ask them to deal out the past cards equally to all players.

- Players may look at their cards.

- The **object of the game is to match pictures and verbs, and to make a sentence, using the past simple, describing the picture**.

- Player 1 begins. He takes a card from the pile of **Action Pictures** and lays it face up on the table so that the other players can see it.

- All the players must try to match the correct verb to the picture and to make a sentence in the past, e.g. for the picture of a girl dropping a cup and breaking it, a student must produce the card *broke* and say *She broke the cup.* The first to do this may collect the **Action Picture card** and put her **Verb Match** (Past) card on the discard pile.

- The player with most **Action Picture cards** at the end is the winner.

**Variation**

- When the students are familiar with the past forms, this game can be played without the **Verb Match** (Past) cards: students turn up an **Action Picture** from the pile and the first one to describe it correctly gets the card.

**GAME 2**

- Check that your students are familiar with the words listed under **Vocabulary** for Game 2.

- Divide students into groups of 4-10.

- Give each group a **Dave the Builder Picture** and a set of **Culprit Cards**. Each student should have one **Culprit Card**. If the group is smaller than 10, some students will need to take two (or more) cards.

- The **object of the game is for each group to work out who did what**.

- There is one snag – they are only allowed to deny actions; they cannot make positive statements nor ask any questions. Ted, for example, can say *I didn’t smash the window* or *I didn’t burn the curtains,* but not *I broke the plant pot.* (They must tell the truth though – Ted can’t say *I didn’t break the plant pot.*)

- It is up to each group to work out how to solve the puzzle.

- The group that solves the puzzle first are the winners.

- When the puzzle is solved and everyone knows who is guilty, they can all make their excuses, e.g. *I put the fountain in the middle of the room. I had the plans back to front!*
36 Past simple: yes/no questions

Type of activity
Small group, matching game

Grammar point
Past simple: yes/no questions
– we use did to form questions in the past simple
(Did I / you / he / she / it / we / they ...):
Did you go to the cinema?
– note that we put the subject (I, you, etc.) after did

Other structures
None

Vocabulary
cinema, film, café, coffee, pizza, restaurant, queue (for a taxi), party, get a lift (a lift), pub, folk concert, ballet, catch a bus, nightclub

Materials and preparation
• Copy and cut up the CROSSED PATHS cards for each group of 4–6 students in the class. If using the game with groups of 4 or 5, simply discard one or two CROSSED PATHS cards.

How to use the game
• Check that your students are familiar with the grammar in the Grammar point and with the words and expressions listed under Vocabulary, above.
• Divide the class into groups of 4–6 students.
• Give each group a set of CROSSED PATHS cards and ask them to take one each.
• They should not show it to the other players.
• The card shows what each of them did yesterday evening.
• At some point in the evening they met each of the other members of the group.
• The object of the game is for each player to work out where he saw the other players.
• To do this they should use the information on their card and ask each other ‘Did you ............... yesterday evening?’, e.g. ‘Did you go to Luigi’s restaurant yesterday evening?’, until they find a place that they both have in common. They must answer only ‘Yes’ or ‘No’.
• When they find a place they have in common, they can write the other person’s name against that place on their card.
• The group who are the first to work out where everyone saw everyone else wins the game.

37 Past simple: wh- questions

Type of activity
Small group, lotto game

Grammar point
Past simple: wh- questions
– question words (what, why, when, where, who, how or which [thing]) come at the beginning of a question
– we can make wh- questions with was or were followed by the subject:
When were you in London?
– we can also make wh- questions with did followed by the subject and an infinitive (without to):
Where did you stay? Who did you meet?

Other structures
What kind of: What kind of shoes did you buy?
What colour: What colour was it? What colour did he wear?

Vocabulary
toast, coffee, pocket, cup, Italy, year, bike, scared, plane, funny, red, white, blue, theatre, party, pizza, restaurant, mother, night, best friend, week, foot, train, vanilla, orange, black, stripes, nice (These words are provided on the cards.)
Students should be familiar with a range of common verbs, e.g. go, do, eat, get to, like, prefer, buy, find, keep, meet, go, see, catch, choose

Materials and preparation
• Make one copy of the LOTTO CARDS for every 4 students in the class (cut each copy of the sheet to create 4 identical boards). Copy and cut up one set of ANSWER CARDS for each group of 3–4 students. You will also need a paper bag for each group.

How to use the game
• Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.
• Divide the class into groups of 3–4 students.
• Give each student a LOTTO BOARD and give each group one set of ANSWER CARDS and a paper bag.
• Ask them to put the ANSWER CARDS in the paper bag.
• The object of the game is to make questions that match the answers on the ANSWER CARDS.
• Player 1 begins. He takes a card from the paper bag and reads it out.
Materials and preparation

- Copy a TIME BOARD and a set of PREPOSITION CARDS for each group of 3–4 students in your class. Cut up the PREPOSITION CARDS. You will also need a dice for each group and a different coloured counter for each student in the group.

How to use the game

- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the expressions listed under Vocabulary for this game.
- Divide the class into groups of 3–4.
- Give each group a TIME BOARD, a dice and a set of PREPOSITION CARDS, and a different coloured counter for each student in the group.
- The students should put the TIME BOARD in the middle of the table and place their counters on START.
- They should deal out four PREPOSITION CARDS to each player and put the rest face down in a pile on the corner of the board.
- Players take it in turns to throw the dice and move their counters round the board.
- If a player lands on a time square, she should look at the cards in her hand and find one that matches the time in the square (e.g. AT Christmas or ON Monday).
- The object of the game is to match times and prepositions correctly in order to ask a question.
- If she has a suitable PREPOSITION CARD she can ask a question to any other player, involving that time phrase, e.g. 'What do you eat at Christmas, François?' When François replies, she discards her PREPOSITION CARD, replacing it at the bottom of the pile, and takes another from the top. Then she can have another go.
- If a player does not have the correct PREPOSITION CARD in her hand she must miss her go, but can pick up a card from the pile.
- The player who gets to FINISH first is the winner.

38 Time prepositions: in, at, on

Type of activity
Small group, board game

Grammar point
in, at and on
- we use in with months (in January), years (in 1999), seasons (in the spring), and parts of the day (in the morning/afternoon/evening)
- we use at with times (at 9.30), festivals (at Christmas), and in expressions like at night and at the weekend
- we use on with days and dates: on Monday, on Tuesday morning, on 17th April

Other structures
Present simple: affirmative, negative and questions
Past simple: affirmative, negative and questions

Vocabulary
Times (e.g. at six o'clock), days (e.g. on Monday), months (e.g. in June), years (e.g. in 1999), festivals (e.g. at New Year)
39 Present continuous with future meaning

Type of activity
Whole class/large group, information gap game

Grammar point
Present continuous for future plans
- the present continuous is used with a future meaning when we are talking about plans and intentions:
I'm going to the theatre tonight.

Other structures
wh- questions: What are you doing tonight?

Vocabulary
Leisure activities and places: meal, restaurant, piano recital, concert (hall), theatre, nightclub, skating (rink), meeting, café, film, cinema, pub, badminton, sports hall, swimming (baths), football pitch/match

Materials and preparation
- Copy and cut out one MAP and one ROLE CARD for each student in the class. For classes and groups smaller than 12, just use the appropriate number of ROLE CARDS but make sure the cards for ‘Sam’ and ‘Amy’ are included.

How to use the game
- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the words listed under Vocabulary, above.
- Give each student a ROLE CARD.
- Make sure ‘Sam’ goes to a man and ‘Amy’ to a woman, if possible, because these are the only two people who are going out together tonight.
- Tell them what is written on the card is what each of them has arranged to do tonight.
- Give everyone a copy of the MAP.

The object of the game is to find out which two people are going out together tonight.
- To do this they will have to get up and walk round the class, asking each other wh- questions and answering. For example, they ask ‘What are you doing tonight?’ or ‘Where are you going tonight?’ and answer ‘I’m having …’ or ‘I’m going …’. They fill in on the map who is going to be where.

Variations
- You can adapt the game to practise yes/no questions and short answers by adapting the rules: specify that students should guess by asking e.g. ‘Are you going to the theatre tonight?’ and should reply ‘Yes I am. / No I’m not.’
- You can practise the third person forms (Sam’s going / Amy’s going …, etc.) in addition to I and you by giving a (deliberately short) time limit, and then seating students in pairs or threes to pool their information and complete their maps.

40 going to

Type of activity
Whole class and small group, information gap game

Grammar point
going to
- we use am/is/are going to followed by an infinitive to talk about future intentions:
I’m going to finish this book tonight.
We’re going to buy a small hotel near the sea.
- in negatives we use I’m not ..., he/she isn’t ..., and you/we/they aren’t ...
I’m not going to cook tonight.
- in questions we put the subject after am/is/are:
What are you going to do tonight?
- we usually avoid saying going to go:
I’m going to bed (rather than I’m going to go to bed)

Other structures
Present simple of be: affirmative, questions and short answers
Time expressions: first, after, then, next, etc.
Students may use can, and imperatives: e.g. Tell/Ask (someone to do something)

Vocabulary
have a party/dinner party, paint, dining room, play (drums), do (homework), watch (TV/a video/a football match), go to bed early, go to a restaurant/the cinema, go swimming

Materials and preparation
- Copy and cut out one of the ROLE CARDS for each student in the class. For classes or groups of fewer than 12, cut the fourth person off three ROLE CARDS in a family and discard the fourth card (e.g. cut ‘Alice’ off three cards and discard the ‘Alice’ card), or discard a whole family. Each student needs a card with a name in bold.

How to use the game
- Check that your students are familiar with the grammar in the Grammar point and Other structures and with the expressions listed under Vocabulary, above.

Part 1
- Give each student a ROLE CARD.
- Tell them to imagine they are the character in bold on their card. The thought bubble shows what they have decided to do this evening.
• The object of the game is to find the rest of your family and discover what they are hoping to do.

• To do this, students will have to walk around the class until they find the rest of their family, by asking, for example, ‘Are you in the Brown family?’ and answering ‘Yes, I am. I’m Mrs Brown.’ or ‘No, I’m not.’

• When they have grouped into their families, they should then find out what the others in their family are planning to do, by asking ‘What are you going to do this evening?’ and answering, for example, ‘I’m going to play my drums.’

• Warn them there will be a conflict! Give them a few minutes to argue, e.g. ‘No, you’re not going to play your drums because I’m going to have a dinner party!’ ‘Oh no you’re not going to have a dinner party because I’m going to paint the dining room this evening!’

Part 2

• Regroup them into groups of 3 like this: ask all the ‘Browns’ to put up their hands and give them a number each, counting from 1. Do the same with the ‘Blacks’ and the ‘Greens’.

• Then ask ‘all the 1s’ to sit at a certain table, all the 2s at another and so on, until the whole class is sitting in groups of 3. In each group of 3 there should be one person from each family. If the number of students is not divisible by three, add the extra students to other groups, e.g. if you have 14 students you will have 2 students ‘left over’. Add one to each of two other groups so you have two groups of 3 and two groups of 4. In the groups of 4 there will be 2 people from the same family. Try to ensure these are different family members!

• Ask them to tell the others about their family argument. For example, ‘My mum thinks she’s going to watch EastEnders, but she’s wrong because I’m going to watch a video!’

• Then see if they can offer the other families in their group some advice. Can they solve the problem so that everyone gets what they want? For example, ‘Tell your Mum’s friends they can come to dinner, but you’re all going to paint the dining room first!’

• Regroup students in their original ‘families’ and get them to try to find a solution.

• Ask ‘families’ to report back on any solutions. For example, ‘Well, I’m going to watch the video after Mum’s TV programme and Susie isn’t going to have a party. She’s going to invite her friends to watch the video too. And Dad is still going to bed early!’
Games material

The following pages contain games material to be photocopied and cut up for your class. The Teacher's notes explain how to use this material for each game. All sheets are for single-sided photcopying.

On several pages (pages 53, 78, 79, 90 and 106), the numbers that identify different cards are printed outside the cards. It is important that you cut along the cutting-lines and discard the numbers so that students do not see them on their cards. The numbers are printed to show you the correct answers for the games.

On pages 123–8 you will find Rules sheets for some of the games. These can be photocopied too, and given to students to help them remember how to play the game.
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<td>ARTICLE CARDS</td>
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</tr>
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<td>a</td>
</tr>
<tr>
<td>a</td>
</tr>
<tr>
<td>a</td>
</tr>
</tbody>
</table>
1 a or an

FOOD CARDS

<table>
<thead>
<tr>
<th>Egg</th>
<th>Ice lolly</th>
<th>Apple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onion</td>
<td>Avocado</td>
<td>Orange</td>
</tr>
<tr>
<td>Artichoke</td>
<td>Oyster</td>
<td>Lemon</td>
</tr>
<tr>
<td>Yoghurt</td>
<td>Tomato</td>
<td>Lettuce</td>
</tr>
<tr>
<td>Carrot</td>
<td>Pear</td>
<td>Chicken</td>
</tr>
<tr>
<td>Cucumber</td>
<td>Banana</td>
<td>Sausage</td>
</tr>
</tbody>
</table>
1 a or an
## Article Cards

<table>
<thead>
<tr>
<th>a</th>
<th>a</th>
<th>a</th>
<th>a</th>
<th>a</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>a</td>
<td>an</td>
<td>an</td>
<td>an</td>
<td>an</td>
</tr>
<tr>
<td>an</td>
<td>the</td>
<td>the</td>
<td>the</td>
<td>the</td>
<td>the</td>
</tr>
<tr>
<td>the</td>
<td>the</td>
<td>the</td>
<td>the</td>
<td>the</td>
<td>the</td>
</tr>
</tbody>
</table>

## Picture Cards

<table>
<thead>
<tr>
<th>pencil</th>
<th>plate</th>
<th>tree</th>
<th>flower</th>
<th>man</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>letter</td>
<td>egg</td>
<td>umbrella</td>
<td>orange</td>
</tr>
<tr>
<td>apple</td>
<td>sun</td>
<td>moon</td>
<td>world</td>
<td>sky</td>
</tr>
<tr>
<td>sea</td>
<td>Eiffel Tower</td>
<td>Queen of England</td>
<td>capital of France</td>
<td>Taj Mahal</td>
</tr>
</tbody>
</table>
ALAN OR THE (2)

ANIMAL CARDS
- elephant
- ostrich
- alligator
- antelope
- monkey
- tiger
- lion
- bear
- camel
- giraffe
- kangaroo
- zebra

ZOO PICTURES
- MY ZOO
- MY PARTNER'S ZOO

Don't separate these two zoo pictures!
## Countable and Uncountable Nouns

### Food Cards

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>salt</td>
<td>flour</td>
<td>sugar</td>
</tr>
<tr>
<td>milk</td>
<td>coffee</td>
<td>tea</td>
</tr>
<tr>
<td>rice</td>
<td>bread</td>
<td>butter</td>
</tr>
<tr>
<td>cheese</td>
<td>apple</td>
<td>banana</td>
</tr>
<tr>
<td>orange</td>
<td>carrots</td>
<td>peas</td>
</tr>
<tr>
<td>tomatoes</td>
<td>biscuits</td>
<td>potatoes</td>
</tr>
</tbody>
</table>
**4 Countable and uncountable nouns**

**KITCHEN PICTURES**

1. [Kitchen illustration 1]

2. [Kitchen illustration 2]
## Personal pronouns: subject and object (1)

<table>
<thead>
<tr>
<th>TRUE ROMANCE (WORDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
</tr>
<tr>
<td>sees</td>
</tr>
<tr>
<td>her</td>
</tr>
<tr>
<td>she</td>
</tr>
<tr>
<td>sees</td>
</tr>
<tr>
<td>him</td>
</tr>
<tr>
<td>he</td>
</tr>
<tr>
<td>smiles at</td>
</tr>
<tr>
<td>her</td>
</tr>
<tr>
<td>she</td>
</tr>
<tr>
<td>smiles at</td>
</tr>
<tr>
<td>him</td>
</tr>
<tr>
<td>he</td>
</tr>
<tr>
<td>waves at</td>
</tr>
<tr>
<td>her</td>
</tr>
<tr>
<td>she</td>
</tr>
<tr>
<td>waves at</td>
</tr>
<tr>
<td>him</td>
</tr>
<tr>
<td>he</td>
</tr>
<tr>
<td>writes a message to</td>
</tr>
<tr>
<td>her</td>
</tr>
<tr>
<td>she</td>
</tr>
<tr>
<td>writes back to</td>
</tr>
<tr>
<td>him</td>
</tr>
<tr>
<td>everyone</td>
</tr>
<tr>
<td>reads</td>
</tr>
<tr>
<td>the messages</td>
</tr>
<tr>
<td>they</td>
</tr>
<tr>
<td>meet</td>
</tr>
<tr>
<td>after work</td>
</tr>
<tr>
<td>everyone</td>
</tr>
<tr>
<td>watches</td>
</tr>
<tr>
<td>them</td>
</tr>
<tr>
<td>they</td>
</tr>
<tr>
<td>all</td>
</tr>
<tr>
<td>cheer</td>
</tr>
</tbody>
</table>
5 Personal pronouns: subject and object (1)

TRUE ROMANCE (PICTURES)

Meet me at 5 outside?

OK!
### Personal pronouns: subject and object (2)

**ME AND YOU CARDS**

<table>
<thead>
<tr>
<th></th>
<th>you</th>
<th>me</th>
<th>we</th>
<th>us</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>hate</td>
<td>love</td>
<td>make</td>
<td>makes</td>
</tr>
<tr>
<td>don’t</td>
<td>doesn’t</td>
<td>believe in</td>
<td>ice cream</td>
<td>dancing</td>
</tr>
<tr>
<td>music</td>
<td>books</td>
<td>sad films</td>
<td>football</td>
<td>letters</td>
</tr>
<tr>
<td>ghosts</td>
<td>sunshine</td>
<td>holidays</td>
<td>spiders</td>
<td>frightened</td>
</tr>
<tr>
<td>sad</td>
<td>happy</td>
<td>excited</td>
<td>tired</td>
<td>cry</td>
</tr>
</tbody>
</table>
### Possessive adjectives: *my, your, his, etc.*

<table>
<thead>
<tr>
<th>my</th>
<th>your</th>
<th>his</th>
<th>her</th>
<th>our</th>
</tr>
</thead>
<tbody>
<tr>
<td>their</td>
<td>mother</td>
<td>father</td>
<td>brother</td>
<td>sister</td>
</tr>
<tr>
<td>aunt</td>
<td>uncle</td>
<td>group</td>
<td>is tall</td>
<td>is small</td>
</tr>
<tr>
<td>has got brown hair</td>
<td>has a beard</td>
<td>wears glasses</td>
<td>likes reading</td>
<td>likes football</td>
</tr>
<tr>
<td>has a bike</td>
<td>has got a car</td>
<td>has a dog</td>
<td>has a cat</td>
<td>works hard</td>
</tr>
<tr>
<td>is intelligent</td>
<td>is attractive</td>
<td>is a good cook</td>
<td>is good at dancing</td>
<td>likes ice cream</td>
</tr>
</tbody>
</table>
8 Possessive 's

FAMILY TREES

A

Felix m. Agatha

Peter m. Annie  Martha m. William  m.

Kate  Susanna m. Tim  Amanda m. Tom  m.

Toby  Alex  Phil  Sam  Jan

m. = married

B

m.  m.  Martha m. William  George m. Agnes

m.  m.  Susanna m. Tim  Amanda m. Tom  Mary m. John

Alex  Phil  Sam  Jan  Ben  Beth

m. = married
8 Possessive 's

PHOTO ALBUM

Agnes
Mary and Tom
Ben and Beth
John
Annie
Toby
Kate
Peter
Felix
Agatha
9 Possessive pronouns: *mine, yours, his, etc.*

CUT INTO FOUR CARDS ONLY!
### Possessive pronouns: mine, yours, his, etc.

**POSESSIONS CARDS**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Bicycle" /></td>
<td><img src="image2" alt="Bicycle" /></td>
<td><img src="image3" alt="Bicycle" /></td>
<td><img src="image4" alt="Bicycle" /></td>
</tr>
<tr>
<td><img src="image5" alt="Boot" /></td>
<td><img src="image6" alt="Shoe" /></td>
<td><img src="image7" alt="Sandal" /></td>
<td><img src="image8" alt="Boot" /></td>
</tr>
<tr>
<td><img src="image9" alt="Hat" /></td>
<td><img src="image10" alt="Crown" /></td>
<td><img src="image11" alt="Hat" /></td>
<td><img src="image12" alt="Hat" /></td>
</tr>
<tr>
<td><img src="image13" alt="Umbrella" /></td>
<td><img src="image14" alt="Chain" /></td>
<td><img src="image15" alt="Umbrella" /></td>
<td><img src="image16" alt="Umbrella" /></td>
</tr>
<tr>
<td><img src="image17" alt="Dog" /></td>
<td><img src="image18" alt="Dog" /></td>
<td><img src="image19" alt="Dog" /></td>
<td><img src="image20" alt="Cat" /></td>
</tr>
<tr>
<td><img src="image21" alt="Dress" /></td>
<td><img src="image22" alt="Stick" /></td>
<td><img src="image23" alt="Chain Saw" /></td>
<td><img src="image24" alt="Magic Wand" /></td>
</tr>
</tbody>
</table>
9 Possessive pronouns: mine, yours, his, etc.
be: affirmative and negative

10

STREET MAP
## 10 be: affirmative and negative

**NEIGHBOURS CARDS (two sets)**

<table>
<thead>
<tr>
<th>At Number 1</th>
<th>At Number 2</th>
<th>At Number 3</th>
<th>At Number 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane (21), Mary (22)</td>
<td>Peter (50), Sue (46)</td>
<td>Alice (39), Tamsin (3)</td>
<td>Bob (42), Tina (43)</td>
</tr>
<tr>
<td>Single</td>
<td>Married</td>
<td>Alice is single</td>
<td>Married</td>
</tr>
<tr>
<td>Students</td>
<td>Peter: doctor</td>
<td>Alice: secretary</td>
<td>Bob: postman</td>
</tr>
<tr>
<td></td>
<td>Sue: doctor</td>
<td>Tamsin: at nursery</td>
<td>Tina: housewife</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At Number 5</th>
<th>At Number 6</th>
<th>At Number 7</th>
<th>At Number 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam (59)</td>
<td>James (24), Tony (29)</td>
<td>Mandy (32), Terry (33)</td>
<td>Tessa (41), Max (42),</td>
</tr>
<tr>
<td>Widower</td>
<td>Married</td>
<td>Married</td>
<td>Toby (15)</td>
</tr>
<tr>
<td>Dentist</td>
<td>Single</td>
<td>Mandy: teacher</td>
<td>Married; son</td>
</tr>
<tr>
<td></td>
<td>Nurses</td>
<td>Terry: not working</td>
<td>Tessa: accountant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Max: lawyer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Toby: at school</td>
</tr>
</tbody>
</table>

At Number 1  
Jane (21), Mary (22)  
Single  
Students

At Number 2  
Peter (50), Sue (46)  
Married  
Peter: doctor  
Sue: doctor

At Number 3  
Alice (39), Tamsin (3)  
Alice is single  
Alice: secretary  
Tamsin: at nursery

At Number 4  
Bob (42), Tina (43)  
Married  
Bob: postman  
Tina: housewife
### be: affirmative and negative

<table>
<thead>
<tr>
<th>WORD CARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>you</td>
</tr>
<tr>
<td>we</td>
</tr>
<tr>
<td>am not</td>
</tr>
<tr>
<td>aren’t</td>
</tr>
<tr>
<td>aren’t</td>
</tr>
<tr>
<td>tall</td>
</tr>
<tr>
<td>shy</td>
</tr>
<tr>
<td>hungry</td>
</tr>
</tbody>
</table>
11 be: yes/no questions

QUESTION SLIPS

Are

Are

Are

Are

Are

Is

Is

Is

Is

Is

Is

Am

Am
## be: wh- questions

### HALF SENTENCES

<table>
<thead>
<tr>
<th>BEGINNINGS</th>
<th>ENDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is</td>
<td>your favourite colour?</td>
</tr>
<tr>
<td>What is</td>
<td>your favourite name?</td>
</tr>
<tr>
<td>What are</td>
<td>your favourite things to eat?</td>
</tr>
<tr>
<td>What are</td>
<td>your good points?</td>
</tr>
<tr>
<td>What colour is</td>
<td>your front door?</td>
</tr>
<tr>
<td>What colour are</td>
<td>your living-room walls?</td>
</tr>
<tr>
<td>What colour is</td>
<td>your favourite fruit?</td>
</tr>
<tr>
<td>What colour are</td>
<td>your mother’s eyes?</td>
</tr>
<tr>
<td>How old are</td>
<td>your parents?</td>
</tr>
<tr>
<td>How old is</td>
<td>your house?</td>
</tr>
<tr>
<td>Where is</td>
<td>your home?</td>
</tr>
<tr>
<td>Where are</td>
<td>your friends now?</td>
</tr>
<tr>
<td>Who is</td>
<td>your best friend?</td>
</tr>
<tr>
<td>Who are</td>
<td>your favourite singers?</td>
</tr>
<tr>
<td>Why are</td>
<td>you here today?</td>
</tr>
</tbody>
</table>
12 be: wh- questions

PORTRAITS

1. A woman walking on the beach.

2. A girl jumping rope on the beach.

3. A man waiting at a bus stop.

4. A man reading a newspaper in a café.
13 this, that, these, those

LOST PROPERTY OFFICE CARDS

A

LOST PROPERTY

B

LOST PROPERTY

C

LOST PROPERTY

D

LOST PROPERTY
<table>
<thead>
<tr>
<th>LOST ARTICLES CARDS</th>
<th>Cut along these lines only:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Shoes" /></td>
<td><img src="image2" alt="Shoe" /></td>
</tr>
<tr>
<td><img src="image3" alt="Bangle" /></td>
<td><img src="image4" alt="Bangle" /></td>
</tr>
<tr>
<td><img src="image5" alt="Purse" /></td>
<td><img src="image6" alt="Purse" /></td>
</tr>
<tr>
<td><img src="image7" alt="Jacket" /></td>
<td><img src="image8" alt="Jacket" /></td>
</tr>
<tr>
<td><img src="image9" alt="Gloves" /></td>
<td><img src="image10" alt="Gloves" /></td>
</tr>
<tr>
<td><img src="image11" alt="Backpack" /></td>
<td><img src="image12" alt="Backpack" /></td>
</tr>
<tr>
<td><img src="image13" alt="Hat" /></td>
<td><img src="image14" alt="Hat" /></td>
</tr>
<tr>
<td><img src="image15" alt="Scarf" /></td>
<td><img src="image16" alt="Scarf" /></td>
</tr>
<tr>
<td><img src="image17" alt="Briefcase" /></td>
<td><img src="image18" alt="Briefcase" /></td>
</tr>
<tr>
<td><img src="image19" alt="Peaches" /></td>
<td><img src="image20" alt="Peaches" /></td>
</tr>
<tr>
<td><img src="image21" alt="Tie" /></td>
<td><img src="image22" alt="Tie" /></td>
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<tr>
<td><img src="image23" alt="Umbrella" /></td>
<td><img src="image24" alt="Umbrella" /></td>
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<tr>
<td><img src="image25" alt="Sunglasses" /></td>
<td><img src="image26" alt="Sunglasses" /></td>
</tr>
<tr>
<td><img src="image27" alt="Watch" /></td>
<td><img src="image28" alt="Watch" /></td>
</tr>
</tbody>
</table>

---

**13 this, that, these, those**
# 14 have got: affirmative and negative

<table>
<thead>
<tr>
<th>WORD CARDS</th>
<th>They</th>
<th>He</th>
<th>She</th>
<th>I</th>
<th>You</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>got</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>curly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>straight</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>black</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>green</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>white</td>
<td></td>
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<td></td>
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<tr>
<td>blue</td>
<td></td>
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<tr>
<td>yellow</td>
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<tr>
<td>hair</td>
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<td></td>
</tr>
<tr>
<td>skirt</td>
<td></td>
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</tr>
<tr>
<td>jumper</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>trousers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
have got: affirmative and negative

ALIEN FAMILIES PICTURES

Family A

[Diagram of alien family A with labels: father, mother, me, sister, brother]

Family B

[Diagram of alien family B with labels: father, mother, me, sister, brother]
13 have got: yes/no questions

FAMILIES CARDS

A
My family

Grandpa and Grandma
Auntie Mabel
Tom
Dad and Mum
Susie
Me
Simon

My partner's family

Grandpa
Grandma
Uncle Peter
Mum
Dad
Alice
Sammy
Julie
Me

B
My family

Grandpa and Grandma
Uncle Peter
Alice
Dad and Mum
Julie
Me
Sammy

My partner's family

Grandpa
Grandma
Auntie Mabel
Dad
Mum
Susie
Tom
Me
Simon
### PET CARDS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Shaggy Dog" /></td>
<td><img src="image2" alt="Poodle" /></td>
<td><img src="image3" alt="Cat" /></td>
</tr>
<tr>
<td>Shaggy Dog</td>
<td>Poodle</td>
<td>Cat</td>
</tr>
<tr>
<td><img src="image4" alt="Hamster" /></td>
<td><img src="image5" alt="Rabbit" /></td>
<td><img src="image6" alt="Mouse" /></td>
</tr>
<tr>
<td>Hamster</td>
<td>Rabbit</td>
<td>Mouse</td>
</tr>
<tr>
<td><img src="image7" alt="Rat" /></td>
<td><img src="image8" alt="Horse" /></td>
<td><img src="image9" alt="Tortoise" /></td>
</tr>
<tr>
<td>Rat</td>
<td>Horse</td>
<td>Tortoise</td>
</tr>
<tr>
<td><img src="image10" alt="Goldfish" /></td>
<td><img src="image11" alt="Parrot" /></td>
<td><img src="image12" alt="Canary" /></td>
</tr>
<tr>
<td>Goldfish</td>
<td>Parrot</td>
<td>Canary</td>
</tr>
<tr>
<td><img src="image13" alt="Guinea Pig" /></td>
<td><img src="image14" alt="Spider" /></td>
<td></td>
</tr>
<tr>
<td>Guinea Pig</td>
<td>Spider</td>
<td></td>
</tr>
</tbody>
</table>
**16 have got: wh- questions**

**SENTENCES CARDS**

<table>
<thead>
<tr>
<th>What colour</th>
<th>What kind of</th>
<th>How many</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair</td>
<td>eyes</td>
<td>house</td>
</tr>
<tr>
<td>books</td>
<td>rooms</td>
<td>car</td>
</tr>
<tr>
<td>camera</td>
<td>television</td>
<td>bicycle</td>
</tr>
<tr>
<td>radio</td>
<td>pets</td>
<td>has</td>
</tr>
<tr>
<td>have</td>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>parents</td>
<td>grandparents</td>
<td>mother</td>
</tr>
<tr>
<td>father</td>
<td>aunt</td>
<td>uncle</td>
</tr>
<tr>
<td>brother</td>
<td>brothers</td>
<td>sister</td>
</tr>
<tr>
<td>sisters</td>
<td>children</td>
<td>got</td>
</tr>
</tbody>
</table>
There is and There are: affirmative and negative

ROOM PICTURE
# There is and There are: affirmative and negative

<table>
<thead>
<tr>
<th>Half Sentence Cards</th>
<th>There is</th>
<th>There are</th>
<th>lots of toys.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a sofa.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There isn’t a cot.</td>
<td></td>
<td>There is</td>
<td>a fireplace.</td>
</tr>
<tr>
<td>There is an armchair.</td>
<td></td>
<td>There aren’t</td>
<td>any cigarettes.</td>
</tr>
<tr>
<td>There isn’t any knitting.</td>
<td></td>
<td>There isn’t</td>
<td>a music stand.</td>
</tr>
<tr>
<td>There is a coffee table.</td>
<td></td>
<td>There aren’t</td>
<td>any matches.</td>
</tr>
<tr>
<td>There are two vases.</td>
<td></td>
<td>There isn’t</td>
<td>an ashtray.</td>
</tr>
<tr>
<td>There is a bookcase.</td>
<td></td>
<td>There aren’t</td>
<td>any paints.</td>
</tr>
<tr>
<td>There are three cups.</td>
<td></td>
<td>There isn’t</td>
<td>a violin.</td>
</tr>
<tr>
<td>There is a piano.</td>
<td></td>
<td>There aren’t</td>
<td>any dog biscuits.</td>
</tr>
<tr>
<td>There are five photos.</td>
<td></td>
<td>There isn’t</td>
<td>a newspaper.</td>
</tr>
<tr>
<td>There is a window.</td>
<td></td>
<td>There aren’t</td>
<td>any suitcases.</td>
</tr>
</tbody>
</table>
18 Is there ...? and Are there ...?

BEDSITLAND

A

B

C

D

1

2

3

4

5

6

7

8
Is there ...? and Are there ...?

LODGERS

Mike

Bernard

Hannah

Ben

John

Margaret

Anisha

Meg
Place prepositions: in, at, under, etc.
19. Place prepositions: in, at, under, etc.

CAT AND MOUSE PICTURE
INSTRUCTIONS

▲ Say the alphabet backwards. (If you can’t, then miss a go.)
■ Pat your head and rub your stomach at the same time. (If you can’t, go back three squares.)
□ Close your eyes. Don’t open them until it’s your go. (If you open them, go back two squares.)
◆ Don’t move for one minute. (If you move within the minute, put your counter back on START.)

You may choose one instruction to change if you land on this square.
Present simple: affirmative and negative

<table>
<thead>
<tr>
<th>FREAKY FACTS CARDS</th>
<th>SOUTHERN POLAR</th>
<th>NORTH POLE</th>
<th>POLAR BEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PENGUINS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KANGAROOS</td>
<td>SOUTH POLE</td>
<td></td>
<td>STRIPES</td>
</tr>
<tr>
<td>AUSTRALIA</td>
<td>TIGERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIGERS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRIPES</td>
<td>LEOPARDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEOPARDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPOTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PANDAS</td>
<td>BAMBOO</td>
<td></td>
<td>FISH</td>
</tr>
<tr>
<td>BAMBOO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CATS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FISH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FROGS</td>
<td>FLIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RICE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RICE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHINA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEA</td>
<td>INDIA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDIA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COFFEE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COFFEE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUTH AMERICA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUTHERN POLAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 LEGS</td>
<td>BIRDS</td>
<td></td>
<td>EGS</td>
</tr>
<tr>
<td>BIRDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EGS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSECTS</td>
<td>6 LEGS</td>
<td></td>
<td>THE MOON</td>
</tr>
<tr>
<td>6 LEGS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE MOON</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE MOON</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE EARTH</td>
<td>THE SUN</td>
<td></td>
<td>LIGHT</td>
</tr>
<tr>
<td>THE SUN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIGHT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIGHT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUND</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUND</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**FREAKY FACTS CARDS (continued)**

<table>
<thead>
<tr>
<th>WATER</th>
<th>0°C</th>
<th>WATER</th>
<th>100°C</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Water" /></td>
<td><img src="image2" alt="Thermometer 0°C" /></td>
<td><img src="image3" alt="Water" /></td>
<td><img src="image4" alt="Thermometer 100°C" /></td>
</tr>
<tr>
<td>A PLANT</td>
<td>SUNLIGHT</td>
<td>A PLANT</td>
<td>SUNLIGHT</td>
</tr>
</tbody>
</table>

**VERB CARDS**

<table>
<thead>
<tr>
<th>LIVE</th>
<th>LIVE</th>
<th>LIVE</th>
<th>HAVE</th>
<th>HAVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAVE</td>
<td>HAVE</td>
<td>HAVE</td>
<td>EAT</td>
<td>EAT</td>
</tr>
<tr>
<td>EAT</td>
<td>GROW</td>
<td>GROW</td>
<td>GROW</td>
<td>GO</td>
</tr>
<tr>
<td>GO</td>
<td>TRAVEL</td>
<td>FREEZE</td>
<td>BOIL</td>
<td>NEED</td>
</tr>
<tr>
<td>LAY</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>S</td>
<td>S</td>
<td>S</td>
<td>ES</td>
<td>ES</td>
</tr>
</tbody>
</table>

76
**Present simple: affirmative and negative**

**PLANET CARDS**

1. **You live on Planet Zarg.** Your planet has mountains and grass but it doesn’t have trees or water. It has insect life but it doesn’t have birds. It goes round the sun and has two moons.

   The Zargians have 2 heads and 2 legs. They don’t have any arms, so they don’t write or use tools.

2. **You live on Planet Tharg.** Your planet has trees and water but it doesn’t have mountains or grass. It has birds and insects. It doesn’t go round the sun. It has one moon.

   The Thargians have 2 heads, 4 arms and 2 legs. They don’t have any mouths, so they don’t speak or eat. They certainly don’t need telephones on Tharg! They communicate with signs.

3. **You live on Planet Barg.** Your planet has water, mountains and grass but doesn’t have trees. It goes round the sun but it doesn’t have a moon. It has birds but it doesn’t have insect life.

   The Bargians have 2 heads, 4 arms and 2 legs. They don’t have any teeth, so they don’t eat food. They drink milk, though!

4. **You live on Planet Warg.** Your planet has trees and grass but it doesn’t have water or mountains. It has insects but doesn’t have any birds. It goes round the sun and has a moon.

   The Wargians have 2 heads, 4 arms and 2 legs. They don’t have any ears, so they don’t speak – they communicate with sign language. They certainly don’t need radios or telephones on Warg.

5. **You live on Planet Karg.** Your planet has trees, water and mountains but it doesn’t have grass. It has bird life and insect life. It doesn’t have a moon and it doesn’t go round the sun.

   The Kargians have 2 heads, 4 arms and 2 legs. They don’t have any eyes, so they need ‘guide beetles’! They don’t need lights on Karg!

6. **You live on Planet Plarg.** Your planet has mountains and grass but it doesn’t have trees or water. It has bird life but doesn’t have any insects. It goes round the sun and has two moons.

   The Plargians have 2 heads, 4 arms and 2 legs. They don’t have any feet, so they don’t walk anywhere. They travel in flying chairs!

7. **You live on Planet Sparg.** Your planet has trees and water but doesn’t have mountains or grass. It has insect life but doesn’t have any birds. It goes round the sun and has a moon.

   The Spargians have 2 heads, 4 arms and 2 legs. They don’t have any hair, so they wear woolly hats. It’s cold on Sparg.

8. **You live on Planet Drarg.** Your planet has trees, water and grass but doesn’t have mountains. It has bird life but doesn’t have insects. It goes round the sun but doesn’t have a moon.

   The Drargians don’t have a brain, so they don’t move, eat, talk or drink. They stay in one place. They need sunlight in order to grow.
Present simple: affirmative and negative

INHABITANTS CARDS

1. Figure

2. Figure

3. Figure

4. Figure

5. Figure

6. Figure

7. Figure

8. Figure
### Present simple: yes/no questions

<table>
<thead>
<tr>
<th>CUE CARDS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Ice Cream" /></td>
<td><img src="image2.png" alt="Sports" /></td>
<td><img src="image3.png" alt="Cat" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Glasses" /></td>
<td><img src="image5.png" alt="Club" /></td>
<td><img src="image6.png" alt="Movies" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Bike" /></td>
<td><img src="image8.png" alt="Tea" /></td>
<td><img src="image9.png" alt="Tennis" /></td>
</tr>
<tr>
<td><img src="image10.png" alt="Magnifying Glass" /></td>
<td><img src="image11.png" alt="Guitar" /></td>
<td><img src="image12.png" alt="Piano" /></td>
</tr>
<tr>
<td><img src="image13.png" alt="Conversation" /></td>
<td><img src="image14.png" alt="Shopping" /></td>
<td><img src="image15.png" alt="Driving" /></td>
</tr>
</tbody>
</table>

**Questions:**
- Do you like ice cream?
- Do you go to the sports?
- Do you have a cat?
- Do you wear glasses?
- Do you go to the club?
- Do you see movies?
- Do you like to ride a bike?
- Do you drink tea?
- Do you play tennis?
- Do you look through a magnifying glass?
- Do you play an instrument?
- Do you like to shop?
- Do you go driving?
Present simple: *wh*-questions

**ANIMAL PICTURES**
- Elephants
- Tigers
- A horse
- Owls
- Giraffes
- A camel
- Frogs
- A hedgehog
- Turtles
- Bees
- Hamsters
- Birds
- Geese
- Polar bears
- A penguin

**ANIMAL ANSWERS**

<table>
<thead>
<tr>
<th></th>
<th>India and Africa</th>
<th>India</th>
<th>Hay and grass</th>
</tr>
</thead>
<tbody>
<tr>
<td>To see in the dark</td>
<td>To reach leaves high up in the trees</td>
<td>To store water</td>
<td></td>
</tr>
<tr>
<td>To catch flies</td>
<td>It rolls into a ball</td>
<td>In a hole on the beach</td>
<td></td>
</tr>
<tr>
<td>Honey</td>
<td>To store food</td>
<td>In the spring</td>
<td></td>
</tr>
<tr>
<td>In the autumn</td>
<td>So that they can't be seen against the snow</td>
<td>Between its feet</td>
<td></td>
</tr>
</tbody>
</table>
some and any

PACKING PICTURES

<table>
<thead>
<tr>
<th>film</th>
<th>money</th>
<th>shampoo</th>
<th>travel pills</th>
</tr>
</thead>
<tbody>
<tr>
<td>suncream</td>
<td>plasters</td>
<td>toothpaste</td>
<td>aspirin</td>
</tr>
<tr>
<td>insect repellent</td>
<td>batteries</td>
<td>soap</td>
<td>tissues</td>
</tr>
</tbody>
</table>

CHECKLIST

- film
- suncream
- insect repellent
- money
- plasters
- batteries
- shampoo
- toothpaste
- soap
- travel pills
- aspirin
- tissues

SUITCASE
25 How much ...? and How many ...?

CUPBOARD PICTURES

A

B
Quantifiers: much, many, a lot of, a few, etc.
26 Quantifiers: *much, many, a lot of, a few, etc.*

**MUCH OR MANY CARDS**

<table>
<thead>
<tr>
<th>How many</th>
<th>How many</th>
<th>How many</th>
<th>How many</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many</td>
<td>How many</td>
<td>How many</td>
<td>How many</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many</td>
<td>How many</td>
<td>How many</td>
<td>How many</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many</td>
<td>How many</td>
<td>How many</td>
<td>How many</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many</td>
<td>How many</td>
<td>How much</td>
<td>How much</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much</td>
<td>How much</td>
<td>How much</td>
<td>How much</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much</td>
<td>How much</td>
<td>How much</td>
<td>How much</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much</td>
<td>How much</td>
<td>How much</td>
<td>How much</td>
</tr>
</tbody>
</table>
## Frequency adverbs: always, sometimes, etc.

### PEOPLE CARDS

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>My brother</th>
</tr>
</thead>
<tbody>
<tr>
<td>My sister</td>
<td>My aunt</td>
<td>My uncle</td>
</tr>
<tr>
<td>My parents</td>
<td>My cousin</td>
<td>My friend</td>
</tr>
<tr>
<td>My friend and I</td>
<td>A lot of my friends</td>
<td>My neighbours</td>
</tr>
<tr>
<td>My boss</td>
<td>My teacher</td>
<td>Small children</td>
</tr>
<tr>
<td>Politicians</td>
<td>Babies</td>
<td>The people in this group</td>
</tr>
<tr>
<td>A lot of people in my country</td>
<td>All of us in this group</td>
<td>Some of us in this group</td>
</tr>
<tr>
<td>The British</td>
<td>Dogs</td>
<td>Sheep</td>
</tr>
<tr>
<td>My cat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Frequency adverbs: *always*, *sometimes*, etc.

<table>
<thead>
<tr>
<th>FREQUENCY CARDS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>often</td>
<td>frequently</td>
</tr>
<tr>
<td>usually</td>
<td>sometimes</td>
<td>occasionally</td>
</tr>
<tr>
<td>rarely</td>
<td>never</td>
<td>on Saturday nights</td>
</tr>
<tr>
<td>on Friday nights</td>
<td>at weekends</td>
<td>on Monday mornings</td>
</tr>
<tr>
<td>in the evenings</td>
<td>in the mornings</td>
<td>after work</td>
</tr>
<tr>
<td>every day</td>
<td>once a week</td>
<td>when it's sunny</td>
</tr>
<tr>
<td>in the winter</td>
<td>in the summer</td>
<td>when it's raining</td>
</tr>
<tr>
<td>at Christmas</td>
<td>twice a week</td>
<td>once a year</td>
</tr>
<tr>
<td>at New Year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
27 Frequency adverbs: *always, sometimes, etc.*

**CALENDARS**

1. Tom's calendar

2. Jane's calendar

3. Harry's calendar

4. Richard's calendar

5. Mary's calendar

6. Anne's calendar
Frequency adverbs: always, sometimes, etc.

CALENDARS (continued)

7 Elizabeth's calendar

8 Mark's calendar

9 John's calendar

10 David's calendar

11 Philip's calendar

12 Alice's calendar
27 Frequency adverbs: always, sometimes, etc.
## Present continuous: affirmative and negative

### CAPTION CARDS

<table>
<thead>
<tr>
<th>PEOPLE CARDS</th>
<th>VERB CARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>are arriving in Spain.</td>
</tr>
<tr>
<td>I</td>
<td>am not feeling very well!</td>
</tr>
<tr>
<td>Sharon</td>
<td>is trying to learn Spanish.</td>
</tr>
<tr>
<td>Sharon</td>
<td>is practising her Spanish in the market.</td>
</tr>
<tr>
<td>Tom</td>
<td>isn’t feeling very happy this morning!</td>
</tr>
<tr>
<td>Tom</td>
<td>is having a siesta.</td>
</tr>
<tr>
<td>Anne</td>
<td>is spending all her money.</td>
</tr>
<tr>
<td>Mike</td>
<td>is learning to windsurf.</td>
</tr>
<tr>
<td>Mike</td>
<td>is enjoying Spanish food!</td>
</tr>
<tr>
<td>Anne and Mike</td>
<td>are playing volleyball.</td>
</tr>
<tr>
<td>Anne and Mike</td>
<td>are burying Tom.</td>
</tr>
<tr>
<td>Anne and Mike</td>
<td>aren’t enjoying the tour</td>
</tr>
<tr>
<td>Sharon and Tom</td>
<td>are learning to ride bikes.</td>
</tr>
<tr>
<td>All of us</td>
<td>are feeling sad to leave.</td>
</tr>
</tbody>
</table>
Present continuous: affirmative and negative

PHOTO ALBUM (left page)

Tom  Me  Mike  Anne  Sharon

1. A group of people smiling and waving.
2. A boy eating an ice cream on the beach.
4. A family shopping in a supermarket.
5. A boy sleeping on the beach.
6. A girl shopping in a clothes store.
Present continuous: affirmative and negative
29 Present continuous: yes/no questions

LOTTO BOARDS

Cut into four boards only!
Present continuous: yes/no questions

LOTTO PICTURES
30 Present continuous: *wh-* questions

**PICTURE QUESTIONS**
Present continuous: *wh-* questions

**PICTURE ANSWERS**

1. Mother and children in the car
2. Woman and man walking
3. Globe
4. Woman and man in a car
5. Man in a car
6. Woman and man in a car
7. Man and woman with plants
8. Man writing
9. Man cooking
10. Man with a ghost
11. Man and woman in a car
12. Man and woman in a car

**Questions:**
- Am I dreaming?
- Hello, Mum!
<table>
<thead>
<tr>
<th><strong>WORD CARDS</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why</strong></td>
<td><strong>is</strong></td>
<td><strong>he</strong></td>
<td><strong>crying?</strong></td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td><strong>is</strong></td>
<td><strong>she</strong></td>
<td><strong>smiling?</strong></td>
</tr>
<tr>
<td><strong>What</strong></td>
<td><strong>are</strong></td>
<td><strong>they</strong></td>
<td><strong>looking at?</strong></td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td><strong>is</strong></td>
<td><strong>he</strong></td>
<td><strong>talking to?</strong></td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td><strong>is</strong></td>
<td><strong>he</strong></td>
<td><strong>running?</strong></td>
</tr>
<tr>
<td><strong>What</strong></td>
<td><strong>is</strong></td>
<td><strong>she</strong></td>
<td><strong>thinking?</strong></td>
</tr>
<tr>
<td><strong>What</strong></td>
<td><strong>is</strong></td>
<td><strong>he</strong></td>
<td><strong>buying?</strong></td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td><strong>is</strong></td>
<td><strong>she</strong></td>
<td><strong>writing to?</strong></td>
</tr>
<tr>
<td><strong>What</strong></td>
<td><strong>is</strong></td>
<td><strong>he</strong></td>
<td><strong>cooking?</strong></td>
</tr>
<tr>
<td><strong>Why</strong></td>
<td><strong>is</strong></td>
<td><strong>she</strong></td>
<td><strong>standing on a chair?</strong></td>
</tr>
<tr>
<td><strong>What</strong></td>
<td><strong>are</strong></td>
<td><strong>they</strong></td>
<td><strong>screaming at?</strong></td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td><strong>are</strong></td>
<td><strong>they</strong></td>
<td><strong>going?</strong></td>
</tr>
</tbody>
</table>
31 Present simple or present continuous

Job Cards

Job

Job

Job

Job

Job

Job

Job

Job

Job

Job

Job

Job

Job

Job

Job
### TEAM CARDS

#### CIRCUS TEAM
You want to form a circus.

Find people who can:
- juggle
- ride a horse
- turn somersaults
- walk the tightrope
- eat fire
- lift weights

#### SPORTS TEAM
You want to form a sports team.

Find people who can:
- run fast
- do the long jump
- do the high jump
- swim
- throw the javelin
- do gymnastics

#### CONCERT TEAM
You want to put on a concert.

Find people who can:
- play the violin
- play the piano
- play the guitar
- conduct
- sing
- dance

#### CASTAWAYS TEAM
You want to form a group to live for a year on a desert island.

Find people who can:
- cook
- sew
- make furniture
- sail a boat
- spin and weave
- give first aid
can and can’t

TALENT PICTURES

CIRCUS

SPRINT

SPORTS

CONCERT

CASTAWAYS
### must, mustn’t and needn’t

<table>
<thead>
<tr>
<th>NECESSITY CARDS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I needn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You needn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I mustn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I needn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You needn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I mustn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You must</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I needn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You needn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### must, mustn’t and needn’t

<table>
<thead>
<tr>
<th>ACTION CARDS</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>do the shopping</td>
<td>do more exercise</td>
<td>take warm clothes</td>
<td>fall asleep in the meeting</td>
<td>park on that yellow line again</td>
</tr>
<tr>
<td>go on a diet</td>
<td>have a good night’s sleep</td>
<td>rush</td>
<td>lose my temper</td>
<td>burn the dinner</td>
</tr>
<tr>
<td>cut the grass</td>
<td>have a holiday</td>
<td>get up early today</td>
<td>forget to phone the travel agent</td>
<td>lose the keys</td>
</tr>
<tr>
<td>clean the house</td>
<td>go to the dentist</td>
<td>wash my hair</td>
<td>be late again</td>
<td>spend a lot of time watching TV</td>
</tr>
<tr>
<td>do my homework</td>
<td>see my bank manager</td>
<td>eat more</td>
<td>go to the bank</td>
<td>spend a lot of money on holiday</td>
</tr>
<tr>
<td>They</td>
<td>were</td>
<td>in love.</td>
<td>The meeting place</td>
<td>was</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>----------</td>
<td>-------------------</td>
<td>-------</td>
</tr>
<tr>
<td>He</td>
<td>was</td>
<td>there at 7 o'clock.</td>
<td>She</td>
<td>wasn't</td>
</tr>
<tr>
<td>Where</td>
<td>was</td>
<td>she?</td>
<td>He</td>
<td>wasn't</td>
</tr>
<tr>
<td>She</td>
<td>was</td>
<td>late.</td>
<td>He</td>
<td>was</td>
</tr>
<tr>
<td>She</td>
<td>was</td>
<td>angry.</td>
<td>He</td>
<td>was</td>
</tr>
<tr>
<td>She</td>
<td>was</td>
<td>rude.</td>
<td>She</td>
<td>wasn't</td>
</tr>
<tr>
<td>He</td>
<td>was</td>
<td>sorry.</td>
<td>She still</td>
<td>wasn't</td>
</tr>
<tr>
<td>He</td>
<td>was</td>
<td>very sorry.</td>
<td>They</td>
<td>were</td>
</tr>
</tbody>
</table>
34 was and were

SOAP OPERA CARDS (PICTURES)
### was and were

**STRANGE BUT TRUE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>03.00 am</td>
<td>![Image 1]</td>
</tr>
<tr>
<td>12.30 am</td>
<td>![Image 2]</td>
</tr>
<tr>
<td>05.00 am</td>
<td>![Image 3]</td>
</tr>
<tr>
<td>11.00 pm</td>
<td>![Image 4]</td>
</tr>
<tr>
<td>04.00 am</td>
<td>![Image 5]</td>
</tr>
<tr>
<td>10.00 pm</td>
<td>![Image 6]</td>
</tr>
<tr>
<td>02.30 am</td>
<td>![Image 7]</td>
</tr>
<tr>
<td>02.00 am</td>
<td>![Image 8]</td>
</tr>
<tr>
<td>01.00 am</td>
<td>![Image 9]</td>
</tr>
<tr>
<td>04.30 am</td>
<td>![Image 10]</td>
</tr>
<tr>
<td>03.30 am</td>
<td>![Image 11]</td>
</tr>
<tr>
<td>11.30 pm</td>
<td>![Image 12]</td>
</tr>
</tbody>
</table>
### Past simple: affirmative and negative

**VERB MATCH (PRESENT)**

<table>
<thead>
<tr>
<th>begin</th>
<th>break</th>
<th>bring</th>
<th>build</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>catch</td>
<td>come</td>
<td>drink</td>
</tr>
<tr>
<td>eat</td>
<td>fall</td>
<td>find</td>
<td>fly</td>
</tr>
<tr>
<td>forget</td>
<td>get</td>
<td>give</td>
<td>go</td>
</tr>
<tr>
<td>have</td>
<td>hear</td>
<td>leave</td>
<td>lose</td>
</tr>
<tr>
<td>make</td>
<td>meet</td>
<td>pay</td>
<td>put</td>
</tr>
<tr>
<td>read</td>
<td>ring</td>
<td>say</td>
<td>see</td>
</tr>
<tr>
<td>sell</td>
<td>sit</td>
<td>sleep</td>
<td>speak</td>
</tr>
<tr>
<td>spill</td>
<td>stand</td>
<td>stick</td>
<td>take</td>
</tr>
<tr>
<td>tell</td>
<td>think</td>
<td>win</td>
<td>write</td>
</tr>
</tbody>
</table>
### Past simple: affirmative and negative

#### Verb Match (Past)

<table>
<thead>
<tr>
<th>began</th>
<th>broke</th>
<th>brought</th>
<th>built</th>
</tr>
</thead>
<tbody>
<tr>
<td>bought</td>
<td>caught</td>
<td>came</td>
<td>drank</td>
</tr>
<tr>
<td>ate</td>
<td>fell</td>
<td>found</td>
<td>flew</td>
</tr>
<tr>
<td>forgot</td>
<td>got</td>
<td>gave</td>
<td>went</td>
</tr>
<tr>
<td>had</td>
<td>heard</td>
<td>left</td>
<td>lost</td>
</tr>
<tr>
<td>made</td>
<td>met</td>
<td>paid</td>
<td>put</td>
</tr>
<tr>
<td>read</td>
<td>rang</td>
<td>said</td>
<td>saw</td>
</tr>
<tr>
<td>sold</td>
<td>sat</td>
<td>slept</td>
<td>spoke</td>
</tr>
<tr>
<td>spilt</td>
<td>stood</td>
<td>stuck</td>
<td>took</td>
</tr>
<tr>
<td>told</td>
<td>thought</td>
<td>won</td>
<td>wrote</td>
</tr>
</tbody>
</table>
### Past simple: affirmative and negative

#### ACTION PICTURES (1)

<table>
<thead>
<tr>
<th>Begin</th>
<th>Break</th>
<th>Bring</th>
<th>Build</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Begin" /></td>
<td><img src="image2" alt="Break" /></td>
<td><img src="image3" alt="Bring" /></td>
<td><img src="image4" alt="Build" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Buy</th>
<th>Catch</th>
<th>Come</th>
<th>Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Buy" /></td>
<td><img src="image6" alt="Catch" /></td>
<td><img src="image7" alt="Come" /></td>
<td><img src="image8" alt="Drink" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eat</th>
<th>Fall</th>
<th>Find</th>
<th>Fly</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9" alt="Eat" /></td>
<td><img src="image10" alt="Fall" /></td>
<td><img src="image11" alt="Find" /></td>
<td><img src="image12" alt="Fly" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Forget</th>
<th>Get</th>
<th>Give</th>
<th>Go</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image13" alt="Forget" /></td>
<td><img src="image14" alt="Get" /></td>
<td><img src="image15" alt="Give" /></td>
<td><img src="image16" alt="Go" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have</th>
<th>Hear</th>
<th>Leave</th>
<th>Lose</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image17" alt="Have" /></td>
<td><img src="image18" alt="Hear" /></td>
<td><img src="image19" alt="Leave" /></td>
<td><img src="image20" alt="Lose" /></td>
</tr>
</tbody>
</table>

---

**Past simple affirmative:**
- She began her work early.
- We break for lunch.
- They bring the coffee to the table.
- He builds the house.
- They buy the new car.
- They catch the bus.
- They come back from shopping.
- We drink tea.
- She eats a sandwich.
- They fall asleep.
- We find the lost key.
- He flies to Paris.
- They forget their wallets.
- She gets the book.
- He gives the flower.
- They go to the park.
- They have dinner.
- We hear music.
- They leave the office.
- He loses his wallet.
### Past simple: affirmative and negative

**ACTION PICTURES (2)**

<table>
<thead>
<tr>
<th>make</th>
<th>meet</th>
<th>pay</th>
<th>put</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>read</th>
<th>ring</th>
<th>say</th>
<th>see</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sell</th>
<th>sit</th>
<th>sleep</th>
<th>speak</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
<td><img src="image12.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>spill</th>
<th>stand</th>
<th>stick</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
<td><img src="image15.png" alt="Image" /></td>
<td><img src="image16.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tell</th>
<th>think</th>
<th>win</th>
<th>write</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image17.png" alt="Image" /></td>
<td><img src="image18.png" alt="Image" /></td>
<td><img src="image19.png" alt="Image" /></td>
<td><img src="image20.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Past simple: affirmative and negative

Dave the Builder Picture

- Window smashed
- Wallpaper over the door
- Large hole in the wall
- Shelves put up diagonally
- Curtains burnt
- Table sawn in half
- Piano keys glued together
- Plant pot broken
- Paint spilt on carpet
- Fountain in the middle of the room
### Past simple: affirmative and negative

<table>
<thead>
<tr>
<th>CULPRIT CARDS</th>
<th>BERT</th>
<th>TED</th>
<th>BOB</th>
<th>NICK</th>
<th>PETE</th>
<th>JIM</th>
<th>BILL</th>
<th>RAY</th>
</tr>
</thead>
</table>
| DAVE          | You spilt the paint on the carpet.  
               | You walked backwards into the paint pot.  
               | You thought they needed another door.  
               | Yes, it was a silly thing to do and you’re sorry.  
               | But don’t admit anything.  
               | Only tell them what you DIDN’T do! |               |               |               |
|               | It was a mistake. You thought they needed another door.  
               | It was an accident! You dropped your hammer on it.  
               | But don’t admit anything.  
               | Only tell them what you DIDN’T do! |               |               |               |               |
| TED           | You broke the plant pot.  
               | It was an accident! You dropped your hammer on it.  
               | But don’t admit anything.  
               | Only tell them what you DIDN’T do! |               |               |               |               |
|               |               |               |               |               |               |               |               |               |
| NED           | You glued the piano keys together.  
               | It was an accident! You spilt the glue on the piano.  
               | But don’t admit anything.  
               | Only tell them what you DIDN’T do! |               |               |               |               |
|               |               |               |               |               |               |               |               |               |
| PETE          | You burned the curtains.  
               | It was an accident! They got in the way of your blowtorch.  
               | But don’t admit anything.  
               | Only tell them what you DIDN’T do! |               |               |               |               |
|               |               |               |               |               |               |               |               |               |
| JIM           | You put the fountain in the middle of the room.  
               | You had the plans back to front.  
               | You thought they wanted the fountain in the living room, not the garden.  
               | But don’t admit anything.  
               | Only tell them what you DIDN’T do! |               |               |               |
|               |               |               |               |               |               |               |               |               |
| BILL          | You smashed the window by leaning against it.  
               | It was an accident! And the glass was very thin.  
               | But don’t admit anything.  
               | Only tell them what you DIDN’T do! |               |               |               |               |
|               |               |               |               |               |               |               |               |               |
| RAY           | You stuck wallpaper over the door.  
               | It was a mistake. You didn’t notice the door.  
               | But don’t admit anything.  
               | Only tell them what you DIDN’T do! |               |               |               |               |
### Past simple: yes/no questions

#### CROSSED PATHS

<table>
<thead>
<tr>
<th><strong>SAM</strong></th>
<th><strong>TAMMY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yesterday evening:</strong></td>
<td><strong>Yesterday evening:</strong></td>
</tr>
<tr>
<td>• you walked down Main Street to the Odeon Cinema</td>
<td>• you walked down Main Street</td>
</tr>
<tr>
<td>• you saw <em>Star Wars 5</em></td>
<td>• you went to the ballet <em>(Swan Lake)</em></td>
</tr>
<tr>
<td>• you went to eat at Chompers after the film</td>
<td>• you walked down Market Street</td>
</tr>
<tr>
<td>• you walked down South Street to Marco’s café</td>
<td>• you went to your friend Martha’s party</td>
</tr>
<tr>
<td>• you had a coffee in Marco’s</td>
<td>• you caught a No 17 bus home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BRAD</strong></th>
<th><strong>ANNIE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yesterday evening:</strong></td>
<td><strong>Yesterday evening:</strong></td>
</tr>
<tr>
<td>• you had a pizza at Luigi’s restaurant</td>
<td>• you went to the pub <em>(The Wild Goose)</em></td>
</tr>
<tr>
<td>• you went to the cinema to see <em>Star Wars 5</em></td>
<td>• you went to the ballet <em>(Swan Lake)</em></td>
</tr>
<tr>
<td>• you queued for a taxi in Fore Street</td>
<td>• you went to Chompers restaurant</td>
</tr>
<tr>
<td>• you went to Martha’s party</td>
<td>• you walked down Fore Street</td>
</tr>
<tr>
<td>• you got a lift home with a man called Tim</td>
<td>• and went to the Atlantis nightclub</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PAUL</strong></th>
<th><strong>MEGAN</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yesterday evening:</strong></td>
<td><strong>Yesterday evening:</strong></td>
</tr>
<tr>
<td>• you walked down Market Street</td>
<td>• you went for a pizza at Luigi’s restaurant</td>
</tr>
<tr>
<td>• you went to the pub <em>(The Wild Goose)</em></td>
<td>• you went to a folk concert <em>(by Bootlace and Ash)</em></td>
</tr>
<tr>
<td>• you went to a folk concert <em>(by Bootlace and Ash)</em></td>
<td>• you had a coffee at Marco’s café</td>
</tr>
<tr>
<td>• you walked down South Street until ...</td>
<td>• you got a No 17 bus</td>
</tr>
<tr>
<td>• a friend of yours called Tim stopped and offered you a lift home</td>
<td>• you went to the Atlantis nightclub</td>
</tr>
<tr>
<td>WHAT</td>
<td>WHERE</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>WHO</td>
<td>WHEN</td>
</tr>
<tr>
<td>HOW</td>
<td>WHY</td>
</tr>
<tr>
<td>WHICH</td>
<td>WHAT COLOUR</td>
</tr>
<tr>
<td>HOW MANY</td>
<td></td>
</tr>
</tbody>
</table>

Lotto boards (four copies)

Past simple: wh-questions
<table>
<thead>
<tr>
<th>A cup</th>
<th>Anna</th>
<th>By plane</th>
<th>I caught the 8.15</th>
<th>In a restaurant</th>
<th>Last week</th>
<th>Because I love you</th>
<th>Black and white</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toast and coffee</td>
<td>Tarzan</td>
<td>Because I was scared</td>
<td>I bought the red one</td>
<td>At a party</td>
<td>Last night</td>
<td>Because I wanted to see you</td>
<td>Orange with black stripes</td>
</tr>
<tr>
<td>In my pocket</td>
<td>When I was seven</td>
<td>By bike</td>
<td>I went to the theatre</td>
<td>My mother</td>
<td>On foot</td>
<td>I chose vanilla</td>
<td>1000</td>
</tr>
</tbody>
</table>
Time prepositions: *in, at, on*

**Preposition cards**

**TIME BOARD**

- Preposition cards
- Finish
- May 1st
- 54
- 48
- 50
- 52
- 47
- the weekend
- 46
- Sundays
- 44
- October
- 42
- 36
- the morning
- 37
- January 2000
- 38
- Christmas
- 39
- 40
- winter
- 35
- 34
- Tuesday
- 33
- August
- 31
- 50
- six o'clock
- 24
- autumn
- 25
- 1999
- 26
- Fridays
- 28
- July
- 23
- the end of July
- 21
- June
- 19
- Monday morning
- 12
- Monday
- 14
- the evening
- 16
- summer
- April
- 10
- 8.00
- 8
- 1998
- 6
- Start
- January
- 2
- spring
- 4
- Saturday night

- 56
- 55
- December
- 53
- 49
- Wednesday
- 51
- New Year
### Time prepositions: *in, at, on*

**PREPOSITION CARDS**

| IN | IN | IN |
| IN | IN | IN |
| IN | IN | IN |
| IN | IN | IN |
| IN | IN | IN |
| AT | AT | AT |
| AT | AT | AT |
| ON | ON | ON |
| ON | ON | ON |
| ON | ON | ON |
**Present continuous with future meaning**

**MAP**

- Plonkers nightclub
- Blue Boar Cafe
- Blue Boar Cafe
- Concert Hall
- Cinema
- Skating rink
- Swimming baths
- Pizza restaurant
- Sports hall
- Three Keys pub
- Theatre Royal
- Football pitch

**ROLE CARDS**

<table>
<thead>
<tr>
<th>SAM</th>
<th>SANJAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are going for an Italian meal tonight.</td>
<td>You are having a meeting in the Blue Boar cafe tonight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMY</th>
<th>FRAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are going for an Italian meal tonight.</td>
<td>You are going to the cinema tonight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SELWYN</th>
<th>TIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are going to a piano recital tonight.</td>
<td>You are going to the pub tonight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PETE</th>
<th>LUCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are going to the theatre to see Macbeth tonight.</td>
<td>You are playing badminton tonight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUE</th>
<th>JO</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are going to Plonkers nightclub tonight.</td>
<td>You are going swimming tonight.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YASMIN</th>
<th>FRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are going skating tonight.</td>
<td>You are playing in a football match tonight.</td>
</tr>
</tbody>
</table>
## ROLE CARDS

### THE BROWNS

- **Mrs Brown**
- **Mr Brown**
- **Tim**
- **Alice**

### THE BROWNS

- **Mrs Brown**
- **Mr Brown**
- **Tim**
- **Alice**

### THE BROWNS

- **Mrs Brown**
- **Mr Brown**
- **Tim**
- **Alice**

### THE BROWNS

- **Mrs Brown**
- **Mr Brown**
- **Tim**
- **Alice**

### THE BLACKS

- **Mrs Black**
- **Mr Black**
- **Susie**
- **Pete**

### THE BLACKS

- **Mrs Black**
- **Mr Black**
- **Susie**
- **Pete**

### THE BLACKS

- **Mrs Black**
- **Mr Black**
- **Susie**
- **Pete**

### THE BLACKS

- **Mrs Black**
- **Mr Black**
- **Susie**
- **Pete**
40 going to

ROLE CARDS (continued)

THE GREENS

Toby    Anna    Mr Green    Mrs Green

THE GREENS

Toby    Anna    Mr Green    Mrs Green

THE GREENS

Toby    Anna    Mr Green    Mrs Green

THE GREENS

Toby    Anna    Mr Green    Mrs Green
# Rules sheets

## 2 alan or the (1)

**Rules**
1. There are two sets of cards: **picture cards** and **article cards**.
2. Put the **picture cards** face down in a pile in the centre of the table.
3. Deal out the **article cards** to all players.
4. You can look at your **article cards**.
5. Player 1 begins. Take the top card from the pile.
6. If it goes with one in your hand, put them both on the table and say the words, e.g. ‘The moon.’
   ‘An apple.’
7. If not, put the **picture card** down on the table, face up.
8. The first player to match it with one in his hand and say the words can lay both cards down.
9. The player who gets rid of her **article cards** first is the winner.

## 5 Personal pronouns: subject and object (1)

**Rules for the card game**
1. There are two sets of cards: **picture cards** and **words cards**.
2. Spread the twelve **picture cards** face up on the table.
3. Deal out seven **words cards** to each player.
4. Put the rest in a pile, face down on the table.
5. Look at your cards.
6. Player 1 begins. Can you make a sentence about one of the **pictures**, using the **words** in your hand? Each **picture** needs three **words cards**.
7. If you can make a sentence, put the three **words cards** down, next to the **picture**. Say the sentence.
8. The others can agree or disagree. If they agree, you take another three **words cards** from the pile.
9. If you can’t make a sentence, you can exchange any cards in your hand with ones in the pile.
10. Then it is the next player’s turn.
11. When each picture has its sentence, arrange them to make a story.

## 12 be: wh- questions

**Rules for Part 1**
1. There are two sets of cards: **beginnings** and **endings**.
2. One player deals out the **endings** cards to all players.
3. Put the **beginnings** cards face down in a pile in the centre of the table.
4. You can look at your cards.
5. Player 1 begins. Take the top card from the **beginnings** pile and place it face up on the table so everyone can see it.
6. Look at your **endings cards** to see if any go with the **beginnings card** to make a question.
7. To make a question, put down an **endings card** beside the **beginnings card**. The first person to make a question can ask each of the other players the question, in turn.
8. They must answer!
9. At the end, look at all the questions you have made. Can you move the cards to make any more questions, or better questions?

## 14 have got: affirmative and negative

**Rules for Game 1**
1. Deal out seven **word cards** to each player.
2. Put the rest in a paper bag.
3. Look at your words.
4. Player 1 begins. Try to make a sentence that is true about people in your group, e.g. ‘He has got brown hair.’ ‘We have blue jumpers.’
5. Put the sentence down on the table.
6. If you can’t make a sentence, you can put any of your **word cards** back in the bag and take the same number of new ones.
7. Then it is the next player’s turn.
8. The winner is the player who makes the most sentences.
Rules sheets

19 Place prepositions: in, at, under, etc.

Rules
1 You will have a board, a dice, a cat token and a mouse token.
2 Decide who is the cat and who is the mouse.
3 Place your tokens on START.
4 Your teacher will give the ‘cats’ a CAT PICTURE and the ‘mice’ a MOUSE PICTURE and another mouse token.
5 The ‘mice’ should place their second token anywhere they like on their picture (keeping it carefully hidden from the cat!)
6 The object of the game is for the ‘cat’ to try to catch the ‘mouse’ and the ‘mouse’ to try to escape from the ‘cat’.
7 The mouse begins. Shake the dice and move that number of squares round the board, missing out the POUNCE squares. (Mice don’t pounce!)
8 If you land on a SCURRY square, you can, if you want, move the second mouse token to another place on your picture. (Keep it hidden from the ‘cat’.)
9 Then it is the ‘cat’s’ turn. Roll the dice and move that number of squares, missing out the SCURRY squares. (Cats don’t scurry!)
10 If you land on a POUNCE square, you can ask the ‘mouse’ a question, e.g. ‘Are you in the box near the sink?’ ‘Are you on the chair on the right of the table?’ etc.
11 The game ends when the ‘cat’ catches the ‘mouse’ by finding its hiding place or when the mouse gets to the mousehole.

20 Imperatives

Rules
1 Play this game in a group of 6–8 players.
2 Within each group, organise yourselves into pairs.
3 Each pair is playing against the other pairs in the group.
4 You will have a board and a set of instructions, a counter for each pair, and a dice.
5 Put your counters on START.
6 Begin playing normally, by shaking the dice and moving the counters round the board.
7 When you land on a shape (triangle, circle, square or diamond), you must obey the instruction for that square.
8 Each time your pair lands on a square marked ‘I’, you can change one of the four other instructions in any way you want. But you cannot make a rule that allows a pair to move more than four squares forward, or straight to FINISH.
9 You can change rules to help your team win, or just to have fun!
10 The winners are the pair who get their counter to the end of the board first.

21 Present simple: affirmative and negative

Rules for Game 1
1 You will have a set of FREAKY FACTS CARDS and a set of VERB CARDS.
2 Deal out eight FREAKY FACTS CARDS to each player and spread the rest face down on the table.
3 Place the VERB CARDS face down in a pile on the table.
4 The object of the game is to make sentences using a verb from a VERB CARD to join two of the FREAKY FACTS CARDS. You can add other words to make the sentence if necessary.
5 Player 1 begins. Pick up a VERB CARD from the pile.
6 Take two FREAKY FACTS CARDS from your hand and make a sentence with them and the verb, e.g. ‘Tigers have stripes.’
7 Warning: To make some sentences you will need an extra 5 or 8 card.
8 Sometimes you will have the right cards to make a fact easily, e.g. ‘Cats eat fish.’ But sometimes you will not have the right cards to make a fact that you know. Then you can ‘invent’ (or guess) a fact, e.g. ‘Tigers eat fish.’
9 If the others disagree with your fact, try to persuade them that it is true.
10 If the group agree, you can throw away your cards and take another two FREAKY FACTS CARDS from those on the table.
11 If the group still disagree with your fact, you must keep the cards, but you may change any FREAKY FACTS CARDS in your hand with cards on the table. The cards that you are putting down on the table must be face down.
12 Then it is the next player’s turn.
13 The winner is the player who gets rid of all her cards first.
23 Present simple: wh- questions

Rules
1. There are two sets of cards: ANIMAL PICTURES and ANIMAL ANSWERS.
2. Spread the ANIMAL ANSWERS out face up on the table.
3. Put the ANIMAL PICTURES face down in a pile.
4. Take it in turns to turn up a PICTURE from the pile and lay it on the table.
5. The object of the game is to find a question for the PICTURE that matches one of the ANSWERS on the table. Questions must begin with a wh- word (e.g. What or Where) and use do or does.
6. The first player who can do this correctly, e.g. by matching a picture of a tiger with the answer India and asking ‘Where do tigers live?’ may keep both cards.
7. The player with most cards at the end is the winner.

24 some and any

Rules
1. Imagine that your group is a family, going on holiday.
2. Your teacher will give you a SUITCASE and a CHECKLIST and twelve PACKING PICTURES.
3. Two players in each group take the SUITCASE. The other two take the CHECKLIST.
4. The players with the SUITCASE take the twelve PACKING PICTURES. Spread them out where you can both see them, but hide them from the other two players.
5. The players with the CHECKLIST should ask the other players if they have the things on the list, e.g. ‘We need some suncream. Have we got any (suncream)?’
6. The other players should look at the PACKING PICTURES and answer, e.g. ‘Yes, we’ve got some.’ or ‘No, we haven’t got any.’
7. If they have the thing, they can put the PACKING PICTURE in the SUITCASE and the players with the CHECKLIST can tick it off.
8. If they haven’t got the thing, the players with the CHECKLIST should underline or circle it.
9. If they have more than one of a thing, they should put one in the SUITCASE, but keep the other on the table.
10. When you have finished going through the CHECKLIST, you should decide what you need to get, e.g. ‘We haven’t got any batteries. We need to get some.’ ~ ‘Yes, and we need some plasters too.’
11. Your group can then send out two players to visit other groups and ask for things: ‘We need some shampoo. Have you got any?’
12. You can give away any of the things not in your SUITCASE.
13. The group to finish packing first are the winners.

26 Quantifiers: much, many, a lot of, a few, etc.

Rules
1. Your group will have a QUESTIONS BOARD, a dice, a set of MUCH or MANY CARDS and a counter for each player.
2. Place your counters on START and deal out five cards each.
3. Put the rest in a pile face down.
4. Player 1 throws the dice and moves forward that number of squares.
5. When you land on a square, look at the cards in your hand to see if you can make a question.
6. For example, if you land on ‘books’ and you have a ‘How many’ card you can make a question such as ‘How many books have you got?’ or ‘How many books do you read every month?’
7. If you can make a question, ask any of the other players.
8. The player must reply, e.g. ‘I don’t have many books.’ or ‘Not many!’ or ‘I read two books every month.’ or ‘Two books.’
9. If Player 1 only has ‘How much’ cards in his hand, he cannot make a question with ‘books’. He should take a card from the pile and miss a go.
10. Then it is the next player’s turn.
11. The player who uses all the cards in his hand first is the winner.

27 Frequency adverbs: always, sometimes, etc.

Rules for Game 1
1. There are two sets of cards: PEOPLE CARDS and FREQUENCY CARDS.
2. Put them in two separate piles, face down on the table.
3. Player 1 begins. Take the top card from each pile and put the two cards face up on the table.
4. The object of the game is to make a true or false sentence with the two cards. You can add any other words you need.
5. Try to make a sentence such as: ‘A lot of my friends go skating on Friday nights.’ ‘My boss often shouts.’ Say the sentence.
6. Then it is the other player’s turn.
7. Keep a list of all the sentences.
8. Then work with another pair. Take it in turns to read your sentences out.
9. Each pair should guess whether the other pair’s sentences are true or false.
10. If they are right they get a point.
11. If they are wrong, the other pair get a point.
12. The pair with most points at the end wins the game.
28 Present continuous: affirmative and negative

Rules
1 You will have a PHOTO ALBUM (two pages), a set of PEOPLE CARDS and a set of VERB CARDS.
2 Put the PHOTO ALBUM face up on the table where you can all see it.
3 Take the PEOPLE CARDS and spread them out face up on the table.
4 Take the VERB CARDS and spread them out face down on the table.
5 Take it in turns to turn up the VERB CARDS, one at a time.
6 The object of the game is to make a caption for each photo, using the PEOPLE CARDS and VERB CARDS.
7 Look at the cards on the table. Try to find words that go together to describe one of the photos, e.g. for Photo 1: We are arriving in Spain.
8 If you find a caption, say the words and point to the photo it describes.
9 Then you can put the caption under the photo and claim a point.
10 The player with the most points at the end is the winner.

29 Present continuous: yes/no questions

Rules
1 You will have a set of LOTTO BOARDS and a set of LOTTO PICTURES.
2 Take one BOARD each.
3 Put the PICTURES face down in a pile.
4 Player 1 begins. Take a PICTURE from the pile and, without showing it to the others, tell them three things that aren’t happening in the picture, e.g. ‘He isn’t dancing. He’s not eating. He isn’t laughing.’
5 The other players ask questions to find if the card is the same as one on their BOARDS, e.g. ‘Is he cooking?’ ‘Is he writing?’ ‘Is he driving?’
6 The player who gets the answer ‘Yes’ may take the PICTURE and place it on her BOARD, on the matching square.
7 Then it is the next player’s turn to pick up a PICTURE.
8 If any player picks up a PICTURE that matches one on her own BOARD, she should put it back at the bottom of the pile and take another.
9 The player who finishes his BOARD first is the winner.

30 Present continuous: wh- questions

Rules for Part 1
1 You will have a set of PICTURE QUESTIONS and a set of WORD CARDS.
2 Spread the WORD CARDS face up on the table where you can all see them.
3 Put the PICTURE QUESTIONS face down in a pile on the table.
4 The object of this part of the game is to make a question using four WORD CARDS for each PICTURE.
5 Player 1 begins. Turn up the first PICTURE QUESTION and put it face up on the table where everyone can see it.
6 The first player to find the four WORD CARDS that make a question for the picture should say the question.
7 If the others agree it is correct, the player can take the four WORD CARDS and the PICTURE QUESTION. He puts the picture in front of him with the four WORD CARDS underneath.
8 Then it is the next player’s turn to turn up a PICTURE QUESTION.
9 The player with most cards at the end is the winner.

Rules for Part 2
1 When you have made all the questions correctly, put away the WORD CARDS and take a set of PICTURE ANSWERS.
2 Put the PICTURE QUESTIONS face down in a pile on the table and deal out all the PICTURE ANSWERS to the players.
3 The object of this part of the game is to match question and answer.
4 Player 1 takes the first PICTURE QUESTION from the pile and asks the question, without showing the others the card.
5 The player who thinks she has the right PICTURE ANSWER can reply, e.g. ‘He’s crying because he’s watching a sad film.’ The other players can check that the question and answer cards match; if they do, she can keep the pair of cards.
6 Then it is the next player’s turn to turn up a PICTURE QUESTION from the pile and ask the question.
7 The player with most cards at the end is the winner.
**31 Present simple or present continuous**

**Rules**

1. There are two sets of cards: a set of JOB CARDS and a set of ACTION PICTURES.
2. Place the JOB CARDS face down in a pile in the centre.
3. Deal out the ACTION PICTURES to each player.
4. The object of the game is to match JOB CARDS and ACTION PICTURES.
5. Player 1 begins. Take a card from the pile and look at it, without showing the others.
6. Give the others three clues about the person’s job and any likes, hobbies or habits you can see, e.g. ‘He wears a uniform. He drives a bus. He likes chocolate.’ Then ask ‘What is he doing now?’
7. The player with the matching ACTION PICTURE can tell you, e.g. ‘He’s doing some gardening.’ and show the card.
8. If she is correct, she can keep both matching cards (JOB CARD and ACTION PICTURE). If she is wrong, she must give her ACTION PICTURE to Player 1.
9. Then it is the next player’s turn to draw a JOB CARD from the pile.
10. The player with most cards at the end is the winner.

**34 was and were**

**Rules for the card game**

1. There are two sets of SOAP OPERA CARDS: WORDS cards and PICTURE cards.
2. Spread the PICTURES out face up in the centre of the table, in any order.
3. Deal out seven WORDS cards each and put the rest face down in a pile.
4. You can look at the WORDS in your hands but not show them to the others.
5. The object of the game is to find three WORDS cards to make a sentence that tells what is happening in one of the PICTURES.
6. Player 1 goes first. Look at your cards. Have you got the right words in your hand to make a sentence about any of the pictures? Each picture needs three WORDS cards. Lay them down underneath the PICTURE and say the sentence.
7. The others can agree or disagree with your sentence.
8. If they agree, Player 1 can take three new WORDS cards from the pile on the table.
9. If Player 1 cannot find the right WORDS, or if his sentence is wrong, he can exchange as many WORDS cards as he likes from the cards on the table.
10. Then it is the next player’s turn.
11. When every PICTURE has its sentence, put them in order to make a story.

**35 Past simple: affirmative and negative**

**Rules for Game 1 Part 2**

1. You will have two sets of cards: VERB MATCH cards (PAST) and ACTION PICTURE cards.
2. Put the ACTION PICTURE cards face down in a pile in the centre.
3. Deal out the PAST cards equally to all players.
4. You can look at your cards.
5. The object of the game is to match pictures and verbs, and to make a sentence describing the picture.
6. Player 1 begins. Take a card from the pile and lay it face up on the table so that everyone can see it.
7. All players must try to match the correct verb to the picture and say, e.g. ‘She broke the cup.’
8. The first player to do this collects the PICTURE card and puts her PAST card down on the table.
9. The player with most PICTURE cards at the end is the winner.

When you think you know all the PAST forms on the cards, this game can be played without the PAST cards.

1. Put the PICTURES in a pile face down.
2. Turn up a PICTURE from the pile.
3. The first one to describe it correctly gets the card.
37 Past simple: *wh*- questions

Rules
1. You will have a set of LOTTO BOARDS, a set of ANSWER CARDS, and a paper bag.
2. Put the ANSWER CARDS in the paper bag.
3. Take a LOTTO BOARD each.
4. **The object of the game is to make questions that match the answers on the ANSWER CARDS.**
5. Player 1 begins. Take an ANSWER CARD from the paper bag and read it out, e.g. ‘Pizza.’
6. Players try to make a question for that answer, using the past simple with one of the words or phrases on their LOTTO BOARD. For example, a player could use WHAT on the board, and say ‘What did you eat for dinner?’
7. The first player to do this correctly takes the ANSWER CARD and puts it on the right space on his LOTTO BOARD.
8. If two or more players ask a question at the same time, the other players can decide which is the best.
9. Then it is the next player’s turn to dip in the bag and read out an ANSWER CARD.
10. Once you have covered a space on your LOTTO BOARD, you cannot use that question word or phrase any more.
11. The winner is the player who fills in her LOTTO BOARD first.

38 Time prepositions: *in, at, on*

Rules
1. Your group will have a TIME BOARD, a dice, a set of PREPOSITION CARDS and one counter for each player.
2. Place your counters on START.
3. Deal out four PREPOSITION CARDS to each player.
4. Put the rest of the cards in a pile on the board, face down.
5. Player 1 throws the dice and moves forward that number of squares.
6. If you land on a ‘time’ square, look at the cards in your hand to see if you have a preposition that matches the time, e.g. **AT Christmas or ON Monday.**
7. Use the phrase to make a question to ask one of the other players, e.g. ‘What do you eat at Christmas, François?’
8. When the other player replies, put your PREPOSITION CARD at the bottom of the pile and take another from the top.
9. If you can’t make a question, you must take a card from the pile and miss a go.
10. Then it is the next player’s turn.
11. The player who gets to FINISH first is the winner.
Elementary GRAMMAR Games is a collection of grammar practice games for elementary students of English. It offers:

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