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The authors and series editor

Gordon Lewis has a BSc in Languages and Linguistics and an MSc in International Policy Studies. In 1991 he founded the Children's Language School in Berlin, which was sold to Berlitz in 1999. From 1999 to 2001 he was Director of Instructor Training and Development for Berlitz Kids Germany and developed similar programmes for Berlitz Kids in Princeton, New Jersey. From 2004 to 2008 he was Director of Product Development for Kaplan English Programs in New York. He is currently Director of English Language Programs, Laureate Higher Education, and is also on the committee of the IATEFL Young Learners Special Interest Group where he works as co-coordinator for events. He is the author of Games for Children and The Internet and Young Learners, both in this series, and Teenagers in the Resource Books for Teachers series.

Hans Mol has an MA in English Language and Linguistics, and has worked as a teacher, trainer, and materials writer for more than 25 years in primary, secondary, and tertiary education. He is on the committee of IATEFL's Young Learners and Teenagers Special Interest Groups and is the author of a large number of course books, workbooks, and supplementary resources aimed at English learners of a wide range of ages and levels. He frequently contributes to online teacher's resources such as Onestopenglish and Macmillan English Campus, and also writes and produces songs and music for English language learners for children, teens, and adults (Supasongs). He is currently working on new young learners materials (Take Shape) and, with Gordon Lewis, he is preparing a new CLIL series for young learners and teens. For more information see www.connexxions.com.au.

Alan Maley worked for the British Council from 1966 to 1988, serving as English Language Officer in Yugoslavia, Ghana, Italy, France, and China, and as Regional Representative in South India (Madras). From 1988 to 1993 he was Director-General of the Bell Educational Trust, Cambridge. From 1993 to 1998 he was Senior Fellow in the Department of English Language and Literature of the National University of Singapore, and from 1998 to 2003 he was Director of the graduate programme at Assumption University, Bangkok. He is currently a freelance consultant. Among his publications are Literature (in this series), Beyond Words, Sounds Interesting, Sounds Intriguing, Words, Variations on a Theme, and Drama Techniques in Language Learning (all with Alan Duff), The Mind's Eye (with Françoise Grellet and Alan Duff), Learning to Listen, and Poem into Poem (with Sandra Moulding), Short and Sweet, and The Language Teacher's Voice.
Foreword

There are few topics which arouse more heated and passionate debate than grammar. And the debate extends even to young learners, with some advocating the necessity of inculcating grammatical concepts and rules with this age group, and others equally resistant to such practices.

The authors of this book take a middle passage between the shoals of grammatical prescriptivism and of communicative overindulgence. They take the view that meaning will always be primary at this level, so that grammar will be integral to activities rather than taught as a separate area. The extent to which grammar is made explicit will also clearly depend on factors such as age and cognitive maturity within an age range from 6 to 14.

Their aims are threefold: to enable learners to express themselves as clearly as possible in English, to increase their grammatical accuracy, and to raise awareness of grammatical features—rather than to teach explicit rules.

They do this by offering a rich variety of activities, many of which are game-like in nature, but all of which are based on the most common essential grammatical features of English. The activities take account of the learning style preferences of the learners, and are flagged for physical, aural, spatial, and verbal emphases. This is particularly important for younger learners, who often have a preference for activities involving movement and the manipulation of objects.

Those teachers who have already used other books in this series by Gordon Lewis will not be disappointed in this collection, written in collaboration with Hans Mol, who brings his own long and extensive experience of working with younger learners to bear. Teachers of younger learners will find this an invaluable addition to the Young Learners titles in this series.

Alan Maley
Introduction

‘We shouldn’t lose sight of the one thing children do best: have fun.’
(Kenna Bourke)

‘What is grammar?’ is the kind of question that seems easy to answer until somebody asks it.’
(Michael Swan)

What is grammar to you?

Grammar is certainly one of the most controversial areas of language teaching. In fact, your approach to grammar will in many ways determine your position on communicative language teaching, task-based learning, lexical grammar, and any other of the many methodologies and approaches in the world of language teaching.

Maybe you’ve never stopped to think about grammar much. Before you continue reading this introduction, do the following activity (either for yourself or with colleagues). Tick the statements which best represent your own beliefs about grammar in English language learning. If you can’t find anything that suits you, think about your own opinion or belief.

My experience is ...

☐ Children love grammar! They are keen to follow rules, enjoy doing grammar exercises and coming up with the correct answer.

☐ Children understand grammar if you don’t bother them with abstract rules.

☐ Children don’t like grammar. They get bored because it’s hard to understand.

☐ Very young learners don’t need explicit grammar; older young learners do.

☐ My students expect me to teach grammar because they (or their parents) are convinced it is of value to them.

☐ It takes children a long time to understand grammar. I notice it can take years sometimes, so children have to keep on repeating what I teach them, and I need to keep on explaining it.

☐ It’s OK to make mistakes, because applying grammar without errors is a long process that most people will never achieve.

☐ If there is a grammar point I want to deal with, I just make sure I use it in everything I say or do. I don’t teach explicit grammar.

☐ I find it hard to explain grammar, because my grammar is not perfect either. So, I avoid it.
INTRODUCTION

□ I feel comfortable teaching grammar to my young learners—it gives me something to hold on to, because it tells my students that certain things work in certain ways.

□ I always focus on both form and meaning—the one can’t exist without the other.

The grammar continuum

For many teachers, grammar is the backbone of all language learning. ‘Structure’, as it is often called, is perceived as the core thread of the language syllabus and, indeed, the majority of school curricula and the majority of course books are designed according to grammatical criteria.

At the other end of the grammar spectrum, a huge population of communicative language teachers oppose the explicit teaching of grammar. They object to isolating grammar as a system within a system. For many who adhere to the notion of communicative language teaching with a capital ‘C’, grammar should be learnt intuitively through context; grammar should be inferred through meaning and task.

We feel there is no place for explicit grammar instruction for very young learners, if only because they are not cognitively ready for it; not in their first language and certainly not in their second. We do feel, however, that for older young learners (6–13) there is a place for a focus on grammar: not the grammar of abstract rules, but fun grammar which works through examples, games, and activities that let learners ‘make sense of this madness’ through an age-appropriate critical and creative analysis of language.

The learners

And what about these learners? If grammar is taken so seriously and so much attention is paid to it, we believe that children might as well have fun doing it! Children as well as teens tend to like activities that are challenging and slightly out of the ordinary and yet which give them the satisfaction that they are actually learning something useful.

It can be argued that teachers of young learners are in a special position because their students are at a highly receptive age when everything around them interests them, and are therefore most likely to remember and correctly use what they have learnt. We feel that we should take advantage of these factors to teach grammar in a fun and motivating way.

In this book, we take a middle approach, which we hope will appeal to both sides of the grammar debate. If only because learners have widely varying learning styles, we advocate an eclectic approach to
language teaching. We believe that meaning should always be our main focus in language learning, as communication is in essence the act of transferring messages from one person to another. We do not believe the study of grammar needs to be isolated outside the meaning framework. It is an intrinsic part of it. For us, grammar is a system that helps make meaning more precise.

It is possible to introduce grammar not as something difficult and abstract, but as something in which social skills, physical activity, intellectual thinking skills, creative challenges, and personalization can be combined to improve the learner’s communicative performance.

However, since grammar is a system with a set of rules, it also needs to be learnt. An analogy with sports can illustrate this. A football team can train and work on strategy all day long, but the players will also need to practise some basic fundamentals before any strategy can work: they need to be able to pass the ball and shoot—and to do this effectively they need to drill these skills. It’s the same with grammar. Before we can conceptualize things like time and agency, we need to understand the elements of how to express them. Here is where a focus on form can also be helpful.

Three goals and many tasks

This book presents activities for young learners that seek to achieve three goals:
- to teach learners to express themselves as clearly as possible with confidence
- to strengthen grammatical accuracy in a fun and purposeful way.
- to increase grammar awareness among young learners.

In this we’re most interested in grammatical *performance* and *awareness* rather than *knowledge* of grammatical concepts or rules.

We’ve chosen to offer a wide range of activity types, including activities that involve drawing and writing on the board, storytelling, songs and chants, games, board games, and lots of TPR (Total Physical Response) activities that require children to move about. Generally speaking, you will find the following five types of activities:

- **Input task**: children read or listen to an input text and study this to find examples of the grammatical structure;

- **Noticing task**: the activity shows examples, or sets a task that makes children aware of the grammatical topic without explaining it;

- **Awareness task**: children analyse examples and think about, for instance, what certain grammatical words are called or what parts grammatical structures consist of;
- **Check-up task**: children answer questions or perform mini-tasks to show (and check) their own or other children’s understanding of the grammatical structure;
- **Game task**: children are asked to use the grammatical structure in a game setting, which will make grammar use fun and spontaneous;
- **Experimentation task**: children are asked to apply their knowledge of grammar by producing, for instance, a dialogue or written text.

**When to use grammar activities**

Fun grammar activities such as the ones in this book can be used at any time during your lessons. Some you could use as warmers, to find out how much the children (already or still) know about a grammatical point; others you can use as activities for revision; others again are suitable for follow-up practice when you have worked through the set activities in your course book; and finally some can be used to present/introduce grammar.

**Learning styles**

When teaching grammar, traditional exercises such as mechanical drills, gap-fills, and sentence transformations all have a part to play. However, they are not always very motivating or stimulating and course books offer many of these already. In this book, we have attempted to offer exercises that stimulate creativity and activity, and which encourage children to actively express themselves through grammar. Playing grammar games is not only fun, it is also extremely valuable. After all, a child who can follow an instruction during a board game, or who can throw a beach ball to another child in response to something a third child has said, has got the point and has learnt something new. Games have rules and so does grammar—they strengthen each other.

No two children learn in exactly the same way. In any given classroom there will be as diverse a mix of learning styles as there are children. Also, one child may show more than one learning style, depending on what the task or topic is. To appeal to these learning styles—to differentiate instruction—is a huge teaching challenge and not one that we pretend to solve. Nevertheless, resource books such as this one provide teachers with quick, explicit alternatives that they can immediately implement. We have therefore indicated which learning styles we feel activities are most suited to.

Psychologist Howard Gardner distinguished eight styles of learning. Through those, he illustrated that it is not about how intelligent you are, but how you are intelligent, implying that learners can reach the same goals and standards in different ways. For the purpose of clarity we have focused on four styles, though we acknowledge that there are others.
and that children may often 'have' more than one style at their disposal. Many activities would appeal to various types of learners.

- **physical** (movement–TPR–kinaesthetic): these activities would appeal to children who learn easily by doing, by moving. In activities like these, children will be building, drawing, dancing, playing physically active games, etc.

- **aural** (musical, singing): these activities would appeal to children who learn best by listening and watching the teacher or other children do or say things. They often have interaction between speakers, or involve listening to and singing songs or chants.

- **spatial** (visual, drawing, art): these activities would appeal to children who like to draw, write, design, and make things. Suitable activities will often have an aspect of art or crafts in them.

- **verbal** (linguistic, explanation, logic): these activities would appeal to children who are generally good at reading, writing, and memorizing. Typical activities would include stories, or writing and listing tasks.

### Summary of learning styles

<table>
<thead>
<tr>
<th>Style</th>
<th>Strong in</th>
<th>Likes to</th>
<th>Learns best through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>athletics, dancing, acting, crafts, using tools</td>
<td>move around, touch and talk, use body language</td>
<td>touching, moving, processing knowledge through bodily sensations</td>
</tr>
<tr>
<td>Aural</td>
<td>singing, picking up sounds, remembering melodies, rhythms</td>
<td>sing, hum, play an instrument, listen to music</td>
<td>rhythm, melody, singing, listening to music and melodies</td>
</tr>
<tr>
<td>Spatial</td>
<td>reading, maps, charts, drawing, mazes, puzzles, imaging things, visualization</td>
<td>design, draw, build, create, look at pictures</td>
<td>working with pictures and colours, visualizing, drawing</td>
</tr>
<tr>
<td>Verbal</td>
<td>reading, writing, telling stories, memorizing dates, thinking in words</td>
<td>read, write, talk, memorize, work at puzzles</td>
<td>reading, hearing and seeing words, speaking, writing</td>
</tr>
</tbody>
</table>
How to use this book

Who is this book for?

Teachers
This book is meant for primary and secondary teachers who wish to teach grammar to their 6 to 13-year-old learners in a fun and non-threatening way. It is suitable for both native and non-native teachers. The material can supplement course book activities; the activities conform to the grammar syllabus as outlined in CEF and Cambridge exams for young learners. The book steers a middle course between grammar-based and communicative approaches to teaching: meaning is the main focus of all language teaching and grammar is an intrinsic part of this.

Learners
In this book ‘young learners’ refers to children between the ages of (roughly) 6 and 13 who have already started to read English. Developmental age varies according to the individual and the help and encouragement the child has already received, either at home or school. The children may be attending state or private schools, and the school may teach English as a foreign language or second language. Alternatively, the children may be attending private English classes outside school. The classes may be very large or small. The children may have had some exposure to English, or may be absolute beginners.

How the book is organized

Scope and sequence
The activities in this book are organized according to key grammatical points for young learners of English based on a review of current course books and relevant standards (CEFR, Cambridge YL exams). We’ve organized the contents according to communicative goal (e.g. Talking about the past) as well as traditional grammatical terminology (e.g. past simple). The specific grammar points are listed in the header to each activity, and an index at the back of the book provides a cross-reference by grammar point.
The Appendices include a Class Language chart, Past verbs, and Adjectives and Adverbs charts. Most of the verb, adjectives, and adverbs are listed in the specifications of the Cambridge Young Learners English Tests at Starters, Movers, and Flyers levels.

There are a number of activities in this book with songs focusing on grammar. You can download these songs, the lyrics and instrumental versions from www.oup.com/elt/teacher/rbt/grammaryl.

How each activity is organized

Activity title
A fun, catchy title which reveals the essence of the activity.

Level
The Common European Framework of Reference (CEFR) is a policy document which outlines what language learners need to learn to become competent communicators. The CEFR standards are now used worldwide. Most of the activities in this book fall within CEFR A1/A2 levels, although some variations reach the B1 level as well. Since not everyone is familiar with the CEFR and its 'can do' statements, we have chosen to use traditional titles for levels, ranging from beginner to post-intermediate. The level indicator refers to the content of the activity as described in the body of each activity; however, in most cases it is possible to adjust the content up and down to appeal to a wider variety of learners. Look at the variations of each activity for ideas.

Age
This can only serve as a general guideline. The target population is children of primary/middle school age, roughly covering the age groups 6–13. Many activities can easily be adapted for other age groups.

Time
An estimate of time including variations. Needless to say, you can spend as much time as you like or can on each activity, depending on level of class, class size, time available, enjoyment of the activity, etc.
HOW TO USE THIS BOOK

Aims

Aims are divided into Grammar and Type. Grammar highlights the focus structures being practised. Some activities are multi-purposed and will be identified as such. Type identifies one of four broad learning styles/intelligences: physical, aural, spatial, verbal. ('Physical' is also often referred to as kinaesthetic; 'spatial' as visual). This allows you to select activities not only by content, but by genre as well. We do not use social situation (group, pair, and individual work) as an activity type although reference to this is made in the body of the activity.

Materials/Preparation

Here we list any materials or pre-class preparation necessary to conduct the activity. We have included numerous references to photocopiable worksheets, which you can find at the back of the book. Worksheets can reduce your preparation time and, when copied and laminated, can be used over and over again.

Variations

Alternative versions of the activities, and ideas to further develop and expand the learning.
1 Talking about yourself and others

Be
Children like to tell other people about themselves and their communities, and they are interested in learning about their friends. We use the verb *be* and all its verb forms for this.

1.1 Make a poster about you!

**LEVEL**
Beginner to elementary

**AGE**
6-12

**TIME**
20 minutes

**AIMS**
Grammar: *This is ..., I am ..., my.*
Type: spatial.

**MATERIALS**
Board, sheets of paper, pencils and/or paint, glue.

**PREPARATION**
For this activity, you could ask children beforehand to bring photos of themselves and their family. Write the following phrases on the board in big, clear letters before class starts. Don’t write the translation. All these phrases contain a form of the verb *be*, but you do not have to explain this. You could underline these forms at a later stage.

- *I am Rick.*
- *My name is Rick.*
- *What’s your name?*
- *How old are you?*
- *Where are you from?*
- *Is your name Sasha?*
- *Yes, it is.*
- *No, it isn’t.*
- *Are you Peter?*
- *Yes, I am.*
- *No, I’m not.*
- *This is my ...?*

**PROCEDURE**
1. Walk up to several children and introduce yourself (*I am ..., My name is ...*), shake hands (or whatever is culturally acceptable in your country), greet them (*How are you?*), ask them *What’s your name?* Children will quite likely respond. Don’t correct mistakes, and do accept all offerings also (depending on age and level) in their native language.

2. Hand out paper, pencils, and/or paint. Tell children they are going to make a poster about themselves and about their family (and if they brought photos, include these in the poster). Get them to write the phrases on the board on their poster and to
complete them with information about themselves. For the *This is ...* phrase, write *my* on the board and ask children the words for *father, mother, brother, sister*. Write these on the board, too.

**VARIATION**

If children know *his/her/their*, get the children to bring in a photo album and talk in pairs about the photos. Alternatively, they can talk about each other’s posters. Get children to stand up and present their poster, saying *This is my ....*

### 1.2 The meeting song

**LEVEL**
Beginner to elementary

**AGE**
6–12

**TIME**
20 minutes

**AIMS**
Grammar: *be*, useful phrases/questions for meeting people.
Type: aural, physical.

**MATERIALS**
Copy Worksheets 1.2A and B for each child.

**PREPARATION**

**PROCEDURE**

1. Tell the children they are going to meet new friends at a birthday party. Ask them if they already know what they would say to a new friend. Explain that when you introduce yourself to other people, you can say *I am ..., or My name is ....* You can also use hand or finger puppets as models.

2. Tell them you are going to listen to a song. If they want, they can clap along, dance, or move about.

3. Play the song. Don’t show children the words yet. Ask them to tell you what the song is about. Ask them to say words and phrases from the song that they can remember. Write phrases from the song on the board and ask the children if they know what they mean. (*How are you? What’s your name?*)

4. Hand out the words, or display them on the board, OHP, or IWB (interactive whiteboard). Give children the gapped worksheet and have them fill the gaps.

5. Let the children listen to the song with the complete words. Some children will sing along, some will mouth the words without singing, some will silently read along. Any listening mode is fine.

6. Let children predict what comes next. Pause the song at the following points and tell the children they can call out, sing, or shout what comes next. Great fun! You could do this for the phrases *How are you?, How do you do., Pleased to meet you., Nice to*
see you. You could also do this with important verbs such as are, is/s, do, meet, look, see.

**VARIATION 1**

Play the karaoke version of the song. Get the children to sing along with the karaoke version.

**VARIATION 2**

Let children act the song. They could dress up in clothing that fits a theme (e.g. a campsite where people meet each other).

**Worksheet 1.2A**

<table>
<thead>
<tr>
<th>How do you do</th>
<th>So pleased to meet you.</th>
<th>I don’t think I know you.</th>
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<td>I don’t think I know you.</td>
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<td>You look like my best friend.</td>
<td>Are you from England or are you from America?</td>
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<td>What’s your name?</td>
<td>She’s American, too.</td>
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<td>How do you do.</td>
<td>Do you like me too?</td>
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<td>She’s a girl, too.</td>
<td>What’s your name?</td>
<td>She’s American, too.</td>
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<td>How do you do.</td>
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**Worksheet 1.2B**

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<td>Do you like me too?</td>
<td>How do you do.</td>
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1.3 Behind the sheet

**LEVEL** Beginner to elementary

**AGE** 6–12

**TIME** 20 minutes

**AIMS**
Grammar: *be.*
Type: physical.

**MATERIALS** A sheet, pegs.

**PREPARATION** For this activity, children would need to know the name of the country they live in and perhaps some other countries. They also need to know how to ask simple questions using *be* and how to affirm (**Yes, I am** or **Yes, he/she is**) or deny (**No, I’m not** or **No, he/she isn’t**).

**PROCEDURE**
1. Hang up the sheet in the classroom so that nobody can see behind it.
2. Ask all the children to close their eyes.
3. Walk through the class. Touch one child on the shoulder; he or she may open their eyes. The child should quietly walk forward and go and stand behind the sheet.
4. The other children can now ask questions, keeping their eyes closed until they guess who it is behind the sheet. The child behind the sheet should clap once for ‘yes’ and twice for ‘no’.

Example questions:
- *Are you a boy/girl?*
- *Are you twelve/eleven/ten/six?*
- *Are you from (country)?*
- *Are you (tall/short/etc.)?*
- *Are you Dylan’s sister?*
- *Are you blonde?*

**VARIATION 1** Pre-select five children, so the rest of the class has a choice from a limited number of children. This will also avoid children being aware of or hearing who is leaving their chair.

**VARIATION 2** Give children photos or flashcards of animals. Children work in pairs or groups and don’t show their picture to anyone. Can they guess what animals they are? If you use animals, you need to change the questions (*Is it…? / Has it …?*) but you can still use the sheet. You can also use well-known people (celebrities) for this.
**1.4 Guess what?**

**LEVEL**

Beginner and above

**AGE**

6 and above

**TIME**

15 minutes

**AIMS**

*Grammar:* asking questions, identifying (*What's this?*/*What are these*?), affirmative and negative answers.

*Type:* verbal, spatial.

**MATERIALS**

Photos of objects cut out of magazines or newspapers.

**PREPARATION**

Ask children to bring in pictures cut or torn out of magazines or newspapers of things they like (e.g. animals, things they buy). Tell them they need to know or find out the name of the object before they come to class.

**PROCEDURE**

1. Bring your own picture. Show your picture but cover half of it and ask *What's this?* (Or, in case there are more than one of the same object in the picture: *What are these?*). Depending on what your children already know, ask questions like: *Is it ...? Are they ...?* and give sample answers like *Yes, it is. /Yes, they are.* and *No, it isn't. /No, they aren't.* (If your children don’t know these questions, you may need to practise them first. Write them on large cue-cards and use these to prompt the children during the activity. They can say aloud what you show them.)

2. Put children into groups with their pictures. Tell them to cover half of their picture (or fold it in half) and to show it to the other children in the group. Let the children ask and answer for a minute or two.

3. Invite some children to do the *Ask and Answer* game in front of the class.

4. Hang up the most successful or funniest ones on the board. Come back to these now and then, repeating the questions, while covering half of the picture, deliberately saying the wrong thing (*Is this a horse?*, while the picture is of a dog, for instance). In that way, the children will get involved and use the correct phrases in their answers.

**VARIATION**

Make the activity more difficult by covering more of the object. You can use new objects for this or reuse ones they have already seen. Make this a whole-group activity by projecting the objects on a computer screen or using the ‘reveal’ tool on an interactive whiteboard.
2 Talking about what you’ve got

*Have (got), possessive pronouns*

Asking about and describing possession is a central theme for learners young and old. Everyone ‘has’ things—from members of the family (*I’ve got two sisters*) to everyday items such as a favourite toy, and more abstract things such as states and conditions: *I’ve got a headache, He’s got a strange feeling.* In this chapter, we will work on talking and asking about possession.

The structures *got* and *have got* are tricky and confusing issues for both teachers and children. For those teaching American English, the issue is less problematic since speakers use the phrase *Do you have?* rather than *Have you got?* to ask about possession. We recommend teachers to teach *have got* as an unanalysed expression, since the *got* contributes little to the meaning.

2.1 Is it true for you?

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Beginner to pre-intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>6 and above</td>
</tr>
<tr>
<td>TIME</td>
<td>5–10 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: <em>have (got).</em></td>
</tr>
<tr>
<td></td>
<td>Type: aural, spatial, verbal.</td>
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</table>

**PROCEDURE**

1. This activity involves quite a bit of movement. Put the children in a circle. You are part of the circle. You are going to ask questions or make statements that include forms of *have (got).* Examples: *I’ve got an MP3 player. Leon has got brown hair. I’ve got a sister. I’ve got lots of books.,* etc.

2. When the children hear something that is also true for them, they raise their right hand. If what they hear is not true for them, they raise their left hand. If they don’t know, they cross both hands on their chest.

3. As your children get into the game, you can speed up. In this case, you will probably need a list of items to call out to keep the game going smoothly and fast.
TALKING ABOUT WHAT YOU'VE GOT

VARIATION
You can use this game activity for many other grammar topics, such as adjectives (I'm hungry, sad, excited, etc.), nouns (I'm wearing a skirt, blue jeans, a hat, etc.), tenses (I'm going to the cinema tonight. I went on vacation last week. I always go to bed at seven.), comparisons (Classical music is better than pop music, I'm as clever as my teacher.).

2.2 Line them up!

LEVEL Pre-intermediate and above
AGE 10 and above
TIME 20 minutes
AIMS Grammar: have got and yes/no questions with be; identifying details in pictures.
Type: aural, spatial, verbal.

MATERIALS Photographs cut from newspapers or magazines.

PREPARATION Make 'suspect cards' using photographs or drawings on card. Celebrity photographs work well! Give each suspect a number.

PROCEDURE 1 Explain to the class that there has been a terrible crime. Someone has stolen the famous treasure of the Pharaoh from the city museum. Perhaps you can show the class a picture of such a treasure.
2 Hang the suspect cards up on the board.
3 Split the class into pairs. One child is a police officer and the other is a witness.
4 Give each witness one suspect card. They will have one minute to study the picture in question.
5 The police officer then interviews the witness and tries to identify which of the pictures is the suspect. Explain to the children that they may only ask yes/no questions, e.g. Has the suspect got a beard? Is the suspect old?, etc. The witness may only answer yes or no. When the policeman thinks he or she knows the criminal, he or she must run to the correct picture. If it is the wrong picture, the policeman must continue asking questions.
6 Switch roles and repeat.

VARIATION This activity need not only be about criminals. The children can try and identify a dream house, find someone's pet, etc.
2.3 Shop secret

**LEVEL**
Beginner to intermediate

**AGE**
8–14

**TIME**
30 minutes

**AIMS**
Grammar: have (got).
Type: spatial.

**MATERIALS**
Tables, shop articles, cardboard tags, pen, paper or a worksheet, play money or copies of Worksheet 2.3 on page 113.

**PREPARATION**
You can do this activity in two ways: either you let children bring objects from home to school, or you can use the worksheet.

**PROCEDURE**
1. Get children to work in a group of four. Each of them has to say three things that they or their parents often buy in the supermarket. Every group member draws each object on a piece of paper. Depending on the vocabulary area you are dealing with at this moment, you could specify further (drink, food, vegetables, fruit, etc.).

2. Children each select five of the items from their group, without the other children seeing what they choose. (They do this by, for instance, colouring in or circling the article on their worksheet.) They then place a large piece of cardboard (or school bag or big book) between them and their partner so they can’t see each other’s shop.

3. The children try to find out what the other person has in their shopping trolley. Elicit phrases such as *Have you got...?*, *Do you have...?* *Yes, I have.* and *No, I haven't.* and refresh their minds about *a/an*, if necessary. The first child to have ticked all the items in somebody else’s shop has to call out *Shop Secret!* and is the winner. The game can then continue until the next *Shop Secret!* is called out.

**VARIATION 1**
Let the children decide on a price for each article. They draw tags on the objects and write the prices. Give each group some play money, or use the worksheet to make this. Get children to ask after the prices and barter. *How much is this/it? It's two dollars. I haven't got two dollars. Have you got fifty cents? I've got seventy-five cents.*, etc.

**VARIATION 2**
To practise third person singular *has (got)*, after the game, ask children about their partners: *Has Dennis got...?*, *Does Dennis have...?*, and let children answer using the correct phrases: *Yes, he/she has. No, he/she hasn't.*
2.4 **Class memory**

**LEVEL**  
Beginner to pre-intermediate

**AGE**  
6–10

**TIME**  
10–15 minutes

**AIMS**  
Grammar: *have (got).*  
Type: spatial, aural.

**MATERIALS**  
Drawing paper, pencils.

**PREPARATION**  
For this activity, your class will become a giant ‘memory game board’. Ask each child to make a drawing. The pictures could fit a lexical area you are dealing with, or they could simply be any pictures. Each child makes two ‘identical’ drawings.

**PROCEDURE**  
1 Let the children, one by one, in groups or pairs, show each other the pictures they have. Encourage the children to use *What have you got?/What do you have?* and let them answer using *I’ve got.../I have...*. Test their memory by reviewing what they see and asking *What has Ben got?/What does Linda have?*

2 Ask each child to give one of the two copies of their picture to a classmate elsewhere in the classroom. Make sure everybody has two different pictures.

3 Ask children to hold up the pictures they have and give the class a few minutes to try and memorize each picture.

4 Have the children turn over their picture, face down, on to their table. Ask one child to show their picture. Ask *What have you got?/What do you have?* or *What has X got?/What does Y have?* and let children answer. Then ask *Who’s also got?/Who also has...?* and let children answer, saying *Peter has got.../Peter has... .*

5 When a pair is found, they can lie face up on the children’s tables. The game ends when all picture sets have been found.

**VARIATION 1**  
In order to bring a more competitive element into the game, you could divide the class into two teams. When somebody in the team guesses the whereabouts of a picture correctly, the team scores a point.

**VARIATION 2**  
As extra memory support, you could make a list of all the pictures by writing the names of the objects on them on the board, and tick each picture off the list when a set has been found.
What's yours?

LEVEL

Elementary and above

AGE

9 and above

TIME

20 minutes

AIMS

Grammar: possessive pronouns.
Type: spatial, verbal.

MATERIALS

Copies of Worksheet 2.5, one for each group or sheets of blank paper.

PROCEDURE

1 Explain to the children that they're going to play a game in which they have to guess which object belongs to whom. Copy the instructions on to the board and make sure everybody understands them. Give each group a worksheet.

Instructions

1 Play in groups of six. Take turns.
2 Four players write their name next to one of the boxes.
3 Two players add their name to another player’s box.
4 Player 1 draws a PART of one of the objects on a separate piece of paper. Don’t speak. The others must guess what it is.
   ‘Is it an/a …?’
   ‘Yes, it is!’
   ‘No, it isn’t.’
   ‘Try again.’
   ‘Almost!’
5 When they know what the object is, they say: ‘It’s mine/his/hers/
yours/their/ours’, and point to the person/people.
   Every correct guess is one point.

2 The objects in the boxes could be vocabulary you are working with at that moment, but it works best if they are objects that you can see, pick up, etc. and that the children are familiar with. The more complicated the object, the more difficult it will be to guess what it is.

3 Let the children play the game.
Worksheet 2.5

This is .........'s box

- guitar
- book

This is .........'s box

- skateboard
- cup

This is .........'s and .........'s box

- bike
- cat

This is .........'s and .........'s box

- dog
- camera

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3 Talking about what you do a lot

Present simple tense
We often talk with people about the things we regularly do: about hobbies, habits, chores, and routines. To do this we use present simple verb forms supported by time markers or adverbs of frequency. For young learners, daily routines are a motivating and accessible subject. Talking about what we regularly do also reinforces pattern building, something that is very useful in language learning.

3.1 Create a robot

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Elementary and above</th>
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</thead>
<tbody>
<tr>
<td>AGE</td>
<td>9–13</td>
</tr>
<tr>
<td>TIME</td>
<td>20–30 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: present simple. Type: spatial, verbal.</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Poster paper, colour pencils.</td>
</tr>
</tbody>
</table>
| PROCEDURE      | 1 Tell the class that you are very tired. Explain that you spent the entire past evening cleaning your house and working in the garden. With great drama proclaim: *If only I had a robot to do all this work!*  
2 Ask the children if they know what a robot is. Explain that there are now robots to do almost everything, from building a car to vacuuming the floor.  
3 Ask the children if they have any chores they don’t like doing. Write their ideas on the board, e.g. *clean the bedroom, wash the dishes, do homework.*  
4 Split the class up into small groups. Ask each group to design a robot that can do at least three chores or other jobs they choose. Hand out poster paper and colour pencils. Each group draws their robot and writes three things it can do underneath the picture. Move around and monitor each group, providing support where appropriate.  
5 When they are finished, have each group present their robot to the class. Make sure each child in the group has a chance to speak. |
VARIATION 1

Have the children act out their robot rather than simply describing a picture.

VARIATION 2

Change the activity to present continuous practice by having the audience guess what the robot ‘is doing’.

VARIATION 3

Create ‘negative robots’ that are completely unhelpful. The children describe what these robots ‘can’t do’.

3.2 Routines

LEVEL

Elementary to pre-intermediate

AGE

10–14

TIME

30 minutes

AIMS

Grammar: present simple.
Type: spatial, verbal.

MATERIALS

Cardboard strips, a copy of Worksheet 3.2 on page 114 (optional).

PROCEDURE

1 Tell the children you are going to talk about things you regularly do: things you do every day, every week, every night, every morning, etc. Explain that they will learn to talk about routines. Make a list on the board of suggestions in the first language.

2 Write every day, every week, every morning, every afternoon, every night, every month on the board or on cardboard strips and hang these visibly throughout the classroom. Ask the children to think about something they can say in English about routines, using one of these phrases. Get them to stand up, choose a cardboard strip, and say something about themselves using the expression on the card. If you feel your students need lexical help, use Worksheet 3.2 to teach some useful vocabulary.

3 When five children have come to the board, stop the activity and ask What does X do every day? Get the children to answer in the third person singular, using what they heard one of their classmates say. Confirm each answer, saying Every day X ... and X ... every day, stressing through intonation and gestures that you can put the every phrase at the start of a sentence or at the end. Resume the activity, until you feel most children understand.

4 Explain to the children that they are going to prepare an interview with one of their classmates, to find out what they routinely do. They have to find out one thing that their classmate does every day, morning, afternoon, evening, and week, and they then report.
VARIATION 1

The children make a poster about a classmate with drawings and the ‘routine sentences’ written underneath the pictures. (They can also make a collage.)

VARIATION 2

As a follow-up to variation 1, hang up all the posters. Then ask some of the children to choose a different classmate from the one they interviewed, and ask them to tell the rest of the class about this person’s routines.

3.3 Tired in the morning

LEVEL

Pre-intermediate and above

AGE

10–14

TIME

30 minutes

AIMS

Grammar: present simple.
Type: aural, verbal.

MATERIALS

A copy of Worksheet 3.3 for each child.

PREPARATION

Download the song ‘In the morning’ from www.oup.com/elt/teacher/rbt/grammar

PROCEDURE

1 We all have our good and bad mornings, so the children will probably recognize the general mood and feeling expressed in this song. ‘In the morning’ covers language teenagers will use when talking about what they (and their relatives) regularly do. Start by asking: Who finds it hard/easy to get up in the morning? What is your morning routine? What about other members of your family? Elicit third person singular expressions and adjectives: ... does this and that ... is happy, tired, grumpy, busy, active, lazy, slow, loud, and quiet. Write key phrases and words on the board or let the children make drawings showing the meaning of the adjectives with the word written underneath it.

2 Next, ask the children to write one sentence about their mother/father/brother/sister/carer and what they are like in the morning. Give them the following line and let them finish this in their own words. Let them use a dictionary or ask you for support if they need to. Tell them you’re looking for action words (verbs): In the morning my mother/father/brother/sister always ____.

3 On the board or OHP, show the children the following verse. Let them fill the gaps with verbs they think might fit. (You may want to give the verbs, depending on the level of your class: be, get, put, go.)

My brother _____ still fast asleep.
He _____ up last of all.
He _____ his clothes on inside out.
And _____ to sleep in the hall.

4. Ask the children to listen as you play the song. When it is finished, ask what they remember: What does the father do every morning? What does the mother do? What does the brother do? What happens to the singer? Hand each child a worksheet. Ask them to write, in pencil, any words they think they remember where there are gaps. Then play the song again, so the children can complete or check their answers. Check together, writing the answers on the board as you go.

**VARIATION**

Ask the children to write their own version of the song, about their own families and situations—either individually or in pairs, or even groups of three or four! They can use the existing lyrics and change them or write new lyrics. Can you get the children to sing along to the karaoke version with their own lyrics? Perhaps you can have a competition!

**Worksheet 3.3**

| In the morning                                                                                     |
|                                                                                                         |
| Let me tell you about my dad.                                                                        |
| I don’t know what to do.                                                                             |
| He’s late for work every day                                                                          |
| And then he blames you know who.                                                                      |
|                                                                                                         |
| **Chorus**                                                                                           |
| *We are always tired in the morning.*                                                                  |
| *We all want to stay in bed.*                                                                          |
| *We always want to stay asleep.*                                                                       |
| *But the clock wakes us up instead.*                                                                   |
|                                                                                                         |
| My mother’s always half-asleep                                                                        |
| When she tries to make the tea.                                                                        |
| She gives my cornflakes to the fish                                                                  |
| And then fish flakes to me.                                                                           |
|                                                                                                         |
| **Chorus**                                                                                           |
| My brother is still fast asleep                                                                       |
| He gets up last of all.                                                                               |
| He puts his clothes on inside out                                                                      |
| And goes to sleep in the hall.                                                                        |
|                                                                                                         |
| **Chorus**                                                                                           |
| Now let me tell you about myself.                                                                     |
| Oh sorry, you’ll have to wait.                                                                        |
| I must find some clothes to wear                                                                      |
| Or else I will be late.                                                                               |

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3.4 Habit game

LEVEL Elementary to pre-intermediate

AGE 10–14

TIME 30 minutes

AIMS Grammar: present simple.
Type: physical, verbal.

MATERIALS Copies of Worksheets 3.4A and B on pages 115 and 116, dice, markers.

PROCEDURE 1 Ask the children a few questions about their habits: *Do you often watch TV?*, *Do you sometimes fight with your brother?*, *Do you always sing in the shower?* Stress the bold words.

2 Get the children to give appropriate, short answers (*Yes, I do.* / *No, I don’t*).

3 Explain to the children that they are going to play a board game. They will play in pairs or small groups of three, maximum four.

4 Tell the children that they must take a ‘Frequency card’ when they land on a verb space. With that card, and the verb in the box, they must ask another player a question. The other player must answer truthfully.

5 Split the class into pairs or groups. Hand each team a copy of the board game, dice, and markers. (If you have time, the children can make their own markers.)

6 The children play the game. If the player doesn’t understand the game or task, somebody else in the group can explain or show what to do. The player gets a second chance. If the player makes a mistake, he or she must go back one square; if the answer is correct, they may go forward one square. The first player to reach the end is the winner.

7 Play as many rounds as you like.

VARIATION Children can make their own game by filling in their own verb spaces. Use correction fluid to blank out the verb spaces in the worksheet.
3.5 It's always like that

LEVEL

Beginner to pre-intermediate

AGE

9–14

TIME

20 minutes

AIMS

Grammar: present simple statements.
Type: verbal, spatial, physical.

PROCEDURE

1. One of the uses of the present simple is to express things that happen all the time: *Water boils at 100 degrees Celsius. The sun rises every morning. Fish live in water.* This cross-curricular activity will allow children to speak and write about such things. Draw the following ‘actions’ on the board and ask children whether they can make a sentence about each drawing that tells you something about it that is always true.

2. Let children work in small groups to think of other things they can say that are always true, or are true for a long time. For example:

   *The Earth turns around the sun. Water freezes at zero degrees Celsius. Smoking is bad for your health. Heavy things fall when you drop them. Water boils at 100 degrees Celsius. Fish live in water. Dogs bark. Cats miaow. The sun comes up every morning. Ducks and chickens lay eggs. Everybody grows older. Night follows day. Light travels faster than sound.*

3. Children stand up and say one of the statements aloud, but change it so it becomes untrue. The other children should raise their hands and correct the false statement. *Water boils at 50 degrees Celsius. That’s not true. Water boils at 100 degrees Celsius.*

VARIATION

You can let small groups of children come up with as many such statements as they can. Each group then makes a group drawing or collage with the statements written on it and presents their list to the class. In order to find out whether the statements are all true, ask the children *Does/Do ... really ...?* Children can then say *Yes, it does/they do or No, it doesn’t/they don’t. They also/always/never ... .*
4 Talking about what happened in the past

Past simple tense
Children are very much aware of time. The very fact that they were born gives them an immediate reference in the past. Conceptually, it is very easy to introduce the past in your language lessons. In play, children often prefer to use past tense forms during their games (*And then you said..., and then you went...*) This chapter contains activities to practise past tense forms.

4.1 Irregular verb baseball

LEVEL
Pre-intermediate and above

AGE
All

TIME
15 minutes +

AIMS
Grammar: irregular past simple tense.
Type: verbal (physical in Variation 1).

MATERIALS
List of infinitive of verbs; pictures of baseball game in progress.

PREPARATION
Make worksheets of infinitives suitable for the level, based on Appendix 2.

PROCEDURE
1 Ask the children if they are familiar with the sport of baseball. Hold up pictures of baseball scenes if available.
2 Draw a diamond on the board. Explain that in baseball one team tries to hit a ball with a bat and run around the bases. If they run around the bases, they score a point.
3 Tell the children that they are going to play grammar baseball with irregular verbs.
4 Split the class into two teams. Hand each team a copy of the verb worksheets. Choose one team to ‘bat’ and another to ‘pitch’ the verbs.
5 One player from the pitching team calls out an infinitive of a verb, e.g. *eat*. A player from the batting team must call out the past simple form: *ate*. If the player gets the correct form, they move to first base. Then the next player comes to bat. If this player is correct, he or she moves to first base, pushing the previous player
to second. This continues until one player is pushed completely around the diamond, which scores a point for the batting team.

6 If the answer is incorrect, the player is ‘out’. The batting team gets three outs. After three outs the teams switch roles.

7 Play as many rounds (innings) as you like.

**VARIATION 1**

If you have space (for instance, a playground), you can play this game as a movement activity.

**VARIATION 2**

You can also change this game into a simple ball game. Stand in the middle of a circle of children and throw the ball, giving the infinitive (stem) of a regular or irregular verb, e.g. *eat*. The student who catches the ball throws it back with the corresponding past simple: *ate*. Make sure you have a list of verbs at hand to call out so the game moves along smoothly.

**VARIATION 3**

Ask the batting team to make a sentence with the irregular verb. If the sentence is correct, the batting player can move two bases instead of one. However, if the sentence is incorrect, the player will be out.

### 4.2 Your story

**LEVEL**

Beginner to intermediate

**AGE**

7–10

**TIME**

30 minutes

**AIMS**

Grammar: past simple tense. Type: aural, spatial.

**MATERIALS**

A (very short) story.

**PROCEDURE**

1 Choose a story to tell. The activity works with any story. It could be a story that you would use anyway in the course of other lessons. Tell the children to listen and not comment on the story as it is being told. The story should have past simple verbs in it. Here is a sample story.

> Once upon a time there was a little girl. She lived in a beautiful house in a valley. There were lots of birds in the valley, and lots of trees. There was snow on top of the mountains. One day, a boy came into the village. He was riding a horse. He stopped at the side of the lake next to the school. The little girl was playing in the playground with her friends. She watched him. The boy walked up to the girl and he talked to her. He asked her something. The girl pointed at something. The boy went for a swim in the lake. The little girl held the horse. She watched the boy swim. He swam all the way to the other side of the lake. He got out and walked away.
2 Let children talk about the story in pairs (in their first language if necessary). They should talk about the following questions:

- What happened?
- Where did the story take place?
- At what time of the year did the story take place?
- What was the weather like?
- What was the colour of the girl’s dress?
- What did the boy look like?
- Was it a big lake?

The idea is that the children create images of the story that can be entirely personal.

3 Talk with the whole group or class about the story. Don’t correct anything or impose your version of the story on the children; let the children experience the story entirely in their own way.

4 Let children make a drawing or collage of the story as they experienced it. Children could draw a cartoon with boxes representing scenes, including text in speech bubbles and captions under the pictures to tell the story.

**VARIATION**

Depending on their linguistic level, let children write the story down. You may need to give them the past tenses from the story (written on the board, or on cards). You could also let the children turn the story into a simple play that they then perform.

**4.3 Story dance**

**LEVEL**

Beginner to intermediate

**AGE**

8–14

**TIME**

30 minutes

**AIMS**

Grammar: past simple tense.
Type: aural, spatial.

**MATERIALS**

A story in the past tense with lots of actions, (laminated) flashcards with the verbs from the story.

**PREPARATION**

Choose a story that contains a lot of past simple verbs. Make flashcards of the verbs in the story.

**PROCEDURE**

1 The activity works with any story. Tell the children to only listen and not comment on the story as it is being told.

2 Put the flashcards containing the verbs on a table and tell the story again while a group of children walk around the table. (If you want, you can play music in the background.) Every time they hear a verb in the past tense, and see the same verb on a card on the table, they need to grab the card. The winner is the child with the most
cards. (Always praise the children who see the card(s) but are just not quite quick enough—or are on the wrong side of the table—to get to them.)

4.4 The stream(er) of life

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Pre-intermediate to intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>8–14</td>
</tr>
<tr>
<td>TIME</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

**AIMS**
- **Grammar:** past simple tense (regular and irregular).
- **Type:** verbal, spatial.

**PROCEDURE**
1. Give each child five A4-sized pieces of paper of different colours, cut in half. Ask them to write down ten things that happened to them in the past, one on each strip of paper. The children should add the month and the year of the event. Tell them that these do not have to be life-changing events—they can also be 'ordinary' things. For example:
   - **Sharia** September + year I went on my first trip away from home.
   - **León** July + year I got my first boy/girlfriend.
   - **Karl** March + year My grandfather died.

2. Make a big streamer (sticking the pieces of paper together with string or staples) and hang this up in the classroom. (You can also have smaller groups make their own streamer and have the various streamers hung up in corners of the room.)

3. The children walk past the streamer(s) and read the various contributions. The teacher, or one of the children, throws a ball to a child. Whoever catches the ball chooses one part of the streamer(s) and reads aloud what it says. The person whose streamer it is then talks about the event for one minute.

4. You can change the metaphor of the activity to a river with fish (the river of life).

**VARIATION 1**
Depending on the level of your class, you could introduce/practise reported speech (*X said that...*). When the children have talked about their contributions, get the others to think about what they heard and recount. Ask What did Linda say about boyfriends?

**VARIATION 2**
Get the children to make their personal selection of the ‘best’, ‘most interesting’ or ‘most impressive’ events and present these to the class.
4.5 What was happening?

**LEVEL**
Pre-intermediate to intermediate

**AGE**
10–14

**TIME**
30 minutes

**AIMS**
Grammar: questions in the past + past continuous.
Type: verbal, spatial.

**MATERIALS**
Photographs.

**PREPARATION**
Ask the children to bring a photograph of themselves from a period or point in their lives that they think is interesting or important. Bring one yourself, too. (Make sure it is a photo that you are willing to talk about!)

**PROCEDURE**
1. Project your photo on an OHP, IWB, or computer, or enlarge it and stick it on the board. Encourage the children to ask questions about the photo. *When was this? What (had) happened? Where were you? Who took the photo? What were you doing? Did you live there? Why did you wear these clothes?* etc.

2. If necessary, review questions by writing some standard examples on the board or on cards you hang up around the room: questions with *Did, Were, What, When, Where, How, Why.* Get the children to work in pairs or small groups with their photos and ask each other questions about the photos. Walk round to support and, only if necessary, correct. (If you feel that communication does not flow, tell the children to ask at least five questions about a photograph and/or to visit somebody else and ask them about their photo.)

3. Get the children to write a few sentences about their own photo or about somebody else's.

4.6 Fix the tale

**LEVEL**
Pre-intermediate to intermediate

**AGE**
10–14

**TIME**
20 minutes

**AIMS**
Grammar: past simple verbs (regular and irregular).
Type: verbal.

**MATERIALS**
Fairy-tale, story worksheet, verb sheet (e.g. Worksheet 4.6 on page 117).
PROCEDURE

1. Let the children read the gapped version of ‘Snow White’, or prepare any other fairy-tale you have a short version of. Tell them to ignore the gaps at first. They’ll probably understand the story anyway, because it is so well known. Younger children can colour in the illustration if you are using Worksheet 4.6.

2. Hand out the story sheet and verb list, and have the children reconstruct the story.

3. Answers are:
   - 1 was 9 was 16 had 23 went
   - 2 died 10 could 17 asked 24 asked
   - 3 was 11 told 18 was 25 fell
   - 4 married 12 went 19 said 26 found
   - 5 was 13 lived 20 was 27 woke
   - 6 thought 14 took 21 turned 28 married
   - 7 told 15 loved 22 made 29 lived
   - 8 couldn’t

VARIATION

Give the children the verbs without the story. Let them, in pairs or groups, retell the story.

4.7 Tale with a twist

LEVEL

Pre-intermediate to intermediate

AGE

10–14

TIME

20 minutes

AIMS

Grammar: past simple verbs (regular and irregular).
Type: verbal.

PROCEDURE

Let the children take a paragraph from a well-known fairy-tale and rewrite it. Tell them they can change anything. They then read or act out the paragraph. For example:

Once upon a time, there was a girl called Cinderella who lived with her FOUR BROTHERS. They were all HANDSOME. Cinderella worked in the house and her brothers HELPED her all day long. One day an invitation arrived for them to go to the King’s DISCO and the BROTHERS ASKED Cinderella to go with them. Suddenly, Cinderella’s fairy GODFATHER appeared and waved HIS HOCKEY STICK to make a LEATHER JACKET and a MOTORBIKE for her.

This activity allows you to work with grammar as well as vocabulary.
5 Asking about things

Questions with *wh*-words, *did* and *be*

Question words allow learners to ask about a wide variety of subjects. It is through questions that children explore the world and satisfy their curiosity. Questions are crucial for understanding and managing communication. But question words in English can be difficult for non-native speakers. Many languages do not use auxiliaries to phrase questions, and the *wh*-question words are easily confused. In this chapter, we give children the opportunity to practise question patterns and distinguish between question words.

5.1 TV interview

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Elementary to intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>10–14</td>
</tr>
<tr>
<td>TIME</td>
<td>20 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: <em>wh</em>-questions, past and present. Type: verbal.</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Articles or web pages about celebrities (optional).</td>
</tr>
</tbody>
</table>

PROCEDURE

1 Explain to the class that you want to create a new television interview show. Ask them if they can think of any names for the show. Explain the term ‘interview’ if they do not understand. If you have the option, show the children a TV interview from the Internet. This should be something simple, perhaps from a children’s TV show.

2 Tell the children that their first job is to make a list of potential guests to invite on the show. Ask for some suggestions. Write the suggestions on the board.

3 Now tell the children that they need to prepare questions to ask the guests.

4 Split the class into pairs and have each pair choose a celebrity. Each pair must research the celebrity (either on the Internet or through magazines/books) and come up with at least five questions, using the question words *who*, *what*, *where*, *when*, and *how* at least once. The questions should use present and past tenses. Alternatively, you can provide a short text for the students to read and use this to generate questions. Circulate and provide help where appropriate.
5 Rearrange the classroom and form a talk show stage. If you have a desk and a couch, that would be perfect.

6 Invite each pair to come to the front of the class and perform a role play of the interview.

**VARIATION 1**
Make the interviews more interesting by asking each pair to introduce one totally incorrect answer into the interview. The class must listen closely and identify the incorrect answer.

**VARIATION 2**
If you have a video recorder, tape the interviews and show them to other classes. If you have a digital recorder, save them on a web page or as part of an e-portfolio. If you don’t have video, record the audio and make a podcast if possible.

### 5.2 Professions

**LEVEL**
Elementary to pre-intermediate

**AGE**
9–14

**TIME**
20 minutes

**AIMS**
Grammar: questions with *be*, the present.
Type: verbal, spatial, aural.

**PREPARATION**
Make cards that have the categories of information below. (Worksheet 5.2 on page 118 provides examples.) There are twelve cards, so if your class is bigger, you’ll need to make extra ones.

**PROCEDURE**
1 Always play this game in multiples of three, and make sure that each card corresponds to another one (in other words, you always need to make sure there is a pair of students looking for each other). If you have an uneven number of children in your class, you can ask the remaining child to act as an observer or helper. They can walk around, like you, listening and helping any classmates who can’t think of the right question.

*Sample card*

- **Name**: John
- **Country**: Holland
- **Town**: Amsterdam
- **Age**: 23
- **Job**: doctor
- **Hobbies**: surfing
- **You are looking for**: Linda from Spain, who is a journalist

2 The children choose one card to work with. All the cards have similar information but there are, for instance, three ‘Johns’:
each John is from a different country and has a different age/ background/job. The children need to find the ‘right’ person.

3 The children have to look for a particular person. This is described at the bottom of their card. They walk around the classroom and ask questions with be. When they have found the right person, they also need to find out more information by asking questions (Can I ask you some more questions?). If the children need extra support, write the following questions on the board/OHP or on cards hung around the room: Are you ...? Are you from ...? Are you a/an ...? Is your hobby ...? You can also give the children some useful phrases, which they can use in their search: Sorry, I’m looking for somebody else. I’m glad I found you!, Nice to meet you! Let’s sit down. Can I ask you some questions?

4 The game ends when everybody has found the person they were looking for.

5.3 Quiz time

**LEVEL**
Elementary to pre-intermediate

**AGE**
9–14

**TIME**
20 minutes

**AIMS**
Grammar: questions with be and wh-words; present and past.
Type: verbal.

**MATERIALS**
Copies of Worksheet 5.3 on page 119 for the Quiz Master team.

**PROCEDURE**
Questionnaires and quizzes are great tools to enable children to use grammar in a targeted and logical context.

1 Split the class into two teams of 10. Other children can be observers. One team are the Quiz Masters; the other team are the Quiz Candidates. Put them opposite each other in the class. (Worksheet 5.3 has 20 questions, and allows you to play the game with 20 students, twice.) Explain to the Candidates they are going to do a trivia quiz of 10 (or more, if you have more) questions.

2 Each Master asks one question of one of the Candidates. Each Candidate can only answer one question, but doesn’t know when they will be asked to do so.

3 After one round, Quiz Masters become Candidates, so that every child asks or answers a question and Candidates become Masters. The team which has most correct answers is the winner.

4 Answers are:
1 B 2 C 3 A 4 B 5 A 6 B 7 B 8 C 9 A 10 A
11 B 12 A 13 B 14 A 15 B 16 C 17 C 18 B 19 A 20 A
Children generally love trivia questions. Let them make their own quizzes by looking things up in books and magazines in your library or on the Internet. The only requirement is that each question has to start with a *wh*-word combined with a form of the verb *be*.

**5.4 Meet the characters**

**LEVEL**
Elementary to pre-intermediate

**AGE**
9–14

**TIME**
20 minutes

**AIMS**
Grammar: simple present, *wh*-questions.
Type: verbal.

**MATERIALS**
Pictures of famous characters.

**PROCEDURE**

1. Walk into class proudly with your chest puffed up and say: *Good morning, class! My name is Superman!* (or any other famous male or female hero your students may recognize).

2. Encourage the children to ask you questions. Put sentence stems on the board if needed. Answer all the questions dramatically. Examples of questions:
   - *What is your ...?*
   - *Where do you ...?*
   - *When do you ...?*
   - *What do you ...?*
   - *Who is your ...?*

3. Gather pictures of famous characters (either real or fictional). Stick them on the board and let the children choose their character. Examples: Superwoman, Batman, Mickey Mouse, SpongeBob, Dexter, Sherlock Holmes, Pocahontas, Princess Mia.

4. Explain that they will now assume the role of a famous hero. Pair the children and have them take turns asking each other questions.

5. Bring the class together as a group. Have each child introduce their partner and describe them. For example, *This is Sponge Bob. He lives in the sea. He likes crab burgers. His best friend is a starfish named Patrick.*

6. Once all the children have had a chance to introduce their partner, ask everyone to stand up and meet and greet each other, pretending to be their character.

**VARIATION 1**
Let the children choose their own characters and questions.

**VARIATION 2**
Connect this activity to a book the class are reading. Have children assume roles of characters from the book.
### 5.5  It’s in the past

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Pre-intermediate and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>9–14</td>
</tr>
<tr>
<td>TIME</td>
<td>20 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: questions with <em>did.</em> Type: verbal.</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Copy of Worksheet 5.5 on page 120 for each child.</td>
</tr>
</tbody>
</table>
| PROCEDURE      | 1 Tell the children to write down three things they did yesterday. They choose from the worksheet (which you could project on OHP, etc.) and they shouldn’t show their classmates.  
2 Put the children in pairs and let them guess each other’s activities. They get three guesses. Hand out Worksheet 5.5, and let the children tick their correct guesses.  
   A: *Did you walk the dog?*  
   B: *Yes, I did./No, I didn’t.*  
| VARIATION      | Get the children to interview another child, a teacher, or a family member before class about what they did the day before. Ask the children to write down three things the person they interviewed did yesterday. They are not supposed to show their classmates! |

### 5.6  Go places!

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Beginner to elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>6–10</td>
</tr>
<tr>
<td>TIME</td>
<td>20 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: questions and statements with <em>there is / there are ...</em>, <em>it’s.</em> Type: physical, verbal.</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Copies of Worksheet 5.6 on page 121 board game, dice, markers.</td>
</tr>
</tbody>
</table>
| PROCEDURE      | 1 Divide the class into groups of four. Hand out one copy of Worksheet 5.6 per group and give each group a set of dice and markers. (They can also make markers themselves.)  
2 Explain the board game and make sure everybody understands the instructions.  
   **Instructions**  
   1  *Throw the dice.*  
   2  *When you land in a box, your friends have to read what it says.*  
   3  *You have to say the answer or follow the instruction.* |
5.7 **Choices**

**LEVEL**
Elementary to pre-intermediate

**AGE**
8–14

**TIME**
20 minutes

**AIMS**
Grammar: questions with *do*.
Type: aural, spatial, verbal.

**MATERIALS**
Copies of Worksheet 5.7 on page 122, dice, markers.

**PROCEDURE**
1. This board game helps children practice asking questions with *do*/*does* and giving short answers. Explain to the children that they are going to play a board game. They will play in pairs or small groups of three, maximum four.
2. Split the class into pairs or teams. Hand each team a copy of Worksheet 5.7, dice, and markers. (If you have time, the children can make their own markers.)
3. Children take turns to roll the dice. When they land on a box with a question, they answer the question about themselves. If they make a grammar mistake in answering the question, they go back one square; a correct answer allows them to go forward one square.
4. Play as many rounds as you like.

**VARIATION**
Children can make their own game by filling in their own verb spaces. Use correction fluid to blank out the verb spaces on the worksheet.

5.8 **What's my line?**

**LEVEL**
Beginner to pre-intermediate

**AGE**
9–14

**TIME**
20 minutes

**AIMS**
Grammar: present simple questions and answers, questions with *do*.
Type: verbal.

**MATERIALS**
Cards, box/hat.

**PROCEDURE**
1. Brainstorm a list of interesting jobs with the children. Depending on their level, you may need to supply them with key words, such as:
   - actor
   - actress
   - artist
   - businessman
   - business woman
   - clown
   - cook
   - dentist
   - doctor
   - engineer
   - fireman
   - footballer
   - journalist
   - mechanic
2 Write each job on a card and put the cards in a box or hat. One child picks a card, looks at the word on the card and then mimes an action typical of the job.

3 The other children then ask questions about the jobs: Do you work with people? Do you work at night?, etc. Also brainstorm a list of verbs on the board that could be helpful in guessing or describing jobs (work, talk, go, sit, type, look at, hold, use, etc.). Children who are being questioned can only answer with Yes, I do or No, I don’t. The children are only allowed one direct guess (Are you a/an ...?). All other questions need to elicit information about the job. You can divide the class into teams: each correct guess gives the team a point; the highest score wins the game.

VARIATION

Individually or in pairs, children choose one of the jobs and write down (preferably in English) on a piece of paper what it is this person does. Help children find the correct vocabulary to express these things. Depending on the level, the children can come up with one or two sentences (He bakes bread [baker], She talks to children in a classroom [teacher]), or more extensive explanations. (He interviews sports people after a game [reporter], She looks at bacteria through a microscope [scientist]). Pass the pieces of paper around the class or within groups and get children to write their guess, but they have to fold over what they have written so the next person cannot see what it says.
6 Changing a statement into a question

Question tags
The question tag in English is a phrase added to the main part of the sentence, inviting the listener to confirm an impression or give an opinion. It changes statements into questions and can indicate politeness, emphasis, or irony.

6.1 It's your job, isn't it?

LEVEL Pre-intermediate and above
AGE 9–14
TIME 20 minutes
AIMS Grammar: question tags, present tense.
Type: verbal.
MATERIALS Cards, box/hat.

PROCEDURE
1 This is a variation on the What's my line? activity (Activity 5.8 on page 39). It assumes that you have explained question tags and that the class has had a bit of practice with them. First of all, brainstorm a list of interesting jobs with the children. Depending on their level, you may need to supply them with these words (see page 39). There may be more jobs your learners know the names for.

2 Write each job on a card. One child takes a card out of a box or hat, looks at the word on the card, and then mimes an action that could show what the job is. (Suggest to the students that they mime something first that doesn’t immediately give the solution away.)

3 The other children then ask questions about the jobs but they must use question tags: You work with people, don’t you? You are often outside for your work, aren’t you? You’ve got a camera for your work, haven’t you? You can’t read a paper while you work, can you? Also brainstorm a list of verbs on the board that could be helpful in guessing or describing jobs (can, be, have, work, talk, go, sit, type, look, hold, use, etc.).

4 Children who are being questioned can only answer with Yes, I do/am/can or No, I don’t/i’m not/can’t. Children are only allowed one direct guess (You’re a [job], aren’t you?) All other questions should
elicit information. You can divide the class into teams: each correct guess gives the team a point; the highest score wins the game.

**VARIATION 1**

Individually or in pairs, the children choose one of the jobs and write down (preferably in English) what it is this person does. Help children find the correct vocabulary to express these things—depending on the level, you can either ask children to come up with one or two sentences (He bakes bread [baker], She talks to children in a classroom [teacher]), or ask for longer explanations (He interviews sports people after a match [reporter], She looks at bacteria through a microscope [scientist]). Pass the slips of paper around the class or within groups and get children to write their guess, but they have to fold over what they have written so the next person cannot see what it says. (Also see Activity 5.8 on page 39.)

**VARIATION 2**

Children bring photos or pictures to class, cover them up partially, and then guess what the object, animal, or person is.

### 6.2 I spy

#### LEVEL

Beginner to pre-intermediate

#### AGE

9–14

#### TIME

20 minutes

#### AIMS

Grammar: question tags, present tense.

Type: verbal.

#### PROCEDURE

1. Instruct the children to look around the classroom (or possibly in the immediate area outside the classroom, as long as it is visible), and ask them to choose an object. This could be human, animal, or object. If they have trouble thinking of the name of an object, they can raise their hand and you can help them write down the correct word on a card or piece of paper.

2. The children also write down one feature or characteristic of the human, animal, or object. For example: It's blue. It's big. and It's in something else.

3. Ask a child to stand up and say I spy, I spy something with my little eye ... They then say the one feature or characteristic. The other children guess what the object is, but they must use question tags at the end of their questions. For example: It's in the corner of the room, isn't it? It's got four legs, hasn't it? and It sits on the bookshelf, doesn't it? The child whose object it is, must answer correctly: Yes, it is. /No, it isn't. etc!

4. If a child guesses the object correctly, the child whose object it is says: That's right. That's it. Well done.
You can get children to say *I spy, I spy something with my little eye, and it starts with* [a letter].

### 6.3 Tag memory

**LEVEL**
Elementary to pre-intermediate

**AGE**
9–14

**TIME**
20 minutes

**AIMS**
Grammar: question tags, present and past tense. Type: verbal, spatial.

**MATERIALS**
Copies of Worksheet 6.3 on page 123, cut up into cards.

**PROCEDURE**
1. For this activity, children will be playing in groups. Hand out a set of memory cards to each group. You can choose the present tense cards or the past tense cards, or mix the tenses.
2. Ask one of the children in each group to shuffle the cards.
3. The other children then lay out the cards on the table, face down. Each child takes turns to turn over a pair of cards. If the sentence stem matches the question tag, both cards are taken away and become the ‘property’ of that child. The winner is the child with most sets of cards.

   *Please note: the game works on the premise that positive tags go with negative main clauses, and vice versa.*

**VARIATION**
Let the children make their own sentence stem and tag cards.

### 6.4 What’s the story?

**LEVEL**
Pre-intermediate to intermediate

**AGE**
9–14

**TIME**
20 minutes

**AIMS**
Grammar: question tags, present and/or past tense. Type: verbal, aural, physical.

**PREPARATION**
For this activity, you need a (short) story. (An example story is provided below.) A fun way to tell the story is to mime it.

**PROCEDURE**
1. Mime the story.
2. The rest of the class can now ask you questions about the story, but they must use question tags. Depending on the level of the
class, they can use present and/or past tense. For example: *You were going into a room, weren’t you?*

**Sample story**

*I walked into the room. There were lots of people. I couldn’t find anywhere to sit. I said hello to my friend’s mum. I gave my friend her birthday present. It was a book. She liked it. She asked me to come outside with her, to play in the garden. We sat down and had a picnic. Then we played games. It was a great birthday party. My friend was so happy. There were three other friends. We had cake, we drank lemonade, and we had lots of crisps. Then we watched a film on TV. At the end of the afternoon, my friend’s mum gave us a party bag with sweets.*

**VARIATION**

Add this listening/game activity as a follow-up activity. Write the most important nouns, verbs, and adjectives from the story on cards. (Laminate them for future use—give each word type a different colour.) Mix the cards up and put them on a table in the middle of the room. Get a group of children to walk around the table and tell the story using their own words. You can use the cards for the whole class to serve as memory triggers and to help them ask questions with question tags.

**6.5 What was that?**

**LEVEL**

Beginner to pre-intermediate

**AGE**

9–14

**TIME**

20 minutes

**AIMS**

Grammar: question tags, present and/or past tense. 
Type: verbal.

**PROCEDURE**

1 Ask children to think of an activity which they can mime clearly, such as picking up a pen, opening a book, watching TV, etc.

2 Get children to guess what the activity is, or was, by asking questions with question tags. Depending on the level of your class, you can have them use present or past tense, or both: *You are/were picking up a pen, aren’t/weren’t you?*

3 If somebody guesses the activity correctly, the child who mimed the activity says *That’s correct! Well done.*

**VARIATION**

Depending on the level of your class, the activities mimed can become progressively more difficult and complex. At higher levels you can ask them to mime activities consisting of a sequence of actions, so the children can ask more than one question (with tags!) to find out what exactly the activity was/is.
Talking about what you like, love, or hate

Like, love, hate + noun or -ing

One thing is certain: young learners are never short on opinions. These opinions are often very dramatic—black and white—with few shades of grey in between. As a result, questions regarding likes, dislikes, and things one loves or hates are natural and yield lots of authentic responses. However, since these questions are formed with auxiliary do, they can be difficult for learners of many languages.

### 7.1 I like/love/hate chant

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Beginner to pre-intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>9–14</td>
</tr>
<tr>
<td>TIME</td>
<td>20 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: using like, love, and hate, personal pronouns. Type: verbal.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>1 Have the class form a circle. Write the word like on the board. Start a chant by saying I like (apples), I like (apples).</td>
</tr>
<tr>
<td></td>
<td>2 Encourage the rest of the class to answer you back, saying either, You like apples, you like apples or He/she likes apples, he/she likes apples.</td>
</tr>
<tr>
<td></td>
<td>3 Motion to the child to your right to make the next statement, using a different word to substitute for ‘apples’. Continue until the class has done one round.</td>
</tr>
<tr>
<td></td>
<td>4 When the round is complete using the word like, write the words love and hate on the board as well.</td>
</tr>
<tr>
<td></td>
<td>5 Start another round of chants, but this time let each student choose like, love, or hate.</td>
</tr>
</tbody>
</table>
7.2 Portrait of preferences

LEVEL

Intermediate and above

AGE

10 and above

TIME

30 minutes

AIMS

Grammar: like/love/hate + gerund.
Type: spatial, verbal.

MATERIALS

Six photocopied photographs of people with very identifiable lifestyles (athletes, rich business people, ballerinas, or rock stars), large pieces of paper, pens, glue.

PROCEDURE

1. Show the children a picture of a famous person they all should recognize and know quite well. Ask the children some questions about this person: Do you think she likes dancing? Does he like listening to music? On the board write the words: love, like, hate, and encourage the children to use these words in their answers.

2. Split the class into small groups and hand each group one of the photographs, one large sheet of paper, and some coloured pens to write and draw.

3. Instruct each group to glue their celebrity photograph in the centre of the paper. Around the picture, have the group work together and write three sentences about their celebrity using like, love, and hate (three sentences per verb). Move around the room and help each group where appropriate.

4. Once the children have finished, hang the ‘posters’ on the wall. Invite the children to move around the room, reading each other’s sentences. Tell the children that they can write their own additional sentences on their classmates’ papers as well.

5. Have the class return to their seats. Read out random sentences and encourage a discussion about them.

VARIATION 1

Have the children research their own choice of celebrity on the Internet and reveal their true preferences.

VARIATION 2

Instead of a poster, have the children create a computer presentation.
7.3 Finicky fellow

LEVEL Intermediate and above
AGE 8 and above
TIME 20 minutes
AIMS Grammar: like/love/hate + noun.
Type: verbal, physical.
MATERIALS Pieces of paper or index cards.
PROCEDURE

1 On the board write the words: like, love, hate. Say to the children: I like peaches, I love mangoes, but I HATE mushrooms! Invite the class to share what they think about these three foods.

2 Now ask the children to think about other foods they like, love, or hate. Have them write a sentence about each on a sheet of paper or an index card.

3 Explain to the children that you want them to find classmates who share their tastes. In order to find out, they must move around the classroom and ask their classmates questions about the foods on their cards. For example, if they like apples, love ice cream, and hate bananas, they must ask: Do you hate bananas? Do you love ice cream? Do you like apples? The children should note which classmates have corresponding preferences.

4 Give the children ten minutes to ask each other questions. Monitor the activity to be sure they use the target structures. When they have finished, ask selected children to report on who they found. Ask the class if anyone else shared the same preferences.

VARIATION Collect all the data and have the children create a chart or bar graph which summarizes class preferences. Ask individual children to describe and/or interpret the results.

You can replace food with any other vocabulary set, including activities to practise gerunds.
7.4 You like doing what?

**LEVEL**
Pre-intermediate (intermediate and above for variation)

**AGE**
8 and above

**TIME**
15 minutes

**AIMS**
Grammar: like/love/hate + noun, too.
Type: verbal.

**MATERIALS**
A soft ball.

**PROCEDURE**
1. Ask the class to form a circle. Hold the soft ball and say something nonsensical such as *I LOVE eating spiders for breakfast*.
2. Throw the ball to one of the children and ask: *Do you love eating spiders for breakfast too?* Allow the child to respond with *Yes!/No.* Then follow up with *What do you like eating for breakfast?* Encourage the child to say something crazy themselves and repeat the pattern, throwing the ball to another child.
3. At this point, the child must change the prompt by using a different verb: *I like swimming in the sink.* For lower levels, you may want to give the children the new prompt, but allow higher level learners to choose on their own.
4. Have the children throw the ball to each other until everybody has had a chance to formulate a nonsensical prompt.

**VARIATION 1**
For advanced classes, you can add more words for expressing preferences: *I’m tired of, I can’t stand, I’m keen on, I enjoy,* etc.

**VARIATION 2**
Instead of describing likes/dislikes relating to activities, lower-level groups can focus on ‘things’: *I like chocolate, I hate horror movies,* etc.

**VARIATION 3**
Ask the children to do *love/hate* sentences combined with *but.* For example: *I love eating worms, but I hate eating chocolate.*

7.5 Who am I?

**LEVEL**
Lower-intermediate

**AGE**
8 and above

**TIME**
30 minutes

**AIMS**
Grammar: like, love, hate + -ing, questions with do.
Type: verbal.

**MATERIALS**
Copy of Worksheet 7.5 for each child, with names of children written in to the left-hand column.
TALKING ABOUT WHAT YOU LIKE, LOVE OR HATE

PROCEDURE

1 Hand out one copy of Worksheet 7.5 per child and have each child fill in their name and activity preferences.

2 When they are ready, have the children stand up and move around the classroom asking for their classmates’ preferences and completing the chart. Move around the classroom and encourage the children to ask questions with Do you ...? Make sure the answers are in English as well.

3 When the children have filled out their worksheets, ask the class to return to their seats.

4 Invite one child to the front of the class. Choose one of the names on their worksheet and begin telling the class that child’s preferences. Use the first person in order not to give away who the child is. For example: I like walking in the forest. I hate cleaning my room., etc.

5 The rest of the class listens and tries to identify who the mystery person is. If a child thinks they know, they must call out I KNOW!

6 If the answer is correct, the child comes to the front of the class and asks the next set of questions.

VARIATION 1

If you have a very large class, play the game in groups.

VARIATION 2

You can make the game competitive by playing in groups. Each group gets a point for each correct answer. The first group to get five points wins.

VARIATION 3

If you want to save time, create a fictional worksheet before class and fill it in. You can use names of famous actors and musicians, or cartoon characters.

VARIATION 4

Instead of activities, express preferences about things, food, toys, etc.

Worksheet 7.5

<table>
<thead>
<tr>
<th>Name</th>
<th>I like</th>
<th>I love</th>
<th>I hate</th>
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</table>

Photocopiable © Oxford University Press
8 Describing things and people

Adjectives
Adjectives are very flexible words that can be used to describe almost anything, tangible or intangible—as long as it is expressed by a noun. Most adjectives in English are regular, but there are important exceptions that can cause language learners problems. Similarly, the placement of adjectives in front of the noun is strange for speakers of many languages. In this chapter, we will practise working with both regular and irregular adjectives and focus on their proper place in a sentence.

8.1 Pictures

LEVEL
Beginner to pre-intermediate

AGE
6-14

TIME
20 minutes

AIMS
Grammar: adjectives. 
Type: spatial, verbal.

MATERIALS
Photos/pictures, cards.

PROCEDURE
1 Bring a photo of your favourite pet, or a picture of an interesting situation, to class. If possible, project the photo on an OHP or interactive whiteboard. Ask questions that elicit adjectives: *What can you see? Is it a big dog? Has it got long ears? Is he/she a happy man/woman?*

2 Either have a collection of pictures available in your classroom or ask children to bring to school a photo or picture they like. Collect all the pictures on a table in the centre of the room, or on a board or wall. Let the children look at the pictures and get them to write an adjective on a card for some of the photos. For example, if there is a photo of a happy child, they write the word *happy* on the card and put it FACE DOWN with the photo. The outcome of this stage depends very much on the level of students and their familiarity with adjectives. See Appendix 3 for examples of adjectives.

3 Let them work in groups of five (each child with their own picture) and decide on one adjective that suits each picture best. Mix the pictures and adjective cards. Then, one by one,
turn the photos over so the images can no longer be seen. Let children move around the table, so that they are in a different position, then turn the adjective cards over with each picture. Get the children to say which photo goes with the adjectives. (If the children have chosen different adjectives, let them talk about which adjective may be the best.) Turn over the photo to check.

8.2 A picture tells a thousand words

LEVEL Pre-intermediate to intermediate

AGE 9–14

TIME 20 minutes

AIMS Grammar: adjectives.
Type: spatial, verbal.

MATERIALS A photo showing a news event or other activity.

PROCEDURE 1 Tell the children you are going to show them a photo. Explain that you want them to look at the photo for at least one minute – and they have to think of a story: the story behind the photo.

2 Show your class the photo. Photos that illustrate important world news and in which children are involved often work quite well. Let them look at the photo for two minutes.

3 Get the children to write down adjectives they think suit the picture, in English. Compare adjectives with the class and write them on the board in a word web.
4 Ask the children to work in groups and write an outline of their story. They need to use the adjectives they came up with. If necessary, brainstorm other useful words (nouns, verbs, adverbs) which children can use in their story.

VARIATION 1
Find a series of photos belonging to the same news story. Often you can find these on the Internet.

VARIATION 2
Ask the children to work in groups to collect useful adjectives for the story. Then let them pass their collection on to another group. The other group must use these adjectives to write their story.

8.3 Combinations

LEVEL
Beginner to elementary

AGE
9–14

TIME
20 minutes

AIMS
Grammar: adjectives.
Type: verbal, physical, spatial.

MATERIALS
Cards with adjectives, nouns, verbs.

PROCEDURE
1 Write the words below on large cards, as shown. Make sure each child in a group has five cards.

bad beautiful big cheap clean cold
dark dirty dry empty expensive fast
fat friendly gold(en) happy heavy hot
little long loud lovely new nice
noisy old paper plastic quiet rich
short silver slow small soft square
strong tall thin ugly unfriendly unhappy
wet young

2 Instruct the children to draw something that illustrates the adjective on the bottom half of each card. In their groups, the children then show each other their pictures, while covering the top half of the card (or folding it over); the others in the group have to guess what the adjective is. The child with the most correct guesses is the winner.

VARIATION 1
You can also play this with the whole class.

VARIATION 2
Match an adjective with something in the classroom; the children walk around the class and stick their adjectives around the room.
8.4 **Headlines**

**LEVEL**

Pre-intermediate to intermediate

**AGE**

9–14

**TIME**

20 minutes

**AIMS**

Grammar: adjectives.
Type: verbal, physical, spatial.

**MATERIALS**

Copies of Worksheet 8.4 on page 124.

**PREPARATION**

Make sure you have enough cut-up headlines to cater for the number of groups in your class.

**PROCEDURE**

1. Worksheet 8.4 shows ten headlines. Depending on the level of the children, you can either first read them with the class to make sure everybody understands their meaning or go to step 2 immediately.
2. Divide the class into groups of four or five. Cut the headlines up as indicated on the worksheet. Mix the cards up and hand them out to the groups.
3. Get the children to find the components of the original headlines and put the words in the correct order.
4. When they have done that, they can go and combine words to make funny, nonsense headlines, as long as the words are in the correct order and the adjectives are in the correct positions.

**VARIATION**

You can use real headlines, cut out of newspapers and magazines. Often in such headlines there are words missing, or implied. A useful exercise is to get children to put the headlines back together in the correct word order and suggest what the missing words could be. Make a master document that shows all the headlines intact.

8.5 **That's not it!**

**LEVEL**

Elementary to intermediate

**AGE**

9–14

**TIME**

20 minutes

**AIMS**

Grammar: adjectives.
Type: verbal, physical.

**MATERIALS**

Copies of Worksheet 8.5A and B on pages 125 and 126, dice, markers.

**PROCEDURE**

1. Divide the class into pairs or small groups of three or four. Explain that when children land on a drawing they must describe THE
OPPOSITE of what they see. For instance, when landing on the picture of the young woman, they must say (aloud): *An old woman.*

2 Tell the children that they must take a ‘You do it!’ card when they land on a ‘Take a card’ square. With that card, they must describe a family member or good friend, using at least one adjective. They get a point for each correctly used adjective.

3 Hand each team a copy of the board game, dice, and markers. (If you have time, the children can make their own markers.)

4 The children play the game. If the player makes a mistake, somebody else in the group can say the correct answer and earn an extra point. Play as many rounds as you like.

**VARIATION**

Children can make their own game by writing in their own instructions in the worksheet. Use correction fluid to blank out the instruction squares.

### 8.6 Go fish!

**LEVEL**

Pre-intermediate to intermediate

**AGE**

9–14

**TIME**

45 minutes

**AIMS**

Grammar: adjectives.

Type: spatial, verbal, aural, physical.

**MATERIALS**

Copies of Worksheet 8.6 on page 127.

**PROCEDURE**

1 Divide the class into groups of four. Use Worksheet 8.6 to produce a game of 28 cards, in seven sets of four. Produce as many sets as there are groups.

2 The children talk about and then draw on the top half of the cards, illustrating the adjective underlined on that card.

3 One child shuffles the cards. Each player is dealt four cards; the rest of the cards go in the middle of the group. The aim is to get all cards belonging to a set, by asking questions such as: *Have you got the adjective ‘red’?* If they do, they hand over the card. If they don’t, the person who asked takes another card from the centre of the table.

4 When a child is asked for a card that he or she has, that child says *Yes, I have.* The person who asked then makes a sentence with the adjective before he gets the card. Make sure the children are aware that they must not make the same kind of sentence all the time. If the child who was asked doesn’t have the card, he says *Go fish!* (meaning ‘fish for’ [= take] a card from the pile in the middle).

The winner is the person who has most sets of cards.
9 Describing how things are done

Adverbs
In this chapter, we look at using adverbs to indicate how things are done. There are many kinds of adverbs and they don’t all behave in the same way. The activities will offer opportunities to practise the different types individually and in combination. We will also focus on the difference between adverbs and adjectives.

9.1 Adverb charades

LEVEL Pre-intermediate to intermediate
AGE 8 and above
TIME 30 minutes
AIMS Grammar: present continuous verbs, adverbs of manner.
Type: physical.

MATERIALS Copies of Worksheet 9.1 on page 128.

PROCEDURE
1. Cut up the adverb and verb cards from Worksheet 9.1 and put them face down on a table in separate piles.

2. Invite a child to choose one card from each pile, but they must not reveal the cards to the class. On the board write: What’s he/she doing?

3. The child must then act out the verb in the way described by the adverb; for example, eating happily. There can be some really funny combinations. If a combination seems impossible to act out, allow a child to choose again.

4. The rest of the class tries to guess the correct verb and adverb using the sentence structure: He’s/She’s (eating happily).

5. Play until all children have had a chance to act.

VARIATION Split the class into teams. The first team to guess correctly gets a point.
9.2 Play a game with the teacher

**LEVEL**
Elementary to intermediate

**AGE**
8 and above

**TIME**
10 minutes

**AIMS**
Grammar: adverbs of manner.
Type: verbal, physical, aural.

**PROCEDURE**

1. In this activity, the children will play a game in which you, the teacher, are the focus. You will be the person who ‘doesn’t know’. You can play this with the whole class, or you can break the class into small groups of four of five.

2. Write the list of adverbs on the board or OHP. Tell the children to choose one and think about how to mime this.

3. As the person who doesn’t know which adverb they have chosen, you give them an instruction, such as Stand up and turn around. Go to the door and open it. Close the window. Raise your hand. Write me a letter. (An excellent way to also review classroom language, but you can also request more general actions: Make the bed. Put on your jacket. Drink a cup of tea.) The children now have to mime the action of the adverb, so if this was ‘slowly’ they perform the action slowly. You (or the other children) have to guess the adverb: even though the children will like playing this game with you, you can of course also select one child per class or per group to be the one to guess.

### List of adverbs

**Regular:**
- angrily
- badly
- beautifully
- busily
- carefully
- cheaply

- cleverly
- dangerously
- easily
- excitedly
- funnily
- gently

- happily
- lightly
- loudly
- nicely
- noisily
- quickly

- quietly
- sadly
- slowly
- softly
- suddenly
- weakly

**Irregular:**
- fast
- hard
- well
9.3 A family survey

LEVEL Elementary to intermediate

AGE 8 and above

TIME 20 minutes

AIMS Grammar: adverbs of frequency.
Type: verbal, physical, aural.

MATERIALS Two copies of Worksheet 9.3 on page 129 for each child.

PROCEDURE

1 Questionnaires that ask about how often people do certain things are an excellent way to practise adverbs of frequency. This could range from television viewing habits to things you do with the family or activities you undertake with school. For this activity, we’ve provided a family questionnaire as a worksheet.

2 Explain to the class they are going to work with a questionnaire or survey. Hand out the questionnaire and make sure everybody has two copies. Get the children to work in pairs or small groups of no more than four.

3 Children first complete the questionnaire about themselves. Then they use the second copy to survey a classmate and tick the boxes again. If necessary, pre-teach asking the question How often do you …? and giving the answer I never …, placing the adverb of frequency before the main verb.

VARIATION 1

Get the children to take the survey home and question their family members, tick the boxes, and bring the completed survey back to school. Then ask them questions like How many people in your family watch TV every night? The children should then reply, saying things like Two people never watch TV at night. One person always watches TV at night. One person sometimes watches TV at night.

VARIATION 2

Depending on the level of the class, you can ask children to report to you in the past tense. For this purpose, it works well if you get the children to pass their survey to a classmate. How many people watched TV every night in Linda’s family? Two people never watched TV, etc.
9.4 What do you do when ...?

**LEVEL**
Pre-intermediate to intermediate

**AGE**
10 and above

**TIME**
10 minutes

**AIMS**
Grammar point: adverbs of frequency.
Type: physical, verbal.

**MATERIALS**
Copies of Worksheet 9.4 on page 130.

**PROCEDURE**
1. Ask the children: *What do you do when you need money?* Possible answer: *I always ask my mother for some money.*
2. Give the children the situations from Worksheet 9.4. They can work on them individually or in groups and take turns asking each other questions. Get them to give two answers per situation: *I always cry. I never get angry.* They must use adverbs of frequency: *always often sometimes rarely never*
3. When everybody has finished, invite various children to present their answers.

**Examples of other situations**
*What do you do when*
... you need money?
... you have a bad fall?
... you want to buy your brother, sister, mum or dad a present?
... when your favourite show is on, but somebody else is watching TV?
... when your mum says you can’t go out?
... when your homework isn’t finished on time?
... your mobile phone runs out of credit?
... your best friend is angry with you?
... you lose your way?
... somebody is mean to you at school?
... you miss the bus to town?

**VARIATION**
You can show the children one of the photos in the worksheet (on interactive whiteboard, OHP, or printed out and stuck on the board). The question is slightly different now and uses *would* rather than *do*. Students can do the same in the answer. Ask: *What WOULD you do in this situation? I WOULD always/never ..., etc.*
9.5 **Adverbial beach ball**

**LEVEL**
Pre-intermediate to intermediate

**AGE**
10 and above

**TIME**
10 minutes

**AIMS**
Grammar: adverbs (all).
Type: physical, verbal, aural.

**MATERIALS**
A beach ball with adverbs written on it.

**PROCEDURE**

1. For this activity, you’ll need a multicoloured beach ball (or any big, lightweight ball). On this ball write either adjectives or adverbs, both regular and irregular ones, such as *angry, nice, beautiful, clean*. If you want the children to derive the adverbs from adjectives, write adjectives on the ball; if you want them simply to use given adverbs, write adverbs on the ball. Depending on your class, their level, and your purpose, you could also ask the children to call out adverbials they would like to see written on the ball. Note: non-permanent markers will allow you to use the ball repeatedly but, because quite a few hands are involved, the words may smudge. Ask the children to catch it between fingers rather than with full hands.

2. Arrange the children in a circle, either sitting or standing. Throw the ball to one of the children (it’s especially fun if you look at one child and throw the ball to another, just to make it less predictable). When the child catches it, they must say the word that faces him or her aloud and make a meaningful sentence with it. Then the child throws the ball to another person, and so on.

3. Award points for correct formation of the adverb (if you start from adjectives), correct pronunciation of the adverb, and/or correct sentences. You could split the circle into two halves, with the rule that the children in one half always have to throw the ball to somebody in the other half.

**VARIATION**
You can use this technique for all kinds of vocabulary and grammar training, and it’s great fun. If you turn it into a competition and award points, it helps if you assign the job of score keeper to some of the children—they could act as judges. This works best at higher levels where children are better equipped to judge.
10 Talking about amounts and quantity

Countable and uncountable nouns, *(how)* much/many

Expressing quantity is confusing in English—and not just because of the differing systems of measurement in the USA, UK, and rest of the world. The distinction between countable and uncountable nouns is especially problematic, as are the related forms for asking about quantity: How much/many?

10.1 Can you count it?

**LEVEL**
Beginner and above

**AGE**
6 and above

**TIME**
20 minutes

**AIMS**
Grammar: countable and uncountable nouns.
Type: verbal, spatial.

**MATERIALS**
A bowl of sugar, a glass of milk, a block of cheese, a bottle of juice, a cup of water; two apples, a bunch of bananas, a few sandwiches.

**PROCEDURE**

1 Pour a quantity of sugar into a bowl, and place it on a table that all the children can see. Ask two children to come forward and tell them to count it: *Count the sugar, please.* The children will either be confused, or start laboriously counting grains of sugar. When they do the latter, please stop them and say, *It's not really possible, is it?*

2 Pour some milk into a bowl. Say, *I'm going to count this.* This will surely bring a smile from the class. Do the same with the cheese.

3 Here, the activity overlaps with vocabulary teaching. Ask the children what containers they know that have food or drink in them. If they need help thinking of things, tell them to think of the supermarket. Write their ideas on the board/OHP or (interactive) whiteboard, or write them on big pieces of paper or cardboard that you can stick on the wall or board: bottle, jar, carton, tube, bar, bag. Then ask which kinds of food or drink can only be counted in containers like these: a bottle of lemonade, a bag of flour, a tube of toothpaste, a carton of milk, a jar of jam, a bag of rice, etc. Write the examples on the board and write UNCOUNTABLE above them.
4. Now put the apples, the bananas and the sandwiches on the table (or draw pictures of them if you haven’t got the objects at hand). Ask the children to count them with you. It will soon become clear you can count these objects. Write the examples on the board and write COUNTABLE above them.

5. Ask the children whether they can think of more examples in either category, and write these under the correct heading.

**VARIATION**

Let them count the things in their lunchboxes, first in pairs or groups, and then compare lunchboxes in class.

### 10.2 Measure it!

**LEVEL**

Intermediate and above

**AGE**

12 and above

**TIME**

20 minutes

**AIMS**

Grammar: much/many, understanding different forms of measurement.

Type: verbal, spatial.

**MATERIALS**

A series of simple recipes with metric measurements—minimum one recipe for four children.

**PROCEDURE**

1. Ask the class if they are familiar with pounds and ounces. If they are not, explain to them that in some English-speaking countries they use different measurements than in most of the rest of the world. Review or teach basic imperial measurements such as pounds, ounces, pints, quarts, gallons, etc.

2. Explain to the class that you have some wonderful recipes to share, but all of the recipes are metric. Your American friends, and some of your British friends, won’t understand. Tell the children you will need to convert the measurements.

3. Split the class into small groups and hand each group one or two recipes. Have the children log on to a conversion website such as: www.worldwidemetric.com/metcal.htm. Go over the functionality. Then have the children translate their metric measurements into imperial. When they have finished, have two groups come together and exchange their original recipes.

**VARIATION 1**

Let children choose their own recipes from the Internet or a book. They can also create their own recipes and even make them for the class. If you don’t have computer access in the classroom, print out a conversion table and give one to each group of children.

**VARIATION 2**

Find other measurement systems to convert.
10.3  Much/many splash

LEVEL  Intermediate and above
AGE  10–13
TIME  15 minutes
AIMS  Grammar: identifying and grouping countable/uncountable words, categorizing.
      Type: verbal, spatial.
MATERIALS  Copies of Worksheet 10.3 on page 131.
PROCEDURE  1  Review the concept of ‘countable’/’uncountable’ with the class. Ask them to give you a couple of examples of each.
2  Split the class up into pairs or small groups. Explain to the class that you will hand each group a worksheet in two parts: one is a word burst, and the other is a list with two columns, headed How much? and How many?
3  Tell the children that the first group to put all the words from the word burst into the correct column will win the game. Award one point for each word placed correctly. Subtract a point for each word that was placed in the wrong column. The winner is the team with the most points.

VARIATION 1  You can use a word burst to practise any language that can be grouped into categories.

VARIATION 2  Have the class work in groups to create their own word bursts. Put two groups together and have them exchange word bursts. Each group must group the words in a way they think makes most sense. Have groups share their results with their partners. Did they group the words differently from the way the creators imagined?

10.4  Much/many book

LEVEL  Lower-intermediate and above
AGE  7 and above
TIME  45 minutes (and ongoing)
AIMS  Grammar: much/many, countable/uncountable nouns.
      Type: verbal.
MATERIALS  Paper, coloured pens for drawing, cardboard for book covers, white paper for pages, hole punch, fasteners.
PROCEDURE

1 Review the concept of countable/uncountable nouns with the class. List a few of each on the board.

2 Split the class into small groups of 4–6 children. Give each group a set of materials as described above (enough for each child to make their own book).

3 Explain to the class that you want them to make a book to help them remember countable and uncountable nouns. Tell them that each page will include one column for uncountable and another for countable nouns (see example below).

4 Under each header, the children must write an appropriate noun, a question using it with much/many, and a logical answer.

   How much? How many?
   ice cream: chocolate:
   How much ice cream did How many chocolate bars
   you eat? will you buy?
   I ate three scoops. I’ll buy one bar for me and one
   for my sister.

5 The children then decorate their books with pictures reflecting what they have written.

6 Have the children write a few pages of their book to start. They can then continue working on their book at regular intervals throughout the school year, both at home and in class.

VARIATION

For those interested in using technology in their lessons, this activity can be done as a computer presentation. The children can use a drawing program to make their pictures, or, if you have access to a scanner, they can draw pictures by hand and add the scanned images to the presentations. It is also possible to add sound, enabling the children to speak the mini-dialogue they wrote.
10.5 Uncountable to countable

LEVEL Pre-intermediate and above

AGE 8 and above

TIME 30 minutes

AIMS Grammar: countable and uncountable nouns, containers.
    Type: verbal.

MATERIALS Copy of Worksheet 10.5 on page 132 for each child.

PROCEDURE

1 Review the concept of countable and uncountable nouns with the class. Elicit examples of each and write them on the board.

2 Ask the children if there is any way to make an uncountable noun into a countable noun. See if the class can come up with some ideas. Explain that we can change an uncountable noun into a countable noun by:
   - adding a container (a bottle of water)
   - dividing the noun into quantities (a slice of bread)

3 Hand out a copy of Worksheet 10.5 to each child. Explain that the left-hand column contains quantities and the middle column contains uncountable nouns. The children must try and combine words from each column to create a logical phrase.

4 Give the children 15 minutes to complete the worksheet and then review the answers as a class. Encourage discussion.

5 Remind the class that there can be multiple combinations for each container, quantity, or noun.

VARIATION 1 Instead of words in both columns, either the nouns or the containers can be pictures.

VARIATION 2 Write the words from each column on small cards and play a memory game.
11 Talking about what you can do

Can/can’t, should/shouldn’t

One of the most frequent verbs in the English language, the verb can allows learners to express a wide range of functions. They can use it to express ability, possibility, and permission. Also it allows them to express awareness of their language level (can do statements). Could refines the use of can to express ability in the past and possibility in the future; should provides a moral dimension.

11.1 What’s this?

LEVEL Elementary to pre-intermediate

AGE 8 and above

TIME 15 minutes

AIMS Grammar: can/can’t, What’s this? It’s a/an.... Type: verbal, spatial.

MATERIALS Drawing paper, a variety of objects.

PROCEDURE 1 Bring the following objects (or a selection) to class: a paper clip, a piece of rope or string, a rubber band. Tell the class to look at each of them as you hold them up and to think of what they are called. With each object, ask What’s this?

2 Ask the children to work in groups to think of things they can do with these objects. (Depending on the vocabulary you have taught or are teaching, you could also use other objects, such as a mobile phone, a pen, a watch, a paintbrush, a comb, a spoon, a toy, a ruler, a CD player or MP3 player, a football, a key.)

3 Hold one of the objects up high again, and ask What can you do with this? (Depending on the level of your class, write You can ... with it on the board. Children or groups can take turns to answer: You can make a phone call with it. You can write with it. You can comb your hair with it. You can draw lines with it. You can play music with it. You can open doors with it. You can play football with it. You can make a painting with it.

4 Now ask children what you can’t do with these objects. You can’t paint with it [pen]. You can’t cut meat with it [spoon]. You can’t draw
circles with it [ruler]. etc. You can allow these sentences to be funny. Help the children find the right words if they can’t think of them.

**VARIATION 1**

Let child A pick up a card and ask *What's this?* Then let child B pick up the object and say *It's a...*.

**VARIATION 2**

Get the class to work in groups of four and design their own object (a drawing on a piece of paper). You must be able to do four different things with the object. Ask the groups to show their object to the class. Ask each group *What can you do with it?* The group members explain. Then ask the class *What can't you do with it?* and let them come up with ideas.

**11.2 What can you do?**

**LEVEL**

Pre-intermediate and above

**AGE**

10 and above

**TIME**

15 minutes

**AIMS**

*Grammar:* can/can't, could.

*Type:* verbal, spatial.

**PROCEDURE**

1. Present the class with a situation. For example, *You are in the forest. It's getting dark. You are lost. What can you do?* Ask them to come up with ideas to get out of this situation. Possible solutions: *I can make a call on my mobile phone. I can ask a person I meet. I can follow the biggest track I can find. I can shout for help. I can make a bed of leaves and go to sleep.*

2. Divide the class into groups. Ask the children to think of a situation, which they have to pass on to another group. The other group will have to come up with solutions. Examples:
   - *Your friend has fallen and broken his leg.*
   - *You locked your bicycle but somebody stole it.*
   - *You must bring a DVD back to the shop but you've broken it.*
   - *You are really hungry but you have no money.*
   - *You arrive home much too late.*

Depending on the level of your class, you could introduce *could* instead of *can.*

**VARIATION**

As a creative follow-up, get the children to prepare a short dialogue in which they act out the situation and the possible solutions.
11.3 Traffic sign bingo

LEVEL Elementary and above

AGE 8 and above

TIME 20 minutes

AIMS Grammar: *can/can't*. Type: verbal, spatial.

MATERIALS Copy of Worksheet 11.3 on page 68 for each child.

PROCEDURE

1. Show the class a selection of traffic signs. Perhaps your school owns a set of signs for traffic lessons. Depending on whether your country is American or British oriented, you can make your choice of American or British signs. Ask the class to tell you what you can or can’t do when you see any of these signs: *You can’t park here. You can turn left. You can’t turn around. You can play here.* The words underneath the signs can help understanding. Explain to the children that *can* doesn’t mean ability here, but permission.

2. Show the class Worksheet 11.3 on OHP or whiteboard, or on a large poster which you can stick to the board. Say *You can ...* or *You can’t ...*. The children will have to listen carefully to what you say, find the correct sign, and call out the number.

3. Get the children to draw a grid of three rows and five columns, or print out a model for this and hand them out. Hand out a copy of Worksheet 11.3 to each child, and get them to cut the signs out and paste them on to their personal bingo card in an order of their own choice. You can also let them copy the signs themselves with a pencil. Either get a child to call the *You can’t ...* and *You can ...* sentences from the main card, or do this yourself. Children who have three in a row (or three diagonal—depending on what you set as the standard) call out *Bingo!* The game continues until all the signs on the main card have been called out.

VARIATION Children can draw their own signs.
### 11.4 Can do statements

**LEVEL**
Elementary and above

**AGE**
8 and above

**TIME**
20 minutes

**AIMS**
Grammar: *can/can’t*, using *can* for ability, reflecting on their own learning.
Type: verbal, spatial.

**MATERIALS**
Copy of Worksheet 11.4 on page 133 for each child.

**PROCEDURE**
1. On the board, write the following statements (or say them if your class can’t read them):
   - *Count to ten.*
   - *Spell your name.*
   - *Say what you like or don’t like (to eat).*
Ask the children to raise their hands if they can do these things.

2 Hand out the ‘can do’ statements to the children. Split the class up into groups and have the children work together to decide what they can and can’t do. Ask the children if they can think of other things they can do in English that they didn’t see on the list.

3 Explain to the children that you will give them ‘can do’ sheets throughout the school year. They should keep these ‘can do’ statements in a folder or in their portfolio.

**VARIATION 1**

Instead of written ‘can do’ statements, children can draw what they can do in English.

**VARIATION 2**

The children can create a computer presentation and add a slide for each time they re-evaluate their ‘can do’ statements.

### 11.5 What are my options?

**LEVEL**

Pre-intermediate and above

**AGE**

10 and above

**TIME**

20 minutes

**AIMS**

Grammar: can/could/should.

Type: verbal.

**PROCEDURE**

1 This awareness activity practises the use of *can/can’t and could/should*. First, get the class to draw a word web, while you draw one on the board/OHP or whiteboard. This consists of a text bubble in the middle of the page, from which lines are drawn to smaller bubbles (see Activity 8.2). In the middle write: *improve English*.

2 Write the modal verbs *can, could, should* above the word web. Ask the class what they mean and what they express (ability, possibility, obligation). Let them think of an example or a situation in which they can use these verbs.

3 Write a title above the word web: *What can I do to improve my English?* Ask students to suggest ways of doing this. *I can read books/newspapers/magazines, I should watch TV, I could go to English movies, I can go to England/America/Australia, etc.* The children write shorter versions in their bubbles: *read books, watch TV, etc.*

4 Get the class to work in groups to build up their word web further. Let them compare with other groups and then (as groups or individuals, or group representatives) present their ideas. Compare their ideas by noting on the class word web on the board which ideas are popular and which aren’t.
# 12 Giving instructions

**Imperative verb forms**

One of the easiest and most fun ways of familiarizing children with imperative verbs and instructions is, of course, using classroom language all the time (see Appendix 1, page 147).

## 12.1 Twister!

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Beginner to intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>6 and above</td>
</tr>
<tr>
<td>TIME</td>
<td>15–60 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: imperative verbs.</td>
</tr>
<tr>
<td></td>
<td>Type: physical, verbal, aural.</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>A Twister mat.</td>
</tr>
<tr>
<td>PREPARATION</td>
<td>For this activity, either you will need to make a Twister mat or have children bring one from home—many people have this game, and it can be used for language teaching quite easily.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>1 Assuming you are going to get the children to make a Twister mat, give them the following instructions and make sure everybody understands.</td>
</tr>
</tbody>
</table>

### Instructions

You are going to play a game of Twister. But first you have to make your Twister mat. Follow the instructions.

1. Ask your parents or teacher for an old white sheet.
2. Paint twelve circles on the sheet, as in the example.
3. Paint the numbers 1 to 12 in the circles.
4. Play the game with three people. One person tells the other two what to do.
   - Step on number 5!
   - Put your hand on his shoulder!
   - Put your foot on number 12.
   - Move your right hand to number 7.
   - Touch her left ear!
5. If you fall over, you’re out!

2 Play the game in groups of three or four. Children tell each other what to do: either to place part of their body on a circle with a
number, or to place it on the body of one of the other players (make sure no indecencies occur). If they fall over, they’re out. Get some children to time how long a team lasts—the winner is the team that goes for the longest time. (You should probably set a time limit of five minutes and then you let the winners play against each other.)

**VARIATION**

Add a dimension: if children make a mistake in giving the instruction, they are out.

### 12.2 Follow the recipe

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Post-elementary to intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>8 and above</td>
</tr>
<tr>
<td>TIME</td>
<td>30 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: imperative verbs.</td>
</tr>
<tr>
<td></td>
<td>Type: physical, verbal, aural.</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>An easy-to-make recipe (e.g. Worksheet 12.2).</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td></td>
</tr>
</tbody>
</table>

1 Recipes are a great way of getting children used to understanding instructions. You can choose almost any simple recipe. It’s nice if the food or drink appeals to the children’s taste: milkshakes, painted bread, ice-cream, peanut butter sandwiches, etc. On the other hand, disgusting recipes can work well, too.

2 Confirm the meaning of the action verbs, such as *put, pour, add, paint, make, mix, toast, stir, eat*, by letting them guess the meaning from the cooking instructions.

3 Let the children read through the recipe in pairs and groups and afterwards tell you, in a class recount, what exactly they think they need to do to make this.

4 Mix up the instructions on pieces of paper (see example in Worksheet 12.2) and let the children order the instructions again. The correct order for Worksheet 12.2 is:

   *Put everything on the table in front of you.*
   *Pour ¼ cup of milk in each cup.*
   *Add food colouring to every cup.*
   *Paint a picture on the bread.*
   *Make sure the bread doesn’t get too wet.*
   *Toast the bread.*
   *Eat your painting!*

5 Finally, depending on the facilities you have at hand, get the children to prepare the recipe. Please be aware of any allergies that children in your class may have.
VARIATION 1

Get children to bring their own favourite recipe into class. Choose a recipe that is relatively easy to work with, and try to get children to say or write the instructions in English.

VARIATION 2

To create a somewhat more challenging task, mix up the instructions and ingredients for two or three recipes and let children put the recipes in order in groups or pairs.

Worksheet 12.2

This is what you need:

- a slice of bread
- food colouring (three colours)
- ¾ cup of milk
- three small cups
- a brush

This is what you do:

- Add food colouring to every cup.
- Eat your painting!
- Make sure the bread doesn’t get too wet.
- Paint a picture on the bread.
- Pour ¼ cup of milk in each cup.
- Put everything on the table in front of you.
- Toast the bread.
12.3 **Simon says**

**LEVEL**
Beginner to intermediate

**AGE**
6 and above

**TIME**
10–20 minutes

**AIMS**
Grammar: imperative verbs.
Type: physical, verbal, aural.

**PROCEDURE**
This well-known classic is always a success, especially with young learners up to 12 years old. It’s a very competitive game, but the children get involved in it and love it. The teacher calls out instructions to the class. Only when the teacher says *Simon says* at the start of the instruction should the children perform the action. If any children perform the action when the teacher hasn’t said *Simon says*, they are out and have to sit down.

Examples (so these actions should only be done IF the teacher says *Simon says*):

- Raise your hand.
- Touch your left foot.
- Put your hands on your back.
- Clap your hands.
- Stamp your feet.
- Turn around.

The winner is the last person standing.

**VARIATION 1**
Instead of *Simon says*, you could use the word *please*. So, the children only do the action of you say *please*.

**VARIATION 2**
Let the children call out the instructions to you and to each other.

**VARIATION 3**
You can really get the children confused by performing actions yourself. With a high-level class, you could even perform actions that are different from what you are saying!

**VARIATION 4**
You can play ‘Simon says’ by turning the rules around. This way, if you DON’T say *Simon says*..., children have to perform the actions, and if you DO, they shouldn’t. This works well with children who are very familiar with the normal version of the game.
12.4  Do as I say

**LEVEL**  
Beginner to intermediate

**AGE**  
6 and above

**TIME**  
10–20 minutes

**AIMS**  
Grammar: imperative verbs.  
Type: physical, verbal, aural.

**MATERIALS**  
Paper, pencils.

**PROCEDURE**  
1 You can make this activity as complicated as your class allows. Instruct the children to think of a scene they want a classmate to draw for them. Examples of scenes:

- A house and its surroundings
- Children playing on the beach
- Animals in a zoo
- Whales playing in the ocean

Let the children draft their own image, so it becomes easier for them to instruct another child, and they can compare drawings later.

2 Make sure every child has a piece of paper and pencil for drawing. Ask children to work in pairs and instruct each other to make ‘their’ drawing.

3 Display all the drawings around the classroom, in pairs. Talk about them and what the differences are.

**VARIATION**  
Blindfold the child who is drawing.

12.5  Go places

**LEVEL**  
Beginner to intermediate

**AGE**  
8 and above

**TIME**  
20–30 minutes

**AIMS**  
Grammar: imperative verbs (directions).  
Type: physical, verbal, aural.

**MATERIALS**  
A town map (either existing or drawn by the children).

**PREPARATION**  
Have the children agree on a map of a town or bring real maps of cities to class. The activity works well with maps of towns that the children know well (their home town, for instance) or big cities in their own country that they are familiar with.
GIVING INSTRUCTIONS

PROCEDURE
1  Give each child a copy of the map.
2  Each of the children finds their home on the map or decides where they want to live in the town.
3  Choose a starting point. Children then talk in pairs and give each other instructions on how to get to their ‘home’.
   Go left at the end.  Turn around.
   Turn right.  Go back.
   Go straight on.  Cross the street.
   Go around the corner.  Walk along this road.
   Stop there.

12.6  Explain it to me

LEVEL
Intermediate to post-intermediate

AGE
10 and above

TIME
10–20 minutes

AIMS
Grammar: imperative verbs.
Type: physical, verbal, aural.

PROCEDURE
1  This activity challenges learners to explain simple processes.
(Elsewhere in this book, you will find more activities that practise talking about processes and that involve conjunctions and linking words.) Make a list on the board, OHP or interactive whiteboard, as follows:
   boil an egg
   make a salad sandwich
   make a cup of tea
   cross the road
   switch on the computer
   make a call on my mobile phone

   Perhaps your class can add some of their own.

2  Get the children to choose a process in pairs, but to work alone at first and write down what they have to do to perform these tasks (Get a pan. Fill the pan with water. Light the stove., etc.) You may have to allow them to use a dictionary or have access to the Internet. Then, let them compare their process with their partner and discuss whether they’ve forgotten anything.

3  Invite the children to share their process with the whole class.
13 Talking about what you are doing

Verbs ending in -ing

Talking about an action in the present or past is immediate and something children can clearly understand and identify with. However, many languages do not have a particular tense to express continuous action in both the present and past. In this chapter, we work on familiarizing learners with the present and past continuous tenses and highlight the distinction between simple and continuous forms.

13.1 Telling lies

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Beginner and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>8 and above</td>
</tr>
<tr>
<td>TIME</td>
<td>10–20 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: present continuous. Type: physical, verbal, aural.</td>
</tr>
</tbody>
</table>

**PROCEDURE**

1. For this activity, children will have to carry out a secret instruction you will give them. Ask a child to come to the front of the room. Explain you are going to ask the child to mime an action you’ll be whispering into his or her ear. For example: *You’re drinking a glass of water.*

2. When the child mimes the action, you say something completely different, for instance: *I believe he is eating a pie.*

3. Children observe and contradict you by saying, for instance, *No, he isn’t. He’s drinking a glass of water.*

13.2 Life commentator

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Pre-intermediate and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>10 and above</td>
</tr>
<tr>
<td>TIME</td>
<td>10–20 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: present continuous, reading instructions. Type: verbal, aural.</td>
</tr>
</tbody>
</table>
Materials

Copies of Worksheet 13.2 on page 78, toy microphone (optional).

Preparation

Cut out the action cards on Worksheet 13.2.

Procedure

1. Ask your class if they ever watch sports. If they do, ask them if they know what a sports commentator is. A sports commentator describes the action in a game. If you have a chance, you might want to play a segment of sports commentary from the Internet to illustrate.

2. Ask your class what it would be like if there were sports commentators describing everyday life. Give some funny examples:

   Welcome, ladies and gentlemen to (Jack's) day. And here he comes. He's brushing his teeth. Look at how he's moving the toothbrush up and down. Amazing! Wait a minute, what's that? He's washing his face . . .

3. Hand out action cards to random children. Explain that they will read the cards and perform the actions while another person plays sports commentator and comments on what is happening. Do one run-through with the whole class to make sure that the concept is clear.

4. Invite two children to role-play the actions and the reporting for the class.

Variation 1

Let the children write their own action cards.

Variation 2

Add prepositions to the actions to practise both present continuous and prepositions of place.

Variation 3

Play a movie or television show or cartoon without the sound. Have the children narrate what they see.

Variation 4

Get the class to work in pairs. One of them will be a reporter giving a running commentary in a reality TV show about a celebrity, A day in the life of . . . The pair must decide on who the celebrity is, and then think up a sequence of five events that one of them will mime in front of the class. While that happens, the other child gives a running commentary that doesn't fit what the children see. Afterwards, the class corrects the commentary. For example:

Child A mimes: getting up; having a shower; drinking something (hot or cold); jogging with the dog; singing a song

Child B comments: Welcome to 'A day in the life of [name of artist]'. Our camera sees everything! It's early in the morning and [name] is going to bed. A little bit later, she is getting into her car. At work, she is talking on the phone. Later that day, she's driving a car. That night, she is watching TV.
Worksheet 13.2

| brush teeth | wash face | ride a bike | listen to the radio |
| play the piano | watch television | read a book | write a letter |
| play a computer game | sing a song | make dinner | go to bed |

**13.3 Draw, fold, and pass**

**LEVEL**
Lower-intermediate, intermediate for Variation 1

**AGE**
8 and above

**TIME**
30 minutes

**AIMS**
Grammar: present continuous.
Type: verbal, spatial.

**MATERIALS**
Coloured pens for drawing, paper, list of sentences cut into strips in a bag or hat, one set of sentence strips per group.

**PROCEDURE**
1. Most children and teachers will be familiar with the game Draw, Fold, and Pass, but this version adds an extra twist.
2. Split the class up into small groups, maximum six children. Hand each group a pile of paper and coloured pens to draw.
3. Select one child to start. Child A takes a sentence strip from the bag, reads it, and then attempts to draw the meaning of the sentence on a sheet of paper. Child A must not show the other
children the drawing. Sentences can be simple or more complex, depending on the level of the children. For example:

- The boy is riding a bicycle.
- Mum and Dad are watching television.
- My friend ... is doing his homework.
- The dog is sleeping in front of the fire.
- A boy and a girl are reading a magazine in the garden.

4 When the child has finished drawing, he or she passes the paper to the child to the left. Child B looks at the picture and tries to write the sentence based on the picture. Child B then folds the paper so that only his or her sentence appears and passes the paper to child C, who tries to draw a picture of this sentence.

5 Continue until all the children have either drawn or written a sentence. Have child A reveal the initial sentence strip and then open up the paper to see how the meaning has changed.

**VARIATION 1**

If your children are more advanced, they can write their own sentences rather than using the sentence strips. This can be tricky if abstract concepts are involved, but the idea is to generate sentences not accurate interpretations.

**VARIATION 2**

Although this activity lends itself to the present continuous, pretty much any language that can be expressed visually is possible.

**13.4 Catch the mistake**

**LEVEL**

Intermediate and above

**AGE**

8 and above

**TIME**

15 minutes (30 minutes with Variation 1)

**AIMS**

Grammar: present continuous or past continuous.

Type: aural.

**MATERIALS**

Pictures from magazines, books, websites.

**PROCEDURE**

1 Before class, select pictures which portray actions. The more action the better, such as a beach scene, a party scene, a scene in a classroom, etc.

2 Hold up a picture so that all the class can see it in detail. If you have an interactive whiteboard or computer projector, project it on the screen. Otherwise, you may need to use photocopies for large classes.

3 Give the children a minute or two to study and analyse the picture.

4 Begin to describe the picture to the class, using the present continuous to express the action in the scenes.
For example:

*The man wearing a hat is crossing the street.*

*The girls are eating cake.*

*The teacher is talking to the class.*

To practise the past continuous, tell the class that they must describe what was happening at (X) o’clock yesterday.

5 Next, display another picture. This time add incorrect descriptions. In other words, if two boys are playing ball in the picture, say something like: *Two boys are singing*, changing the verb. Alternatively, you can change nouns and adjectives: *The man wearing shorts is crossing the street.*

6 The children listen and call out when they hear the mistake. Ask the child who called out to provide the correct description of the picture.

**VARIATION 1**

Let the children choose the pictures and make their own descriptions to present to the class.

**VARIATION 2**

Make the game competitive. Award one point for each time a mistake is discovered and an additional point for each correct answer.

---

### 13.5 Past continuous statues

**LEVEL**

Pre-intermediate and above

**AGE**

8 and above

**TIME**

15 minutes

**AIMS**

Grammar: past continuous.

Type: physical.

**PREPARATION**

Prepare flashcards depicting simple actions (eating, swimming, laughing, reading) and common multiple actions (getting a drink from a machine, cooking a meal, playing soccer).

**PROCEDURE**

1 Clear some open space in your classroom.

2 Split the class up into two teams. Have one team close their eyes.

3 Invite the second team into the open space. Show them an action flashcard.

4 Have the children perform the action for about ten seconds and then call out stop. The children must freeze in position.

5 Now have the other team turn around and try and guess the action using the past continuous; for example, *They were swimming.*

6 Have each team do five mimes in a row. The team which guesses the most actions out of five wins. If the teams score the same number of points, have the teams alternate miming until one team wins.

**VARIATION**

Instead of a statement (*They were swimming*), encourage a question form (*Were they swimming?*).
14  Talking about the future

**Going to, will**
Future verb forms are notoriously hard in English, because there are many shades of meaning and intention. In this chapter, we will limit ourselves to the use of *going to* (to express intention) and *will* (to express general future and prediction).

### 14.1 I guess so

**LEVEL**
Beginner and above

**AGE**
8 and above

**TIME**
10–15 minutes

**AIMS**
Grammar: future with *going to.*
Type: verbal.

**PREPARATION**
Children should be familiar with the future form *going to.*

**PROCEDURE**
1. Ask one of the more advanced children in your class to think of something they want to go and do tonight (e.g. *watch TV*). Tell the class you’re going to guess what it is. Write the following phrases on the board, and explain that the last two are phrases the children should use when answering you.

   - *Are you going to ...?*
   - *Yes, I am. Good guess!*  
   - *No, I’m not. Try again!*

   The following dialogue can then take place:

   - **A:** *Are you going to read a book tonight?*
   - **B:** *No, I’m not. Try again!*
   - **A:** *Are you going to phone your grandmother tonight?*
   - **B:** *Yes, I am. Good guess!*

2. Next, tell the class that you have an activity in mind that you are going to do tonight, but that you’re not telling them what it is: they have to guess. They can have three guesses.

3. Finally, get the class to work in groups of four or six and repeat the activity amongst themselves. Each of the members in the group writes down one activity on a piece of paper, but doesn’t show the others. It may help, depending on the level of the class, to brainstorm a list of possible activities: *watch TV, read a book, cook a meal, visit a friend, go to the cinema, play a computer game, chat with my online friends, do my homework, study for a test, go to a birthday party, go to a pop concert,* etc.
14.2 **Tarot, tarot**

**LEVEL**
Lower-intermediate and above

**AGE**
9 and above

**TIME**
30 minutes (more if children create their own cards)

**AIMS**
Grammar: future with *will.*
Type: spatial.

**MATERIALS**
One set per group of tarot cards from Worksheet 14.2 on page 134 or cards the children create themselves, photo/picture of a fortune teller.

**PROCEDURE**

1. Show the children the picture of a fortune teller. See if they recognize the person and know the word in their native language. Introduce the term *fortune teller* to the class.

2. Explain to the children that there are many ways to tell the future. Elicit some ideas from the children and give some examples yourself (e.g. reading coffee grounds, a crystal ball).

3. Take out a tarot card and show it to the children. Explain that one way to tell the future is to read tarot cards. Each tarot card has a picture and this picture, and a combination of cards, has a particular meaning that only a fortune teller can interpret. Explain to the class that they will take turns telling each other’s fortunes with tarot cards.

4. Split the class up into small groups of 4–5 children. Hand each group a set of tarot cards. One child in each group is the fortune teller and lays out cards for the others in the group. There should be enough cards to allow the dealer to hand out at least two tarot cards to each child in the group.

5. The fortune teller looks at the cards the children have one at a time and makes predictions using the future with *will.* For example, a sunshine and clown card could yield a general prediction such as: *You will laugh and have fun,* or something more concrete such as *You will meet a funny person on the beach.*

6. Once the fortune teller has made predictions for the group, another child collects the cards, deals them again, and takes over the fortune-telling role until each child has had a chance.

**VARIATION 1**
The fortune teller can deal one round of cards to the children, make a prediction, and then deal another round of cards and modify the prediction based on the second round of cards.

**VARIATION 2**
Children can create their own tarot cards and others can try to guess what the symbols mean.
VARIATION 3

Children can ask the fortune teller questions and he or she can find the answers in the cards. For example: Fortune teller, will I be rich when I grow up? The fortune teller reads the cards and replies: Yes, you will live in a big house and have many cars.

This activity can also be done as a writing task for more advanced children.

14.3 Whatcha gonna do?

LEVEL

Beginner and above

AGE

7 and above

TIME

10 minutes

AIMS

Grammar: future with going to.
Type: verbal.

PROCEDURE

1 Explain to your class that in English, as in all other languages, you do not speak exactly as you write. If you share the children’s native language, share some examples of spoken language which differ from the written form.

2 On the board write the phrase: Whatcha gonna do? Ask the children if they can recognize the written form it comes from. Help them identify the words: What are you going to do? And write the phrase on the board.

3 Tell the children that they are going to work together to create a chant with the phrase Whatcha gonna do? as the base. Introduce a sample verse:

   All: Hey you!
   Whatcha gonna do?
   Whatcha gonna do?
   Child A: I’m going to read a book.
   Child A: I’m going to read a book.

4 Have the class repeat after you. Clap the rhythm if necessary. Experiment with different modes of delivery (loud, soft, like a movie star, like a baby).

5 Ask the class to form a circle. Together, all the children say the first three lines of the chant followed by one child (child A) who chooses an action and forms a sentence with going to, repeating it twice.

6 The process is repeated with the child to the right of child A calling out the going to + action sentence, and so on, until every child in the circle has had a chance to have a turn.

VARIATION 1

Instead of the children forming a sentence with I, they can choose to use any personal pronoun: you, he/she/it, they, we ....
Together, all the children say the first three lines of the chant followed by one child (child A) who chooses an action and forms a sentence with *going to*; then *all the children* repeat it once.

*All:* Hey you!
*Whatcha gonna do?*
*Whatcha gonna do?*

*Child A:* I’m going to read a book.
*All:* I’m going to read a book.

### 14.4 My schedule

**LEVEL**

Lower-intermediate and above

**AGE**

8 and above

**TIME**

10 minutes

**AIMS**

Grammar: future with *going to.*
Type: verbal.

**MATERIALS**

Copy of Worksheet 14.4 for each child.

**PROCEDURE**

1. Hand out copies of Worksheet 14.4 or create a weekly schedule worksheet of your own with the class.

2. Explain to the class that you want them to fill in their schedule for the coming week. Give the children 15 minutes to complete their schedules. Circulate and help the children with vocabulary, writing important words on the board for the entire class.

3. When they have finished, invite individual children to describe their schedules using the phrase *going to.* For example: *On Thursday I’m going to play football with my team. On Friday I’m going to visit my uncle.*

4. Make sure all children have an opportunity to speak. For large classes you may want to split the class into small groups to share their schedules.

**VARIATION 1**

If you have a lower-level group, allow the children to draw their schedule rather than write down each appointment.

**VARIATION 2**

Have children exchange schedules. In this version, the children describe their classmates’ schedules using *he/she.*

**VARIATION 3**

Instead of writing down their own schedule, turn the activity into a research project and have children interview relatives or members of the community (shopkeepers, firemen, doctors, etc,) and record their schedules for the coming week. As a class, the children can describe and then compare the schedules.
Worksheet 14.4

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday


14.5 President of Kids

LEVEL Intermediate

AGE 10 and above

TIME 45 minutes

AIMS Grammar: future with going to or will.

Type: verbal, aural.

MATERIALS Paper, pens.

PROCEDURE 1 Explain to the children that they are about to make history. For the first time, kids will be granted their own government and they will be able to choose their own leader—the President of Kids!

2 Tell the children that each candidate for president must present a programme of ideas to the class. The candidate with the best plan will become president.
3 Split the class up into small groups. Explain that each group must choose one child to be their candidate. Together they must work on the president’s plan.

4 On the board, write the following sentence stems:

   If you choose me for President, I will ...
   If you choose me for President, I’m going to ...

The children can choose to use either sentence stem, but must come up with at least ten sentences to share with the rest of the class. Please note that we are not distinguishing between the different future intentions you can express with going to and will. If your children are of a sufficient standard, you can simply explain that will is often used for intentions and predictions, and that going to is often used to talk about arranged activities and plans.

5 When the children have completed their plans, each presidential candidate presents their plans to the entire class. If possible, make this event festive: with music and perhaps simple costumes.

6 When all candidates have presented their ideas, the class votes in a secret ballot. Explain to the children that they should vote freely and not based on the candidate they helped.

   Count the votes and elect the president in a fun ceremony.

**VARIATION 1**

   Obviously, you don’t have to elect a president. It can be a prime minister, chancellor, or even king or emperor if you like.

**VARIATION 2**

   This activity can be built up into a quite elaborate project. The children can create campaign brochures or websites and conduct debates. If you have video equipment, the children could create a campaign commercial.

**VARIATION 3**

   This activity also lends itself to a cross-curricular approach. If you can link up with the History or Social Studies teacher and link the activity to broader political education, it will have an even stronger impact.

**COMMENT**

   Please bear in mind that you may be working in countries with unstable political situations or oppressive regimes. Be sensitive to local tradition and conditions if you use this activity.

**14.6 Holiday time**

**LEVEL**

   Intermediate and above

**AGE**

   8 and above

**TIME**

   Steps 1–4: 5 minutes
   Step 5: 45 minutes
AIMS

Grammar: future with going to.

Type: aural, verbal, spatial.

MATERIALS

Computers with Internet access, reference books, travel brochures.

PROCEDURE

1. Ask the class to tell you about some places they would like to visit for a holiday. Write the destinations on the board.

2. Explain to the class that they are going to organize a trip to one of the destinations listed on the board. They will work together in groups to research the destination and create a presentation which they will present to the rest of the class.

3. Explain that each presentation should answer the following questions:
   
   Where are you going to go?
   What are you going to see?
   What are you going to do?

4. Split the class into small groups. Have each group choose a destination and discuss what they know about it. Circulate and try and keep the conversation in the target language.

5. Send each group to an Internet-enabled computer. Provide a list of websites where the children can research their destination (or let children search and surf themselves—this will depend on the Internet policy of your school). Have the children take turns manipulating the computer and taking notes.

6. Once the children have collected their core information, have each group create three presentation slides (or three sheets of paper) corresponding to the questions in step 3. On each slide, they should write an outline using information from step 5.

7. Let each group create their presentation. If they use a computer presentation program, allow the children to go online to download photos as illustrations, but monitor the number of photographs and special effects the children may use. Of course, they can make a paper-based presentation if you have limited access to computers.

8. Each group presents their destination to class. In each presentation, the children should use the structure:

   On this trip, we are going to ....

VARIATION

More advanced learners can also go online and find out how much the trip is going to cost and what the weather will be like.
15 Comparing things and people

Comparative and superlative adjectives
Children like comparing: they compare themselves to others, compare the things they own or use, compare friends, parents (and teachers!), music, books. This chapter is full of activities teaching them how to compare using the correct words.

15.1 Comparative board game

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Pre-intermediate and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>8–12</td>
</tr>
<tr>
<td>TIME</td>
<td>20 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: comparative and superlative adjectives. Type: physical, aural, spatial, and verbal.</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Copies of Worksheet 15.1 on page 135, dice, markers.</td>
</tr>
<tr>
<td>PROCEDURE</td>
<td>1 Ask the children to compare two things in the classroom. Alternatively, show them two photos which can easily be compared. To help, write some comparative and superlative adjectives on the board (better, nicer, most important, prettier, silliest, etc., depending on which words they already know).</td>
</tr>
<tr>
<td></td>
<td>2 Explain to the children that they are going to play a board game. They will play in pairs or small groups of three, maximum four.</td>
</tr>
<tr>
<td></td>
<td>3 Tell the children that they must read the instructions on a space when they land on it and answer the questions or carry out the tasks.</td>
</tr>
<tr>
<td></td>
<td>4 Split the class into pairs or teams. Hand each team a copy of the board game, dice, and markers. (If you have time, the children can make their own markers.)</td>
</tr>
<tr>
<td></td>
<td>5 The children play the game.</td>
</tr>
<tr>
<td></td>
<td>6 If the player doesn’t understand the question or task, somebody else in the group can explain or show what to do. The player gets a second chance. If the player makes a mistake, he or she must go back one square; if the answer is correct, they may go forward one square.</td>
</tr>
<tr>
<td></td>
<td>7 Play as many rounds as you like.</td>
</tr>
</tbody>
</table>
**VARIATION 1**

Use the empty board game worksheet to make your own game.

**VARIATION 2**

Let the children make their own board game. Help them decide on a subject and help them make questions and tasks.

### 15.2 Calorie chart

**LEVEL**

Elementary and above

**AGE**

10 and above

**TIME**

30 minutes

**AIMS**

Grammar: *much/many*, comparatives.  
Type: verbal (interpreting a chart).

**MATERIALS**

Copy of Worksheet 15.2 on page 136 for each child.

**PROCEDURE**

1. Go over the concept of calories with the class. Ask them which foods they think have a lot of calories and which have only a few. Write their ideas on the board.

2. Hand out Worksheet 15.2. See if their predictions are true. Ask them questions with *much/many*.

3. Split the class into small groups of three or four children. Explain to each group that you want them to create a menu for the day. Tell them that the menu can only have 3000 calories and it MUST contain fruits, vegetables, and dairy products, and CAN contain meat, grains, and sweets.

4. Have each group come up with a menu using the data on the calorie sheet. The children then tell each other which foodstuffs are *better, healthier, nicer*, etc.

5. Put two groups together and ask each group to ask each other questions with *How much/How many...?*

6. Invite each group to present their menus to the class.

**VARIATION 1**

Have the class vote for the tastiest, healthiest, or most disgusting menu. For advanced children with solid knowledge of nutrition, you can also hand out the food pyramid and require the menu to be balanced accordingly.

**VARIATION 2**

Ask the class to write down other food items that they like, then check the calorie content on the Internet.
15.3 Comparing stuff

**LEVEL**
Elementary and above

**AGE**
8–12

**TIME**
20 minutes

**AIMS**
Grammar: comparative and superlative adjectives.
Type: spatial and verbal.

**MATERIALS**
Copies of Worksheet 15.3 on page 137.

**PROCEDURE**
1. One way to compare things is to compare objects that look alike but have different details, for example, a picture of two houses—one of brick and one of wood. Photos or drawings are a good medium for this. Collect photos from magazines that show people, buildings, animals, or objects, or use Worksheet 15.3.

2. Have the children compare photographs in terms of details. Copy the list of adjectives or allow the class to use a dictionary.

   - beautiful
   - big
   - cheap
   - cold
   - friendly
   - little
   - expensive
   - hot
   - happy
   - long
   - new
   - dry
   - lovely
   - small
   - old
   - wet
   - nice
   - short
   - noisy
   - soft
   - strong
   - tall
   - quiet
   - dirty
   - unfriendly
   - thin
   - young
   - clean
   - unhappy
   - fat
   - fast
   - ugly
   - rich
   - light
   - slow
   - dark
   - heavy
   - square

3. Let the children compare the photos or objects in terms of size, colour, length, look, feel, material, price, etc.

4. Invite individual children to share their comparisons with the rest of the class. Encourage discussions and alternative interpretations.

15.4 Record time

**LEVEL**
Pre-intermediate and above

**AGE**
9–14

**TIME**
20 minutes

**AIMS**
Grammar: questions with *be* and *wh-* words combined with superlatives and comparatives.
Type: verbal.
COMPARING THINGS AND PEOPLE

MATERIALS

A copy of Worksheet 15.4 for each child.

PROCEDURE

1 Questionnaires and quizzes are great tools to let learners experience grammar without them realizing it. There is a sample quiz on Worksheet 15.4 to accompany this activity. Explain to the class that they are going to do a quiz consisting of ten questions about records, and then they’ll make their own.

2 As in the model, they can make multiple-choice questions (2, 3, or 4 answers) and open questions. Make sure they make questions with comparatives (Which is higher?) as well as superlatives (Which is the highest?). Allow them to look things up in books and magazines in your library or on the Internet. Depending on the level of the children, you can allow questions with irregular comparatives as well (Which is worse, A or B?).

3 Answers to the quiz are:
   1 B  4 A  7 cat  9 China
   2 C  5 Mount Everest  8 A  10 the bumblebee bat
   3 C  6 B

VARIATION

Find interesting records in the latest edition of the Guinness Book of Records and instruct the children to find out who is holding the record.

Worksheet 15.4

---

**RECORDS QUIZ**

1 What is the fastest animal on earth?
   A Lion  C Monkey
   B Cheetah  D Humans

2 Which planet is nearest to the Sun?
   A Earth  C Mercury
   B Jupiter  D The moon

3 What is the biggest fish in the ocean?
   A Dolphin  C Whale shark
   B Blue whale  D Jelly fish

4 Which is the larger country?
   A America  B Australia

5 Which is the highest mountain on earth?

6 Which is the driest place on earth?
   A the ocean  B the desert

7 Which animal can jump higher: a cat or a dog?

8 Which is the largest sea?
   A South China Sea  B North Sea
   C Black Sea

9 Which country has the bigger population: India or China?

10 Which is the smallest mammal in the world: the bumblebee bat or the hamster?
15.5 Comparative juggling

LEVEL Pre-intermediate and above

AGE 9–13

TIME 10–15 minutes

AIMS Grammar: comparative and superlative adjectives.
Type: spatial and verbal.

MATERIALS Juggling balls.

PROCEDURE 1 Write a list of adjectives on the board that you’ve used a lot. Put three children in front of the classroom in a triangle. Explain that they need to look at the list, and say all forms of the words aloud while they throw one ball from one to the next person. So, child 1 says Happy, child 2 says Happier, and child 3 says Happiest. Have them repeat this one trial sequence a number of times, increasing the speed at which they throw.

2 If one child in the triangle doesn’t catch the ball (and this may be because another child gets too enthusiastic and throws too hard), the team is out and a new team of three picks up where they left off. This way it’s highly likely that teams will change frequently and, if not, that the level of excitement will increase as a team keeps the ball going for a long time.

VARIATION 1 You could have two teams playing against each other or against the clock. See who can say a defined number of word sets fastest. Any mistakes or dropped balls should result in time deductions.

VARIATION 2 Many children do circus activities as a sport, so perhaps there are children in your class who can actually juggle. If they can, this activity can be extra fun: let the children who can juggle do it while looking down a list of adjectives and saying the adjective and its comparative and superlative forms aloud: Happy. Happy, happier, happiest. Depending on the level of your class, these adjectives can be one-syllable, more-than-one-syllable, regular, and irregular. Children can pause between sets, of course, unless they can do it really fast!

VARIATION 3 You can do this activity with verbs and other vocabulary sets as well. If juggling or catching the small juggling ball is too hard for your children, you can also use beach balls or other soft, lightweight balls.
15.6 **Computer crazy**

**LEVEL**
Beginner; elementary

**AGE**
8–13

**TIME**
20 minutes

**AIMS**
Grammar: comparative adjectives.
Type: aural, spatial, and verbal.

**MATERIALS**
A copy of Worksheet 15.6 for each child.

**PREPARATION**
Download the song ‘Computer crazy’ from www.oup.com/elt/teacher/rbt/grammaryl

**PROCEDURE**
1 Start by asking: Who has a computer at home? Is it better than the computer at school? Who likes playing computer games? Does your friend have nicer games than you do? What is your favourite game? Are you faster at it than your friend? Are you allowed to play on the computer longer than your sister/brother/best friend?

2 Play the song. Hand each child a copy of the lyrics on Worksheet 15.6. Ask them to follow the lyrics as you play the song again.

3 Write the chorus on the board, as follows. Have children complete it and listen once more to check.

   F_______, n_______, l_______ games.

   B_______, b_______, n_______ games.

4 Challenge the children to make up their own chorus with different adjectives (see Appendix 3 for a list of adjectives).

**Worksheet 15.6**

**Computer crazy**

I'm sitting here and all night long
I play computer. I play my songs.
Chatting with my friends tonight.
Everybody's online tonight.

*Faster, newer, louder games.*
*Bigger, better, nicer games.*
*Playing with my friends tonight.*
*Everybody's online tonight.*

Mum is shouting: 'A cup of tea!'
But I've got to burn a CD.
My friend is waiting on the other side.
Quick, send an email before it's time ...
To go to bed and go to sleep.
But every evening I get to keep

All the pictures, jokes, and chats.
All the music. I do like that.
'End your game!'
'Save your file!'
I'm lying here and all night long.
I play computer in my dreams.
Chatting with my sleeping friends.
Everybody's online tonight.

*Faster, newer, louder dreams.*
*Bigger, better, nicer dreams.*
*Playing with my friends all night.*
*Everybody's online, yeah.*

Everybody's online tonight.

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16 Talking about steps and processes

Linking words
When learning how to explain things to people, or instruct them how to do things, it's useful to know how to link steps in a process by using linking words. Children will also need to know how to link ideas and explain reason or contrast. This is a first step towards linking ideas and serves as a good introduction to organizing both oral and written texts.

16.1 How to ...

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Pre-intermediate and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>8 and above</td>
</tr>
<tr>
<td>TIME</td>
<td>30 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: linking words.</td>
</tr>
<tr>
<td></td>
<td>Type: verbal.</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Large sheets of paper, coloured pens, list of processes to choose from with steps included for reference.</td>
</tr>
</tbody>
</table>

PROCEDURE

1 Ask the class: How many of you can ride a bicycle? Most of the class will probably raise their hands. See if the children can remember how they learnt to ride. What were the steps?
   - First, you hold the bicycle wheel.
   - Secondly, you get on to the bike and sit down.
   - Then, you put one leg on a pedal.
   - Next, you push the leg down/forward.
   - Then, you put your other leg on the other pedal.
   - You push down/forward with two legs.

2 Write the children’s ideas on the board randomly.

3 Then invite the children to put the steps in the correct order.
   Introduce sequencing words such as: first, secondly, then, next, etc.

VARIATION 1

For lower-level classes, you can write the steps for each process on strips of paper and have the children put them in the appropriate order using sequencing words.
VARIATION 2 Mix the steps of two processes. Children sort out the steps and put them in the appropriate order.

16.2 Step by step

LEVEL Elementary and above

AGE 8 and above

TIME 30 minutes

AIMS Grammar: describing a process, linking words, asking questions with do and how.
Type: aural, verbal, physical.

MATERIALS Miscellaneous objects that children can explain to classmates (computer games, telephones, cameras, etc.), copies of Worksheet 16.2 on page 96.

PREPARATION Download the song ‘Step by step’ from www.oup.com/elt/teacher/rbt/grammaryl

PROCEDURE 1 Write these phrases on the board. Tell the class they’re going to hear a song that includes these.

Do you know how it works?
Can you tell me what to do?
Show me how to do it well.
How can I draw (a bird)?
First you do this.
Then you do that.

Play the song and let the class listen. If you like, hand out copies of the lyrics on Worksheet 16.2.

2 Ask the children to explain to classmates how you can do these things:

draw a bird
make a mask
take a photo
drive a car
bake a cake

Let the children walk around the class and talk with each other about the objects. Explain that they need to use the questions and phrases. Then ask a few pairs to the front to talk through their answers.
Worksheet 16.2

Step by step

Chorus

Do you know how it works? Do you know?
Can you tell me what to do? Tell me slowly.
Show me how to do it well, show me how to do it now.
Do you know how it works, how it works?
Tell me, how can I draw a bird?
Tell me, how can I cook my lunch?
Tell me, how can I make a mask to wear to a party with my friends?
Chorus

Tell me, how do you take a photo?
Tell me, how do you drive a car?
Tell me, how do you bake a cake?
and how do you draw a star?
Chorus

First you do this, then you do that.
Then you cut and glue and fold.
First you do this, then you make sure that it all fits together.
Chorus

16.3 Fold it!

LEVEL Elementary and above

AGE 10 and above

TIME 30 minutes

AIMS Grammar: describing a process, linking words.

Type: aural, verbal, physical.

MATERIALS Copy of Worksheet 16.3 on page 138 for each child, folding paper.

PROCEDURE

1 This exercise is about folding a simple box which children can use to store small things, or can use as gift boxes for their friends or parents. The focus of the exercise is to let children listen to instructions while actually making the boxes.

2 There is some vocabulary that children will need to understand. Visualize fold by saying the word(s) aloud.

3 Write the following linking/process words on the board: first, secondly, then, now, finally.

4 Instruct them to look at the drawings on the worksheet and to listen to your instructions. First, ask them to watch you do the activity while ‘talking to yourself’.

   1 First, put the piece of paper flat on the table.
   2 Secondly, hold it in half, and fold it in half again. Then unfold.
   3 Then, fold the four corners of the paper into its centre.
   4 Fold the right edge and the left edge into the centre line.
   5 Now, fold the top edge down and the bottom edge up.
6 Then, unfold everything.

7 Put your finger behind point A. Fold as shown in drawings 8, 9, and 10.

8 Do the same for point B and the other side of the box.

9 Then, fold in the flaps on all sides.

10 Finally, fill your box with something!

5 Give each of the children a copy of Worksheet 16.3 and let them do the activity while they listen to your instructions again.

### 16.4 Back to back

**LEVEL**

Intermediate and above

**AGE**

10 and above

**TIME**

30 minutes

**AIMS**

Grammar: describing a process.

Type: aural, verbal, physical.

**MATERIALS**

Drawing paper, pencils.

**PROCEDURE**

1 Sit two children back to back, so that they cannot see each other’s faces or hands.

2 Child A should, without saying anything, draw a picture on the piece of paper: not too simple, nor too complex (a flower, a house, a bicycle). Do not show this to the other person. Now, without saying what it is, child A has to explain to child B how to copy the drawing. Child B is not allowed to ask questions, query anything, or even make a sound. Child B should try to draw exactly what child A tells him or her to draw. When the second drawing is completed, exchange drawings and see how closely they match.

3 Repeat the procedure, only this time child B draws and child A follows instructions. This time round, child A is allowed to make sounds with their voice, but they do not actually phrase any questions or use any words. When the drawing is completed, exchange drawings and see how closely they match.

**VARIATION**

Sit one child in a circle of four or five children. The child in the middle has a drawing he/she has drawn, or a picture that you have supplied of an object which is not too hard to describe (e.g. a garden or an animal). The child in the middle explains to the children in the circle what to draw.
### 16.5 Flow charts

**LEVEL**
Elementary to intermediate

**AGE**
10–14

**TIME**
20 minutes

**AIMS**
Grammar: simple present, describing a process.  
Type: verbal, spatial.

**MATERIALS**
Copies of Worksheet 16.5 on page 139.

**PROCEDURE**

1. Introduce a diagram of the life cycle of a frog. If possible, project it on a screen. If not, hand out a copy of Worksheet 16.5 to each child.

2. Review key vocabulary with the children (frog, tadpole, eggs, and legs) and then review the steps with them:
   - A frog lays eggs.  
   - Tadpoles hatch from the eggs.  
   - Tadpoles swim in the water.  
   - Tadpoles grow legs.  
   - Tadpoles lose their tail.  
   - Tadpoles breathe air.  
   - Tadpoles grow into frogs.

3. Explain to the children that this is a process. See if they can think of any other processes they may know. Give them hints (recycling, getting food to market, global warming, a biographical or historical timeline).

4. Consult with a content area colleague about processes the children are currently learning about and have them describe these in this activity. Split the class up and hand the children a list of processes and web links (or references materials) where they can research them. Each group must prepare a flow chart of each process and present it to the class.

**VARIATION**

Stories are processes too. Read a book with the children or split the class into groups and have each group read a book on their own. They must then create a flow chart of the book’s plot.
17 Saying where things are

Prepositions and this, these, that, these

In this chapter, we focus on words that allow learners to express where things are, or where they are in relation to each other.

17.1 The machine

LEVEL _______________ Beginner and above

AGE _______________ All

TIME _______________ 15 minutes

AIMS _______________ Grammar: prepositions.
                     Type: physical.

PROCEDURE ____________

1 Invite one child to the front of the class. Have the child squat and then stand up again. As the child squats, get the child to say Down. When the child stands up, have them say Up. Ask the child to continue with the movements saying up and down.

2 Invite two more children to the front. Position the children on either side of the first child and have them hold their arms in the air and slowly lower them towards each other. As they do so, have both children say In. Then have the children return to the initial position and then lower their hands away from each other while saying Out. As in step 1, have the children continue the actions.

3 Continue adding children and actions (under, over, between, etc., see illustration) until you have a loud, funny machine.
4 Split the class in half and have each group come up with their own machine based on a list of prepositions. You can show them the illustrations, but encourage them to come up with their own movements to match the words as well.

VARIATION

This activity makes a good prelude to a TPR storytelling sequence using characters and actions.

17.2 Picture-to-picture dictation

LEVEL

Elementary and above

AGE

10 and above

TIME

10–20 minutes

AIMS

Grammar: prepositions.
Type: spatial, verbal.

MATERIALS

Copies of Worksheet 17.2 on page 140, blank A4-size sheets of paper.

PROCEDURE

This version of the popular picture dictation activity requires that the teller demonstrate comprehension of the picture while the drawer listens for details.

1 Split the class into pairs and hand one member of each pair a copy of Worksheet 17.2.

2 The child with the photocopy must choose one of the four scenes and describe it to their partner. The partner must draw what they hear on a blank piece of paper.

3 Children compare the pictures and note any mistakes. Circulate around the classroom and encourage the children to correct each other’s pictures using the appropriate prepositions of place.

VARIATION

More advanced children can choose photos or scenes from magazines or the Internet and use a variety of language to describe what they see.

17.3 Prepositions in motion

LEVEL

Beginner

AGE

7 and above

TIME

15 minutes

AIMS

Grammar: prepositions of place.
Type: physical.
SAYING WHERE THINGS ARE

MATERIALS
Copies of Worksheet 17.3.

PREPARATION
Before class, create a stack of index cards with prepositions, one stack for each group of 4–6 children.

PROCEDURE
1 This is a fun, fast, and challenging way of practising prepositions of place by moving the prepositions themselves.
2 Explain to the children that you will call out a command and they must move the index cards accordingly; for example: Put ‘in’ under ‘on’. Continue with a few more commands, spoken slowly, until the children recognize the basic pattern and feel comfortable performing the commands.
3 Pick up the speed and complexity of the commands. Add multiple prepositions; for example: Put ‘under’ between ‘in’ and ‘next to’. Allow the children to work together and confer on how to arrange the cards.

VARIATION 1
Have children make their own index cards and play the game in pairs.

VARIATION 2
Play as a team competition, with players from each team playing against each other to be the first to complete a command. Award one point for each correct answer.

Worksheet 17.3

in  under  in front of  between

next to  behind  opposite  on

Photocopiable © Oxford University Press
17.4 Preposition run

LEVEL
Beginner

AGE
7 and above

TIME
15 minutes

AIMS
Grammar: prepositions of place.
Type: physical.

MATERIALS
Two each of several small objects (e.g. books, pencils, bus tickets).

PROCEDURE

1 With the whole class, elicit as many prepositions of place as possible. Write the words up on the board.
2 Place the objects on a desk or table.
3 Explain to the class that they will play a competition in teams. Divide the class up into two teams by counting out the children individually. Have each team form a line facing the table with the objects.
4 Call out a command using a preposition of place and an object on the table. The first member of each team must run forward, take the object, and place it according to the command. Each team that performs the command correctly gets a point.
5 Play until one team gets ten points.

VARIATION 1
Increase the difficulty and include multiple objects and more than one place: *Put the book on the chair and the bus ticket next to door.*

VARIATION 2
Let each team take turns making commands for each other. Subtract a point from any team that has mistakes in their command.

VARIATION 3
Instead of a competition, split the class up into pairs and have children take turns asking each other to place objects in different locations throughout the classroom.

17.5 Teacher errors

LEVEL
Beginner

AGE
6 and above

TIME
10 minutes

AIMS
Grammar: *this, that, these, those.*
Type: verbal.

MATERIALS
Flashcards, both plural and singular. The cards can depict any vocabulary your class has learnt, such as food, toys, animals, etc.
PROCEDURE

1 Hold up a flashcard of a glass of milk, for example, and say to the class: *This is a rabbit!* Exaggerate to make the statement funny.

2 Encourage the children to contradict you. Elicit the phrases: *No, that's not a rabbit. That's a glass of milk.*

3 Continue with a couple more singular vocabulary items and then introduce plurals, eliciting the forms *these* and *those*.

4 Once the children feel comfortable with the game, invite a child to take over calling out the 'wrong' flashcards.

VARIATION

For very young children, you can also hold up a flashcard and ask a question: *Is this a rabbit?* Child’s answer: *Yes, that's a rabbit* or *No, that's not a rabbit.* Mix up correct and incorrect statements and let a child have a try as well.

17.6 *This, that, these, those cards*

**LEVEL**  
Beginner

**AGE**  
7 and above

**TIME**  
10 minutes (more for Variation 1)

**AIMS**

Grammar: *this, that, these, those.*

Type: verbal, physical (spatial in Variation 1).

**PREPARATION**

Prepare flashcards, both plural and singular. The cards can depict any vocabulary your class has learnt, such as food, toys, animals, etc. It would be good to have some double cards in the pack.

**PROCEDURE**

1 Have the class form a circle of 8–12 children. If you have a large class, form multiple circles. Hand each child a flashcard.

2 Choose a child to start. Child A looks at his or her card and says: *This is (a bird).* Child B then points to child A’s card and says: *That’s (a bird)!* Then, pointing to their own card, child B says: *This is (a lion).* Child C then says: *That’s (a lion) and these are (an eagle) and (a possum) …* and so on, until every child in the circle has had a chance to speak. As you go round the circle, instruct children to also point at flashcards on the other side of the circle, so they can use *those*.

3 After each round, mix up the cards and deal them out again. Play three rounds.

**VARIATION**

Instead of flashcards, have the children introduce each other. Child A introduces the children to his/her left and right using *this,* and then points to a child across the circle and introduces him/her using *that.* This variation is not suitable for *those* and *these,* unless you ask children to say *Those children are …* and *These children are …*. 
18 Multi-tense activities

**Tenses and sentence formation**
Most of the time we don’t just use one tense, but combine different tenses. In the course of normal conversations we might refer to past, present, and future in the same dialogue. In this chapter, you’ll find activities that allow you to practise this with the children.

### 18.1 Every day, today!

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Elementary and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGE</td>
<td>8 and above</td>
</tr>
<tr>
<td>TIME</td>
<td>30 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Grammar: comparing and contrasting the present simple (habitual action) and present continuous (for immediate future intent). Type: verbal.</td>
</tr>
</tbody>
</table>

**Procedural steps:**

1. With exaggerated mime, tell the class that you are bored. *It’s the same thing, every day!* Go over your daily routine, taking care to stress the present simple and the word *every*. For example, *I get up at seven every morning. I drink two glasses of orange juice every morning.*

2. Continue and optimistically say: *... But TOMORROW I’m getting up at nine a.m. and am not drinking any juice at all!*  

3. Split the class into pairs. Ask each pair to think about their daily schedule and what they do every day. Then ask each pair to write three sentences explaining what they are going to do differently in the immediate future.

4. Ask each group to share their plans with the class.

**Variation:**
Contrast the present simple and the past simple. For example, *Every day I get up at seven, but YESTERDAY I got up at 10 o’clock.*
18.2 When and where

**LEVEL**
Intermediate and above

**AGE**
10 and above

**TIME**
15 minutes +

**AIMS**

**Grammar:** various tenses, time expressions.
**Type:** verbal.

**PROCEDURE**

1. On the board, write a simple sentence in the present tense, for example: *The ocean is cold.*

2. Explain to the children that this sentence is pretty boring. You want them to make it more interesting.

3. On the board, write *when* and *where* and give an example sentence, for example, *The Atlantic Ocean near Canada was cold last year.*

4. Underline *cold* and *last year,* and circle *was.*

5. Split the class into small groups of three to four and put some time expressions on the board or OHP. For example:
   - *yesterday*
   - *last night/weekend/month/year*
   - *tomorrow*
   - *next week/month/year*
   - *this morning/afternoon/evening*
   - *a week/day/month/year ago*
   - *later*
   - *earlier*
   - *some day*

6. Tell the groups that they will have ten minutes to write as many variations of the target sentence as possible using the time expressions on the sheet and at least one adjective to further describe the subject.

7. Move around the classroom and monitor each group’s work. Provide help where necessary, paying particular attention to the tenses.

8. Have each group choose three sentences to write on the board. Ask the rest of the class if the sentences are correct. If there are mistakes, invite a child to the board to correct them.

9. Have the class vote for the best sentence.

**VARIATION**

Advanced classes can also build a paragraph or small story from the initial sentence.
18.3 Stars on the couch

LEVEL
Pre-intermediate

AGE
10-14

TIME
30 minutes

AIMS
Grammar: *wh-* questions.
Type: physical, verbal, aural.

MATERIALS
Pen/pencil, magazines; desk and couch (optional).

PROCEDURE

1 Explain to your class that you want to create a new television interview show. Ask the children if they can think of any names for the show. Explain the term ‘interview’ if they do not understand. If you have the option, show the children a TV interview from the Internet—something simple, perhaps from a children’s TV show.

2 Tell the children that their first job is to make a list of potential guests to invite on the show. Ask your class for some suggestions. Write the suggestions on the board.

3 Now tell the children that they need to prepare questions to ask the guests.

4 Split the class into pairs and have each pair choose a celebrity. Each group must research the celebrity (either on the Internet or through magazines/books) and come up with at least five questions, using the question words *who*, *what*, *where*, *when*, and *how*, at least once. Alternatively, you can provide a short text for the children to read as a means of generating questions. Circulate and provide help where appropriate.

5 Rearrange the classroom and form a talk show stage. If you have a desk and a couch, that would be perfect.

6 Invite each pair to come to the front of the class and perform a role-play of the interview.

VARIATION 1
Make the interviews more interesting by asking each pair to introduce one totally incorrect answer into the interview. The class must listen closely and identify the incorrect answer.

VARIATION 2
If you have a video recorder, tape the interviews and show them to other classes. If you have a digital recorder, save them on a web page or as part of an e-portfolio. If you don’t have video, record the audio and make a podcast, if possible.
18.4 Grammar shuffle competition

LEVEL Pre-intermediate and above

AGE 9–14

TIME 20 minutes

AIMS Grammar: identifying parts of speech and using them to create sentences; word order.
Type: physical.

PREPARATION On some blank sheets of paper, write the names of different parts of speech in large print, one per sheet. These should include article, verb, noun, adverb, adjective. If the students are more advanced, you could include auxiliaries such as do and have. Have some safety pins ready to attach them to children’s shirts.

PROCEDURE 1 Review the parts of speech with the class. Elicit examples of each part of speech to be sure the class fully understands.

2 Split the class into two groups of equal number. Hand each child in a group a sheet of paper with a safety pin to attach it. Be careful with this stage!

3 Write a sentence on the board. Each team must read the sentence and then organize themselves so that the parts of speech match the order of the sentence you wrote. The team that finishes first calls out Ready. If the order is correct, the team gets a point. If the order is wrong, the other team wins a point, provided they are in the right order.

4 Play as long as the children are interested.

VARIATION 1 Add an additional ‘question’ bonus. In this version, you will need to have auxiliaries available. Write a sentence on the board as in the original version, but as the children arrange themselves call out: Question! The children must then scramble to rearrange themselves as quickly as possible.

VARIATION 2 For advanced groups, you can also add tenses.

VARIATION 3 If movement is difficult in your classroom, consider using coloured building blocks, crayons, or coloured cards. This is a good option for large classes. You can then split the class into smaller competing groups and have a knock-out competition.
18.5 Whatever the weather

LEVEL
Pre-intermediate and above

AGE
9–14

TIME
30 minutes

AIMS
Grammar: using past, present, and future tenses to describe the weather.
Type: verbal, physical, aural.

MATERIALS
Weather reports from the Internet giving a weekly forecast in pictorial form from places all around the world, data projector or OHP for example weather report.

PREPARATION
Make sure that the children already know weather vocabulary.

PROCEDURE
1 Review weather vocabulary with the class.
2 Split the class into pairs and hand out one weekly weather report for each pair.
3 Explain to the class that they will act as TV weather people and report on the weather for the week. In doing so, they must describe the weather on previous days, the current day, and future days.
4 Give an example weather report to the class. Project the information directly from the Internet or use an OHP with a copy. Write out some sentences. For example,

   On April 15 it rained all day in NewYork.
   It is raining in central London now.
   Tonight the temperature is going to drop in India.

5 Have the children interpret their weather report and prepare some notes for an oral presentation. Move around the classroom and help each pair where appropriate.
6 Invite a pair to present their weather forecast to the class.

VARIATION 1
If you have the chance, videotape the report. In this case, you may want to design a set and create an entire news show with weather, sports, and news.

VARIATION 2
Make weather reports an ongoing activity. Assign children to report on the weather for each class.
19 Talking about grammar

Parts of speech
It can sometimes be useful to make young learners aware of what things are called in language. The activities in this chapter raise this awareness and teach children to use simple meta-language in fun ways. This section also provides a necessary link between the children’s knowledge in their native language and in the target language.

19.1 Parts of speech search

LEVEL
Elementary and above

AGE
8 and above

TIME
15 minutes +

AIMS
Grammar: identifying parts of speech. Type: verbal.

MATERIALS
Sentences or paragraphs (on OHP or written on the board).

PROCEDURE
1 Go over the parts of speech with the children, for example, verbs/nouns/adjectives/adverbs. Give or elicit a few examples of each. For this you can take sentences or paragraphs, either from your course book or from newspapers and magazines.

2 Split the class into pairs. Display the first sentence or paragraph, or hand out copies of each sentence to each pair. Give the children time to read them.

3 Call out a part of speech (e.g. nouns). Each pair must now write down as many examples of this part of speech they can find in the sentence or paragraph.

4 Invite one pair to the front to write their results on the board. Have other children correct them if there are any omissions or mistakes.

VARIATION
For advanced classes, you can also ask children to give examples of tenses.
19.2 **Word splash!**

**LEVEL**

Intermediate and above

**AGE**

12–14

**TIME**

20 minutes

**AIMS**

Grammar: identifying verb tenses and other parts of speech.  
Type: verbal.

**MATERIALS**

A large poster board, or an OHP or interactive whiteboard page with your own choice of words, or those on Worksheet 19.2 on page 141.

**PROCEDURE**

1. Split the class into pairs.
2. Explain to each pair that you want them to put a number of words into groups. Elicit what parts of speech they know, such as nouns, verbs, adjectives, adverbs, or tenses. You can use your own words or the words on Worksheet 19.2.
3. Encourage the children to create a word web based on their analysis and present it to the class. Discuss the categories. Pay special attention to words that can fit into more than one category, for example: *hard* (can be an adverb or adjective); *laugh* (can be verb or noun).
4. Answers to Worksheet 19.2:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>animal</td>
<td>answer</td>
<td>left</td>
<td>angry</td>
</tr>
<tr>
<td>answer</td>
<td>believe</td>
<td>lost</td>
<td>cross</td>
</tr>
<tr>
<td>bird</td>
<td>came</td>
<td>open</td>
<td>different</td>
</tr>
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<td>cross</td>
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<td>paint</td>
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</tr>
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<td>early</td>
</tr>
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<td>read</td>
<td>easy</td>
</tr>
<tr>
<td>hate</td>
<td>finished</td>
<td>selling</td>
<td>fast</td>
</tr>
<tr>
<td>laugh</td>
<td>forget</td>
<td>text</td>
<td>hard</td>
</tr>
<tr>
<td>left</td>
<td>hate</td>
<td>walk</td>
<td>left</td>
</tr>
<tr>
<td></td>
<td>laugh</td>
<td>watch</td>
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<td></td>
<td>learn</td>
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<td></td>
<td></td>
<td>sunny</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VARIATION 1**

For lower-level learners, call out parts of speech and ask the class to point to words in this category.

**VARIATION 2**

See how many sentences the children can create with the words on the poster in 10–15 minutes.
19.3 What words are they?

**LEVEL**
Beginner; elementary

**AGE**
6 and above

**TIME**
15 minutes +

**AIMS**
Grammar: identifying parts of speech.
Type: verbal.

**MATERIALS**
Copies of Worksheet 19.3 on page 142 for each child.

**PREPARATION**

**PROCEDURE**
1. First, explain to the children that in language every word has a label; in other words, you can call it something, give it a name. Write two nouns, two adjectives, two adverbs, and two verbs on the board and, building on knowledge from their first language, ask them to name the labels for these words.

2. Play the song ‘Who’s got a dog?’ Tell the children this song is full of nouns (names for animals) and verbs (what the animals do).

3. Form pairs or groups, and give each pair or group two envelopes and a copy of the lyrics for each student. Have them write ‘verb’ and ‘noun’ on the envelopes. Ask the children to cut out all the nouns and verbs and put them in the correct envelope.

4. Check the content of the envelopes. Which pair or group has the greatest number of correct words in each envelope?

**VARIATION**
You can do this activity with many songs, but you can also use a newspaper or magazine article, or an advertisement.

19.4 Scrapbook

**LEVEL**
Elementary and above

**AGE**
6 and above

**TIME**
15 minutes +

**AIMS**
Grammar: identifying parts of speech.
Type: verbal, spatial.

**MATERIALS**
Any medium that shows text, notebooks.
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TALKING ABOUT GRAMMAR

**PROCEDURE**

1. Explain the term 'scrapbook'. Tell the children they are going to make a scrapbook with 'grammar words' in it.

2. Give each child a notebook with at least 16 pages in it. Ask them to divide the notebook up in four sets of four pages. Each set has a heading: *Noun, Verb, Adjective,* and *Adverb.*

3. For this next stage you can use any text the children are familiar with (from their course book, a magazine, newspaper, song, etc.). Get them to highlight or circle, say, nouns in an article from a newspaper. Depending on whether you have given them copies or whether they can cut the source materials up, have the children either copy or cut out and paste the words into their scrapbook. The children can draw or paste pictures of nouns as well.

4. Make sure you use the scrapbook regularly: you can use the words for all kinds of games and activities.

---

**19.5 Personal notebook**

**LEVEL**

Elementary and above

**AGE**

8 and above

**TIME**

15–30 minutes at a time

**AIMS**

*Grammar:* recognizing and using tenses and parts of speech.

*Type:* verbal, spatial.

**PREPARATION**

Make a personal notebook for each child (see Worksheet 19.5 on pages 143–146).

**PROCEDURE**

In this activity, the children write in a personal notebook containing ‘chapters’ that they can complete after they have finished learning about a topic or a structure. The PNB is something you can use all year round and that you can revisit—children can add information, correct what they have written, etc. Its aim is mainly for children to recognize and understand grammar, and there is some overlap with vocabulary.

**How to make this book**

1. Cut out the pages.
2. Put the page numbers in the correct order.
3. Stick the blank pages together with glue.
4. Put two staples in it.
5. Ready!

This is your Personal English Notebook. In this book, you can write about yourself, your family and your friends!
get up
get dressed / put clothes on
have a shower
have breakfast
go to school
have lunch
have dinner
play outside
watch TV
play a sport
call a friend
play on the computer
do homework
go to bed
read a book
go to sleep
The Habit Game

Start: go to bed, dress, have breakfast, listen to music, sing songs, watch a movie, take a shower, take a shortcut, go ahead 2 spaces

Midsection: Go back 2 spaces, miss one turn, fight with your parents, take an extra turn, read a book

End: go out, play with your friends, take an extra turn, read a book

Frequency cards

Photocopiable © Oxford University Press
<table>
<thead>
<tr>
<th>always</th>
<th>ever</th>
<th>sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>often</td>
<td>regularly</td>
<td>always</td>
</tr>
<tr>
<td>ever</td>
<td>sometimes</td>
<td>often</td>
</tr>
<tr>
<td>regularly</td>
<td>always</td>
<td>ever</td>
</tr>
<tr>
<td>sometimes</td>
<td>often</td>
<td>regularly</td>
</tr>
</tbody>
</table>
Snow White (1) ______ the daughter of a beautiful queen. The queen (2) ______ when the girl (3) ______ very young. Her father (4) ______ again, but Snow White’s stepmother (5) ______ very jealous of her. She (6) ______ Snow White was too pretty.

The evil queen (7) ______ a hunter to kill Snow White. The hunter (8) ______ do it because she (9) ______ so lovely. He (10) ______ only think of one thing: he (11) ______ her to go away. She (12) ______ to live with seven dwarfs in their house in the forest. She (13) ______ with the dwarfs and (14) ______ care of them, and they (15) ______ her very much.

The bad queen (16) ______ a big talking mirror. Every day she (17) ______ the mirror who (18) ______ the most beautiful woman in the land. One day the mirror (19) ______ that Snow White (20) ______ still alive! The queen (21) ______ herself into an ugly old woman and (22) ______ a poisoned apple. She (23) ______ to the dwarfs’ house and (24) ______ Snow White to eat the apple. Snow White (25) ______ asleep forever.

After many years, a handsome prince (26) ______ Snow White. He (27) ______ her up with a kiss! The prince (28) ______ Snow White and they (29) ______ happily ever after.
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Job</th>
<th>Hobbies</th>
<th>YOU ARE LOOKING FOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>23</td>
<td>doctor</td>
<td>surfing</td>
<td>LINDA FROM SPAIN</td>
</tr>
<tr>
<td>Holland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John</td>
<td>19</td>
<td>student</td>
<td>reading</td>
<td>LINDA FROM GERMANY</td>
</tr>
<tr>
<td>John</td>
<td>42</td>
<td>surfer</td>
<td>listening to music</td>
<td>LINDA FROM BELGIUM</td>
</tr>
<tr>
<td>John</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leon</td>
<td>23</td>
<td>pilot</td>
<td>tennis</td>
<td>NIRM FROM INDIA</td>
</tr>
<tr>
<td>Spain</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Leon</td>
<td>12</td>
<td>student</td>
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<td>NIRM FROM GERMANY</td>
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<tr>
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<td>NIRM FROM SOUTH AFRICA</td>
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<tr>
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<td>21</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Linda</td>
<td>21</td>
<td>journalist</td>
<td>surfing</td>
<td>JOHN FROM HOLLAND</td>
</tr>
<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
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<td>Linda</td>
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<td>playing the piano</td>
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</tr>
<tr>
<td>Linda</td>
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<td>teacher</td>
<td></td>
<td>JOHN FROM AUSTRALIA</td>
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<tr>
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</tr>
<tr>
<td>India</td>
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<td>LEON FROM SPAIN</td>
</tr>
<tr>
<td>Country</td>
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<td></td>
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</tr>
<tr>
<td>South Africa</td>
<td>36</td>
<td>computer technician</td>
<td>playing computer games</td>
<td>LEON FROM CANADA</td>
</tr>
<tr>
<td>Country</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. What is the capital city of Great Britain?
   A. New York
   B. London
   C. Birmingham

2. Who is the boss of the United States of America?
   A. The Prime Minister
   B. The Queen or King
   C. The President

3. When is Valentine’s Day?
   A. 14 February
   B. 17 February
   C. 21 February

4. Where is Sydney?
   A. America
   B. Australia
   C. Great Britain

5. Who is Madonna?
   A. an American singer
   B. a British actor
   C. a Canadian sports star

6. What is the Outback?
   A. the American desert
   B. the Australian desert
   C. the Scottish Highlands

7. When is Chinese New Year?
   A. in December
   B. in January or February
   C. in September

8. Where is the city of Paris?
   A. Belgium
   B. Portugal
   C. France

9. Who is little Red Riding Hood?

10. What is an Anzac biscuit?
    A. an Australian biscuit
    B. an American biscuit
    C. a British biscuit

11. What power source gives the energy for solar power?
    A. the sea
    B. the sun
    C. the wind

12. What is true about electricity?
    A. you can feel it
    B. you can smell it
    C. you can taste it

13. Which colour is on the inside part of a rainbow?
    A. red
    B. violet
    C. indigo

14. What did the painter Vincent van Gogh cut off?
    A. his ear
    B. his leg
    C. his arm

15. Who painted the Mona Lisa?
    A. Michelangelo
    B. Leonardo da Vinci
    C. Rembrandt

16. What weapon did Australian Aboriginal people use?
    A. gun
    B. sword
    C. boomerang

17. Which is NOT a style of music?
    A. rock
    B. pop
    C. flower

18. Which fruit is coloured purple?
    A. an apple
    B. a plum
    C. an orange

19. What is Roald Dahl’s book about a boy called James called?
    A. James and the Giant Peach
    B. James and the Big Boat
    C. James and the Chocolate Bar

20. Who is Nelson Mandela?
    A. a politician from South Africa
    B. a singer from New York
    C. a musician from India
walk the dog
play hockey
wash your hands
skip
work in the kitchen
watch TV
listen to the radio
cook the dinner
play a computer game
walk to school
talk with your grandmother
bath the dog

- walk the dog
- play hockey
- wash your hands
- skip
- work in the kitchen
- watch TV
- listen to the radio
- cook the dinner
- play a computer game
- walk to school
- talk with your grandmother
- bath the dog
Ready to go? Go!

1. Go to 5.

2. You can't stay here! Go back to 1.

3. Come with me to the park (square 8).

4. What can you see in square 25? Correct? Go there!

5. Don't stop here! Go forward to 6.

6. Where is the bookshop in number 16? Correct? Go there!

7. Introduce the person next to you to the teacher. Correct? Go to 13.

8. This is the park. Sit down and take a break. Wait two turns.


12. What can you see in number 28? Correct? Go there!


14. What can you see in number 17? Correct? Go there!

15. Stand on one leg. Correct? Go to number 26.


17. Uh-oh! This is the police station. Wait two turns!

18. What can you see in number 30? Correct? Go there!

19. What can you see in number 27? Correct? Go there!

20. What can you see in number 25? Correct? Go there!

21. What can you see in number 11? Correct? Go there!

22. Well done! You're a winner!

23. Please stand on the right. Correct? Go to number 27!

24. Uh-oh! This is the police station. Wait two turns!

25. What can you see? Correct? Go to number 27.

26. Sorry but you can't stop here! Go back to number 11.

27. There is ... There are ...

I can see ...
It's 7 o'clock in the morning. Do you ...?
- get up
- turn over

Your older sister or brother wants to go out. Does s/he go to ...?
- town
- the movies

You are going to a party. Do you...?
- dress up
- wear old clothes

You want to have an animal? Do you get ...?
- a cat
- a dog

You are going to have breakfast. Do you eat ...?
- bread
- cereal

You want to listen to music. Do you listen to ...?
- pop
- rock

You want to take a shower. Do you take ...?
- a hot shower
- a cold shower

You want to have an animal? Do you get ...?
- a cat
- a dog

You want to play with your friends. Do you go to ...?
- your friend's place
- the playground

You want to have breakfast. Do you eat ...?
- bread
- cereal

You want to listen to music. Do you listen to ...?
- pop
- rock

You'd like to read a book. Do you read ...?
- a comic
- a story

It's a sunny day. Do you go to ...?
- the pool
- the sea
He is your brother; isn’t he? You’re not very happy today; are you?

You are twelve years old; aren’t you? Your cat doesn’t look very healthy; does it?

Your favourite pet is a cat; isn’t it? She’s not your best friend; is she?

You can walk really fast; can’t you? You haven’t got this new CD; have you?

You cook for your family every week; don’t you? This isn’t the right way to town; is it?

You don’t like fish; do you?

He was your friend; wasn’t he? You weren’t very happy yesterday; were you?

You were twelve years old in this photo; weren’t you? You cat didn’t look very healthy; did it?

Your favourite pet was a cat; wasn’t it? She wasn’t your best friend; was she?

You could walk really fast when you were young; couldn’t you? You didn’t have this CD; did you?

You cooked for your family every week; didn’t you? That wasn’t the right way to town; was it?

You didn’t like fish when you were small; did you?
Happy dogs helps sad owner

Small woman marries big man

Unfriendly neighbour hits wife

Fast car crashes into old car

Noisy teenagers make loud music

Rich people buy cheap things in shops

Famous pop star gives unhappy fan a present

Green frogs live in big toilet

Quiet girl wins big prize

Young people become great parents
<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your mother.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your father.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your sister or brother.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your best friend.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe an uncle or aunt.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe a cousin or grandparent.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your favourite pet.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your house.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your room.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your school.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your garden.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You do it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your favorite toy.</td>
</tr>
<tr>
<td>Use an adjective.</td>
</tr>
<tr>
<td>My ... is ...</td>
</tr>
<tr>
<td>soft</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>square</td>
</tr>
<tr>
<td>bad</td>
</tr>
<tr>
<td>beautiful</td>
</tr>
<tr>
<td>long</td>
</tr>
<tr>
<td>fat</td>
</tr>
<tr>
<td>red</td>
</tr>
</tbody>
</table>

Photocopiable © Oxford University Press
<table>
<thead>
<tr>
<th>VERBS</th>
<th>VERBS</th>
<th>VERBS</th>
<th>VERBS</th>
<th>VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>drink</td>
<td>dress</td>
<td>drive</td>
<td>fall</td>
</tr>
<tr>
<td>run</td>
<td>read</td>
<td>sing</td>
<td>speak</td>
<td>write</td>
</tr>
<tr>
<td>cry</td>
<td>dance</td>
<td>jump</td>
<td>laugh</td>
<td>look</td>
</tr>
<tr>
<td>paint</td>
<td>phone</td>
<td>shout</td>
<td>smile</td>
<td>walk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADVERBS</th>
<th>ADVERBS</th>
<th>ADVERBS</th>
<th>ADVERBS</th>
<th>ADVERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>badly</td>
<td>carefully</td>
<td>quickly</td>
<td>quietly</td>
<td>slowly</td>
</tr>
<tr>
<td>suddenly</td>
<td>angrily</td>
<td>happily</td>
<td>nicely</td>
<td>sadly</td>
</tr>
<tr>
<td>busily</td>
<td>cleverly</td>
<td>easily</td>
<td>weakly</td>
<td>cheaply</td>
</tr>
<tr>
<td>dangerously</td>
<td>excitedly</td>
<td>funnily</td>
<td>lightly</td>
<td>noisily</td>
</tr>
</tbody>
</table>

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The family survey

Ask the questions and tick the answers. First do it for yourself, then for a friend or family member.

<table>
<thead>
<tr>
<th>How often do you</th>
<th>always</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>... watch television?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... get sent to your room?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... eat together at the dinner table?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... make your bed?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... walk or take care of your pet?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... have an argument with Mum or Dad?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... play in your room by yourself?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... have friends over to play?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... go out at the weekend?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... talk with brothers or sisters?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... play games on the computer?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... talk with your MP3 player on?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... play with your parents?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... sit on your mum or dad’s lap?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... give people a hug?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... get angry?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... get into trouble?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... tell jokes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... watch TV and play on the computer at the same time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... visit your uncles and aunts?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... have breakfast?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... make your own lunch?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... help clean the house?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... go to bed before eight at night?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... wake up before seven in the morning?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How much?  How many?
<table>
<thead>
<tr>
<th>Containers/quantities</th>
<th>Objects</th>
<th>Combined phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>bag</td>
<td>grass</td>
<td></td>
</tr>
<tr>
<td>loaf</td>
<td>petrol</td>
<td></td>
</tr>
<tr>
<td>box</td>
<td>corn</td>
<td></td>
</tr>
<tr>
<td>carton</td>
<td>cheese</td>
<td></td>
</tr>
<tr>
<td>bottle</td>
<td>rice</td>
<td></td>
</tr>
<tr>
<td>litre</td>
<td>fruit</td>
<td></td>
</tr>
<tr>
<td>bar</td>
<td>sugar</td>
<td></td>
</tr>
<tr>
<td>jar</td>
<td>toothpaste</td>
<td></td>
</tr>
<tr>
<td>slice</td>
<td>bread</td>
<td></td>
</tr>
<tr>
<td>basket</td>
<td>juice</td>
<td></td>
</tr>
<tr>
<td>piece</td>
<td>ketchup</td>
<td></td>
</tr>
<tr>
<td>tube</td>
<td>honey</td>
<td></td>
</tr>
<tr>
<td>tin</td>
<td>oil</td>
<td></td>
</tr>
<tr>
<td>packet</td>
<td>gold</td>
<td></td>
</tr>
<tr>
<td></td>
<td>milk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>meat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>salt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pasta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>spaghetti</td>
<td></td>
</tr>
</tbody>
</table>
I can ...

- ask the way
- buy something in a shop
- buy tickets
- describe my neighbourhood
- count from 1 to 20
- say how much there is
- say how much there is
- say how good I am at something
- say how many there are
- say what other children are wearing
- say what other children look like
- say what I can do
- say what I can do
- say what I can’t do
- say what I can’t do
- say what I’m doing
- say what I’ve got
- say where I am from
- say where I live
- say who I am
- spell my name
- show the way
- show the way around my school
- tell people what to do

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Start
This is the nicest
game ever!

Question
What is the most beautiful place you know?

Task
You must jump higher than your neighbour.

Go ahead
2 spaces

Take a shortcut

Question
Who is the prettiest boy or girl in the class?

Miss one turn

Go back
2 spaces

Question
What is the most dangerous sport?

Task
Clap your hands and stamp your feet. Clap faster than you stamp.

Go back
2 spaces

Take a shortcut

Question
Who is the tallest girl in the class?

Softest

Go ahead
2 spaces

Y oungest

Take an extra turn

Task
Sing a song in your loudest voice.

Tallest

Go back
2 spaces

Question
Which is the fastest animal on the planet?

Take an extra turn

End

Task
Sing a song in your softest voice.

Take a shortcut

Question
What is your most favourite music?

Question
Who lives longer: a man or a turtle?

Question
What is the most interesting subject at school?

Question
What is the most beautiful place you know?

Miss one turn

Go back
2 spaces

Take an extra turn

Task
Say hello to the youngest person in the group.

Go ahead
2 spaces

Task
Point at the heaviest thing in the classroom.
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Calorie Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apple, medium</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>Bagel</td>
<td>289</td>
</tr>
<tr>
<td>3</td>
<td>Banana, medium</td>
<td>105</td>
</tr>
<tr>
<td>4</td>
<td>Bread (one slice, wholemeal or white)</td>
<td>66</td>
</tr>
<tr>
<td>5</td>
<td>Butter (salted, 15 ml)</td>
<td>102</td>
</tr>
<tr>
<td>6</td>
<td>Carrots (raw, 175)</td>
<td>52</td>
</tr>
<tr>
<td>7</td>
<td>Cheddar cheese (1 slice)</td>
<td>113</td>
</tr>
<tr>
<td>8</td>
<td>Chicken breast (boneless, skinless, roasted, 75 g)</td>
<td>142</td>
</tr>
<tr>
<td>9</td>
<td>Chili with beans (canned, 175 g)</td>
<td>287</td>
</tr>
<tr>
<td>10</td>
<td>Chocolate chip cookie</td>
<td>59</td>
</tr>
<tr>
<td>11</td>
<td>Coffee (small, black)</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Cola (330 ml)</td>
<td>136</td>
</tr>
<tr>
<td>13</td>
<td>Corn (canned, 175)</td>
<td>180</td>
</tr>
<tr>
<td>14</td>
<td>Egg (large, scrambled)</td>
<td>102</td>
</tr>
<tr>
<td>15</td>
<td>Cracker</td>
<td>59</td>
</tr>
<tr>
<td>16</td>
<td>Green beans (canned, 175 g)</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>Hot dog (beef and pork)</td>
<td>137</td>
</tr>
<tr>
<td>18</td>
<td>Ice cream (vanilla, 100 g)</td>
<td>145</td>
</tr>
<tr>
<td>19</td>
<td>Jam doughnut</td>
<td>289</td>
</tr>
<tr>
<td>20</td>
<td>Ketchup (15 ml)</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>Milk (2 per cent milk fat, 200 ml)</td>
<td>122</td>
</tr>
<tr>
<td>22</td>
<td>Mixed nuts (30 g)</td>
<td>168</td>
</tr>
<tr>
<td>23</td>
<td>Oatmeal Porridge (plain, cooked in water without salt, 175 g)</td>
<td>147</td>
</tr>
<tr>
<td>24</td>
<td>Orange juice (frozen concentrate, made with water, 225 g)</td>
<td>112</td>
</tr>
<tr>
<td>25</td>
<td>Peanut butter (creamy, 30 ml)</td>
<td>180</td>
</tr>
<tr>
<td>26</td>
<td>Pizza (pepperoni, one slice)</td>
<td>298</td>
</tr>
<tr>
<td>27</td>
<td>Potato (baked, including skin)</td>
<td>161</td>
</tr>
<tr>
<td>28</td>
<td>Potato chips / crisps (plain, salted, 30 g)</td>
<td>155</td>
</tr>
<tr>
<td>29</td>
<td>Pretzels (hard, plain, salted, 30 g)</td>
<td>108</td>
</tr>
<tr>
<td>30</td>
<td>Raisins (40 g)</td>
<td>130</td>
</tr>
<tr>
<td>31</td>
<td>Salad dressing (30 ml)</td>
<td>146</td>
</tr>
<tr>
<td>32</td>
<td>Rice (white, long grain, cooked, 175 g)</td>
<td>205</td>
</tr>
<tr>
<td>33</td>
<td>Spaghetti (cooked, 75 g)</td>
<td>270</td>
</tr>
<tr>
<td>34</td>
<td>Spaghetti sauce (120 g)</td>
<td>92</td>
</tr>
<tr>
<td>35</td>
<td>Cake with chocolate icing (one piece)</td>
<td>243</td>
</tr>
</tbody>
</table>
Who’s got a dog? I have!
I’ve got a dog and it goes like this!
Who’s got a cat? I have!
I’ve got a cat and it goes like this!
Who’s got a bird? I have!
I’ve got a bird and it goes like this!

And the dog likes the cat …
And the cat likes the bird …
And the bird flies away!

Who’s got a fish? I have!
I’ve got a fish and it goes like this!
Who’s got a hamster? I have!
I’ve got a hamster and it goes like this!
Who’s got a horse? I have!
I’ve got a horse and it goes like this!

And the fish likes the hamster …
And the hamster likes the horse …
And the horse runs away!
And the dog likes the cat …
And the cat likes the bird …
And the bird likes the fish …
And the fish likes the hamster …
And the hamster likes the horse …
And they all run away!
My Personal English Notebook

ABOUT YOU

What’s your name? ..................................................
How old are you? ..................................................
Where do you live? .................................................

What’s your telephone number? ................................
When’s your birthday? ...........................................
In what city were you born? .....................................
In what country were you born? ..............................

ABOUT YOUR FAMILY

What is your father’s name? .....................................
Where was your father born? ..................................
What’s your father’s job? .......................................  
What is your mother’s name? ..................................
Where was your mother born? ................................
What’s your mother’s job? .....................................
How many brothers have you got? ...........................
What is your brother’s / are your brothers’ name(s)?

How old is he / are they? .......................................  
How many sisters have you got? ............................
What is your sister’s / are your sisters’ name(s)? 

How old is she / are they? .......................................
How many grandparents have you got? ....................
I’ve got .......... grandmothers. .............................
How old is she / are they? ....................................
I’ve got .......... grandfathers. ..............................  
How old is he / are they? ......................................
How many cousins have you got? ...........................
How many aunts have you got? .............................
How many uncles have you got? ...........................
How many pets have you got? .............................
What kind of animal is it? .....................................
What is your pet’s / are your pets’ name(s)? 

My name is ............................................................
### ABOUT YOUR FRIENDS

**These are my two best friends:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Age:</th>
<th>Colour of hair:</th>
<th>Colour of eyes:</th>
<th>Favourite hobby:</th>
<th>Favourite TV show:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**What is your favourite thing to do with your friends after school?**

**About what you like**

<table>
<thead>
<tr>
<th>My favourite colour is</th>
<th>My favourite weather is</th>
<th>My favourite food is</th>
<th>My favourite subject at school is</th>
<th>My favourite band / singer is</th>
<th>My favourite song or rhyme is</th>
<th>My favourite actor is</th>
<th>My favourite animal is</th>
<th>My favourite book is</th>
<th>My favourite film is</th>
<th>My favourite TV show is</th>
<th>My favourite computer game is</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

### ABOUT YOUR HOBBIES AND SPORTS

**What is your favourite hobby?**

**How often do you do this?**

**What is your favourite sport?**

**How often do you do this?**

**Who is your favourite sports player?**

**Do you wear special clothes?**

**What do the clothes look like?**

### ABOUT YOUR CLOTHES

**What do you like to wear?**

**In summer:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**In winter:**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**In autumn:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>

**In spring:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ABOUT YOUR ROOM

Make a drawing of your room. Write about it.

My room is ......................................................
There is ..........................................................
..............................................................................
There are ........................................................
..............................................................................

ABOUT YOUR SCHOOL

What is the name of your school? ..............................
What is the name of your teacher? ..............................
How old is she / he? ..............................................
Does your teacher have children? .............................
If yes, how many? ................................................
What is your favourite subject? ...............................
What is your least favourite subject? .......................
ABOUT YOUR MUSIC
I love ........................................ music.
My favourite singer / band is ...................................
I’ve got ........ CDs!
My favourite CD is .......................................... I can / can’t sing.
I can / can’t dance.
I can / can’t play an instrument.
The instrument I play is ................................. My top 3 favourite songs at the moment are:
1 ...................................
2 ...................................
3 ...................................

Make a drawing of your instrument or stick a photo of your favourite band/singer.

ABOUT YOUR HOLIDAYS
For a holiday, I like to go to ...
the city / the country / the sea / the mountains.
My favourite holiday country is ..................................
On holiday I like to ...................................................
........................................................................
and ........................................................................
........................................................................

Look at a world map and write down the countries where most people speak English. There are more than you think!

MY FUTURE
In the future I want to be a/an ..................................
I don’t want to be a/an ........................................
I want to work in a/an ........................................
Classroom language chart

Greetings
Are you OK?
Hello.
How are you?
I’m not well.
I’m very well.
What’s wrong?

Praise
Give [name] a clap!
I’m very happy about that.
Perfect.
That was a good job.
That’s right.
Very good!
Well done!
Yes, that’s it.

Encouragement
Can you say that again?
Much better!
That’s really nice. Now let’s ... 
That’s a good guess.
Try again.
You could do better.

Instructions
Can you help me?
Clean/wipe the board, please.
Close the door, please.
Come here, please.
Come up to the board, please.
Do/Did you understand?
Do this in pairs.
Do this in pencil.
Do this on your own.
Get up, please.
Give (me) an example of ...
Go to the top/bottom of the page.
Hand in your worksheets.
Listen carefully.
Open the window, please.
Open your book.
Pass your worksheets to the front, please.
Put your books away, please.
Take the books from the shelf/cupboard.
Take your exercise book.
Turn the page.
Turn the page.
Turn to page twelve.

Participation
Hurry up.
It’s your go.
Who can give me the answer?
Who wants to answer?
Who wants to ask a question?
Who wants to come to the board?
Exercise instructions

Colour this in.
Draw (a box, a ...).
Fill in the gaps.
Go to exercise 3.
Let’s sing a song.
Listen and repeat.
Look at the pictures.
Put a tick or a cross.
Say true or false.
Talk with a classmate.
Tick the correct answer.
Underline these words.
Work in twos/threes/pairs/groups.
You read first, please.

Instructions for operating machines

I’ll pause/stop it for you.
Open the file.
Press eject.
Press fast forward.
Press play.
Press rewind.
Press that button.
Save the file.
Scroll the window.
Switch it on.
Tap that box.

Discipline

Are you listening?
Can you see me after class, please?
Can you stop that, please?
Don’t pack away yet
I don’t want any noise.
One at a time, please.
Pay attention, please.
Please get on with your work.
Put your pencils down, please.
Sit straight, please.
You can start now.
Don’t do that again.
I don’t like that.
Quiet, please.
Sorry. That’s wrong.
Stop talking.
That’s not very good.

Assessment

Average Not (too) bad
Brilliant Poor
Excellent Interesting work
Great It’s not clear
Fantastic Very good
Good Fine
OK Well done!

Ending the lesson

Have a good day/evening/weekend.
Off you go.
See you next time.
See you tomorrow.
Thanks, everybody.
That’s it. You can go now.
Well done, everybody.
### Past verbs chart: Irregular verbs

#### Starters

<table>
<thead>
<tr>
<th>ate</th>
<th>could</th>
<th>flew</th>
<th>held</th>
<th>went</th>
</tr>
</thead>
<tbody>
<tr>
<td>came</td>
<td>did</td>
<td>found</td>
<td>hit</td>
<td>were</td>
</tr>
<tr>
<td>carried</td>
<td>drank</td>
<td>gave</td>
<td>knew</td>
<td></td>
</tr>
<tr>
<td>caught</td>
<td>drew</td>
<td>got</td>
<td>learnt</td>
<td>was</td>
</tr>
<tr>
<td>chose</td>
<td>drove</td>
<td>had</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Movers

<table>
<thead>
<tr>
<th>brought</th>
<th>lost</th>
<th>took</th>
</tr>
</thead>
<tbody>
<tr>
<td>bought</td>
<td>hurt</td>
<td>woke up</td>
</tr>
<tr>
<td>got</td>
<td>put on</td>
<td>went shopping</td>
</tr>
<tr>
<td>hid</td>
<td>meant</td>
<td></td>
</tr>
<tr>
<td>got dressed</td>
<td>thought</td>
<td></td>
</tr>
</tbody>
</table>

#### Flyers

<table>
<thead>
<tr>
<th>began</th>
<th>lay down</th>
<th>said</th>
<th>spent</th>
<th>took</th>
</tr>
</thead>
<tbody>
<tr>
<td>broke</td>
<td>left</td>
<td>sang</td>
<td>spoke</td>
<td>took a photo/</td>
</tr>
<tr>
<td>cut</td>
<td>let</td>
<td>sat (down)</td>
<td>stole</td>
<td>picture</td>
</tr>
<tr>
<td>fell</td>
<td>made</td>
<td>saw</td>
<td>stood up</td>
<td></td>
</tr>
<tr>
<td>felt</td>
<td>met</td>
<td>sent</td>
<td>swung</td>
<td>tried</td>
</tr>
<tr>
<td>forgot</td>
<td>put</td>
<td>slept</td>
<td>swam</td>
<td>understood</td>
</tr>
<tr>
<td>found out</td>
<td>ran</td>
<td>smelt</td>
<td>taught</td>
<td>went out</td>
</tr>
<tr>
<td>grew</td>
<td>read</td>
<td>sold</td>
<td>threw</td>
<td>won</td>
</tr>
<tr>
<td>heard</td>
<td>rode</td>
<td>spelt</td>
<td>told</td>
<td>wore</td>
</tr>
</tbody>
</table>

Photocopiable © Oxford University Press
## Past verbs chart: Regular verbs

### Starters

<table>
<thead>
<tr>
<th>Added</th>
<th>Completed</th>
<th>Listened (to)</th>
<th>Picked up</th>
<th>Talked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered</td>
<td>Crossed</td>
<td>Lived</td>
<td>Played (with)</td>
<td>Tested</td>
</tr>
<tr>
<td>Asked</td>
<td>Enjoyed</td>
<td>Looked</td>
<td>Pointed</td>
<td>Ticked</td>
</tr>
<tr>
<td>Bounced</td>
<td>Jumped</td>
<td>Loved</td>
<td>Showed</td>
<td>Walked</td>
</tr>
<tr>
<td>Cleaned</td>
<td>Kicked</td>
<td>Opened</td>
<td>Smiled</td>
<td>Wanted</td>
</tr>
<tr>
<td>Closed</td>
<td>Learned</td>
<td>Painted</td>
<td>Started</td>
<td>Watched</td>
</tr>
<tr>
<td>Coloured</td>
<td>Liked</td>
<td>Phoned</td>
<td>Stopped</td>
<td>Waved</td>
</tr>
</tbody>
</table>

### Movers

<table>
<thead>
<tr>
<th>Called</th>
<th>Dropped</th>
<th>Invited</th>
<th>Rained</th>
<th>Snowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climbed</td>
<td>Emailed</td>
<td>Laughed</td>
<td>Sailed</td>
<td>Texted</td>
</tr>
<tr>
<td>Cooked</td>
<td>Filmed</td>
<td>Looked for</td>
<td>Shopped</td>
<td>Waited</td>
</tr>
<tr>
<td>Cried</td>
<td>Fished</td>
<td>Moved</td>
<td>Shouted</td>
<td>Washed</td>
</tr>
<tr>
<td>Danced</td>
<td>Helped</td>
<td>Needed</td>
<td>Skated</td>
<td>Worked</td>
</tr>
<tr>
<td>Dreamed</td>
<td>Hopped</td>
<td>Planted</td>
<td>Skipped</td>
<td></td>
</tr>
</tbody>
</table>

### Flyers

<table>
<thead>
<tr>
<th>Agreed</th>
<th>Ended</th>
<th>Looked after</th>
<th>Scored</th>
<th>Turned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrived</td>
<td>Explained</td>
<td>Minded</td>
<td>Skied</td>
<td>Used</td>
</tr>
<tr>
<td>Asked</td>
<td>Fetched</td>
<td>Mixed</td>
<td>Sledged</td>
<td>Visited</td>
</tr>
<tr>
<td>Believed</td>
<td>Finished</td>
<td>Posted</td>
<td>Sounded</td>
<td>Whispered</td>
</tr>
<tr>
<td>Brushed</td>
<td>Followed</td>
<td>Preferred</td>
<td>Stayed</td>
<td>Whistled</td>
</tr>
<tr>
<td>Burned</td>
<td>Glued</td>
<td>Pulled</td>
<td>Studied</td>
<td></td>
</tr>
<tr>
<td>Camped</td>
<td>Guessed</td>
<td>Pushed</td>
<td>Tasted</td>
<td>Wished</td>
</tr>
<tr>
<td>Combed</td>
<td>Happened</td>
<td>Raced</td>
<td>Thanked</td>
<td></td>
</tr>
<tr>
<td>Decided</td>
<td>Hated</td>
<td>Remembered</td>
<td>Tidied</td>
<td></td>
</tr>
</tbody>
</table>
# Adverbs chart

## Movers

<table>
<thead>
<tr>
<th><strong>FREQUENCY:</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>often</td>
<td>sometimes</td>
</tr>
<tr>
<td>rarely</td>
<td>never</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MANNER:</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>badly</td>
<td>best</td>
<td>better</td>
</tr>
<tr>
<td>carefully</td>
<td>loudly</td>
<td>near</td>
</tr>
<tr>
<td>quickly</td>
<td>quietly</td>
<td>slowly</td>
</tr>
<tr>
<td>well</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Flyers

<table>
<thead>
<tr>
<th><strong>FREQUENCY:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>suddenly</td>
<td>usually</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MANNER:</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>angrily</td>
<td>beautifully</td>
<td>happily</td>
</tr>
<tr>
<td>nicely</td>
<td>sadly</td>
<td>busily</td>
</tr>
<tr>
<td>cleverly</td>
<td>easily;</td>
<td>weakly</td>
</tr>
<tr>
<td>cheaply</td>
<td>dangerously</td>
<td>excitedly</td>
</tr>
<tr>
<td>funnily</td>
<td>lightly</td>
<td>noisily</td>
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</tbody>
</table>
## Adjectives chart

### Starters

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<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>dirty</td>
<td>happy</td>
<td>purple</td>
<td>ugly</td>
<td>white</td>
</tr>
<tr>
<td>beautiful</td>
<td>English</td>
<td>long</td>
<td>red</td>
<td>right (as in</td>
<td>yellow</td>
</tr>
<tr>
<td>big</td>
<td>favourite</td>
<td>new</td>
<td>right (as in</td>
<td>young</td>
<td></td>
</tr>
<tr>
<td>black</td>
<td>funny</td>
<td>nice</td>
<td>correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td>good</td>
<td>old</td>
<td>sad</td>
<td></td>
<td></td>
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<tr>
<td>brown</td>
<td>great</td>
<td>open</td>
<td>short</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clean</td>
<td>green</td>
<td>orange</td>
<td>small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>correct</td>
<td>grey (US gray)</td>
<td>pink</td>
<td>sorry</td>
<td></td>
<td></td>
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### Movers

<table>
<thead>
<tr>
<th>Adjective</th>
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<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
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</thead>
<tbody>
<tr>
<td>afraid</td>
<td>clever</td>
<td>fat</td>
<td>round</td>
<td>thirsty</td>
<td></td>
</tr>
<tr>
<td>alright</td>
<td>cloudy</td>
<td>fine</td>
<td>slow</td>
<td>tired</td>
<td></td>
</tr>
<tr>
<td>awake</td>
<td>cold</td>
<td>hot</td>
<td>square</td>
<td>weak</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td>curly</td>
<td>hungry</td>
<td>straight</td>
<td>well</td>
<td></td>
</tr>
<tr>
<td>best</td>
<td>different</td>
<td>last</td>
<td>strong</td>
<td>wet</td>
<td></td>
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<tr>
<td>better</td>
<td>difficult</td>
<td>loud</td>
<td>sunny</td>
<td>windy</td>
<td></td>
</tr>
<tr>
<td>blonde</td>
<td>easy</td>
<td>naughty</td>
<td>surprised</td>
<td>worse</td>
<td></td>
</tr>
<tr>
<td>boring</td>
<td>exciting</td>
<td>oval</td>
<td>tall</td>
<td>worst</td>
<td></td>
</tr>
<tr>
<td>busy</td>
<td>famous</td>
<td>quick</td>
<td>terrible</td>
<td>wrong</td>
<td></td>
</tr>
<tr>
<td>careful</td>
<td>four</td>
<td>quiet</td>
<td>thin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Flyers

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>far</td>
<td>heavy</td>
<td>married</td>
<td>strange</td>
</tr>
<tr>
<td>busy</td>
<td>fast</td>
<td>high</td>
<td>metal</td>
<td>striped</td>
</tr>
<tr>
<td>cheap</td>
<td>foggy</td>
<td>important</td>
<td>noisy</td>
<td>tidy</td>
</tr>
<tr>
<td>dangerous</td>
<td>friendly</td>
<td>interesting</td>
<td>paper</td>
<td>unfriendly</td>
</tr>
<tr>
<td>dark</td>
<td>full</td>
<td>kind</td>
<td>plastic</td>
<td>unhappy</td>
</tr>
<tr>
<td>dry</td>
<td>fun</td>
<td>late</td>
<td>poor</td>
<td>untidy</td>
</tr>
<tr>
<td>early</td>
<td>glass</td>
<td>lazy</td>
<td>ready</td>
<td>warm</td>
</tr>
<tr>
<td>empty</td>
<td>gold</td>
<td>light</td>
<td>rich</td>
<td></td>
</tr>
<tr>
<td>excellent</td>
<td>grumpy</td>
<td>little</td>
<td>silver</td>
<td></td>
</tr>
<tr>
<td>excited</td>
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