

RESOURCE
BOOKS FOR
TEACHERS

series editor
ALAN MALEY

GRAMMAR FOR YOUNG LEARNERS

Gordon Lewis and Hans Mol



OXFORD

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The authors and series editor

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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 over-indulgence. 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.

- ☐ 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, story-telling, 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

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

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.

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 ...

Is this your ...?

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

Download the 'How do you do' song from www.oup.com/elt/teacher/rbt/grammar1

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

How do you do

I don't think I know you.

How are you?

Very nice to meet you.

How do you do.

You look like my best friend.

He's a boy, too.

How do you do.

I don't think I know you.

How are you?

So pleased to meet you.

How do you do.

You look like my best friend.

She's a girl, too.

How do you do.

So pleased to meet you.

So nice to see you.

How are you doing?

How do you do.

Are you from England or are you from America?

What's your name?

Do you like me too?

I don't think I know you.

How are you?

So good to see you.

How do you do.

You look like my best friend.

He's from England, too.

How do you do.

I don't think I know you.

How are you?

Where are you from?

How do you do.

You look like my best friend.

She's American, too.

How do you do.

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Worksheet 1.2B

How do you do

I don't think I _____ you.

How are you?

Very nice to _____ you.

How do you do.

You look like my _____ friend.

He's a boy, too.

How do you do.

I don't think I know you.

How are you?

So _____ to meet you.

How do you do.

You _____ like my best friend.

She's a girl, too.

How do you do.

So pleased to meet you.

So nice to _____ you.

How are you doing?

_____ do you do.

Are you from _____ or are you from _____?

What's your _____?

Do you _____ me too?

I don't think I know you.

_____?

So good to see you.

_____.

You look like my best friend.

He's from England, too.

How do you do.

I don't think I know you.

How are you?

Where are you _____?

How do you do.

You look like my best friend.

She's American, too.

How do you do.

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1.3 Behind the sheet

LEVEL	Beginner to elementary
AGE	6–12
TIME	20 minutes
AIMS	Grammar: <i>be</i> . 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 <i>be</i> and how to affirm (<i>Yes, I am</i> or <i>Yes, he/she is</i>) or deny (<i>No, I'm not</i> or <i>No, he/she isn't</i>).
PROCEDURE	<ol style="list-style-type: none"> 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: <i>Are you a boy/girl?</i> <i>Are you twelve/eleven/ten/six?</i> <i>Are you from (country)?</i> <i>Are you (tall/short/etc.)?</i> <i>Are you Dylan's sister?</i> <i>Are you blonde?</i>
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 (<i>Is it ...?/Has it ...?</i>) 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	<p>Grammar: asking questions, identifying (<i>What's this?/What are these?</i>), affirmative and negative answers.</p> <p>Type: verbal, spatial.</p>
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	<ol style="list-style-type: none"> 1 Bring your own picture. Show your picture but cover half of it and ask <i>What's this?</i> (Or, in case there are more than one of the same object in the picture: <i>What are these?</i>). Depending on what your children already know, ask questions like: <i>Is it ...? Are they ...?</i> and give sample answers like <i>Yes, it is./Yes, they are.</i> and <i>No, it isn't./No, they aren't.</i> (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 <i>Ask and Answer</i> 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 (<i>Is this a horse?</i>, 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?

LEVEL

Beginner to pre-intermediate

AGE

6 and above

TIME

5–10 minutes

AIMS

Grammar: *have (got)*.

Type: aural, spatial, verbal.

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.

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	<p>Grammar: <i>have (got)</i>.</p> <p>Type: spatial.</p>
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	<ol style="list-style-type: none"> 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 <i>Have you got ...?</i>, <i>Do you have ...?</i> <i>Yes, I have.</i> and <i>No, I haven't.</i> and refresh their minds about <i>a/an</i>, if necessary. The first child to have ticked all the items in somebody else's shop has to call out <i>Shop Secret!</i> and is the winner. The game can then continue until the next <i>Shop Secret!</i> 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. <i>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.</i> , etc.
VARIATION 2	To practise third person singular <i>has (got)</i> , after the game, ask children about their partners: <i>Has Dennis got ...?</i> , <i>Does Dennis have ...?</i> , and let children answer using the correct phrases: <i>Yes, he/she has. No, he/she hasn't.</i>

2.4 Class memory

LEVEL	Beginner to pre-intermediate
AGE	6–10
TIME	10–15 minutes
AIMS	<p>Grammar: <i>have (got)</i>.</p> <p>Type: spatial, aural.</p>
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	<ol style="list-style-type: none"> 1 Let the children, one by one, in groups or pairs, show each other the pictures they have. Encourage the children to use <i>What have you got?/What do you have?</i> and let them answer using <i>I've got .../I have</i> Test their memory by reviewing what they see and asking <i>What has Ben got?/What does Linda have?</i> 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 <i>What have you got?/What do you have?</i> or <i>What has X got?/What does Y have?</i> and let children answer. Then ask <i>Who's also got?/Who also has ...?</i> and let children answer, saying <i>Peter has got .../Peter has</i> 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.

2.5 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/theirs/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

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

LEVEL

Elementary and above

AGE

9–13

TIME

20–30 minutes

AIMS

Grammar: present simple.

Type: spatial, verbal.

MATERIALS

Poster paper, colour pencils.

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	<ol style="list-style-type: none"> 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 <i>every day, every week, every morning, every afternoon, every night, every month</i> 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 <i>What does X do every day?</i> Get the children to answer in the third person singular, using what they heard one of their classmates say. Confirm each answer, saying <i>Every day X...</i> and <i>X... every day</i>, stressing through intonation and gestures that you can put the <i>every</i> 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/grammar1

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.

In the morning

Let me tell you about my dad.
I don't know what to do.
He _____ late for work every day
And then he _____ 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 _____ us up instead.*

My mother's always half-asleep
When she _____ to make the tea.
She _____ my cornflakes to the fish
And then fish flakes to me.

Chorus

My brother _____ still fast asleep
He _____ up last of all.
He _____ his clothes on inside out
And _____ 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.

3.4 Habit game

LEVEL	Elementary to pre-intermediate
AGE	10–14
TIME	30 minutes
AIMS	<p>Grammar: present simple.</p> <p>Type: physical, verbal.</p>
MATERIALS	Copies of Worksheets 3.4A and B on pages 115 and 116, dice, markers.
PROCEDURE	<ol style="list-style-type: none"> 1 Ask the children a few questions about their habits: <i>Do you often watch TV?</i>, <i>Do you sometimes fight with your brother?</i>, <i>Do you always sing in the shower?</i> Stress the bold words. 2 Get the children to give appropriate, short answers (<i>Yes, I do./No, I don't</i>). 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

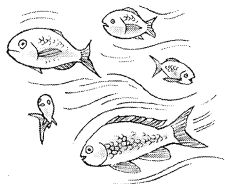
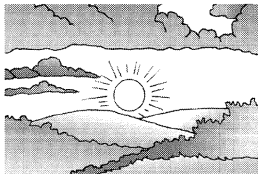
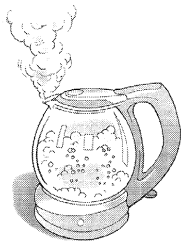
20 minutes

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	<ol style="list-style-type: none">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. <i>eat</i>. A player from the batting team must call out the past simple form: <i>ate</i>. 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

LEVEL	Pre-intermediate to intermediate
AGE	8–14
TIME	30 minutes
AIMS	<p>Grammar: past simple tense (regular and irregular).</p> <p>Type: verbal, spatial.</p>
PROCEDURE	<ol style="list-style-type: none"> 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: <p> <i>Sharia</i> <i>September + year</i> <i>I went on my first trip away from home.</i> <i>León</i> <i>July + year</i> <i>I got my first boy/girlfriend.</i> <i>Karl</i> <i>March + year</i> <i>My grandfather died.</i> </p> 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 (<i>X said that ...</i>). When the children have talked about their contributions, get the others to think about what they heard and recount. Ask <i>What did Linda say about boyfriends?</i>
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	<ol style="list-style-type: none"> 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. <i>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?</i> 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 <i>Did, Were, What, When, Where, How, Why</i>. 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

LEVEL	Elementary to intermediate
AGE	10–14
TIME	20 minutes
AIMS	Grammar: <i>wh-</i> questions, past and present. Type: verbal.
MATERIALS	Articles or web pages about celebrities (optional).
PROCEDURE	<ol style="list-style-type: none">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 <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, and <i>how</i> 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

<i>Name</i>	<i>John</i>
<i>Country</i>	<i>Holland</i>
<i>Town</i>	<i>Amsterdam</i>
<i>Age</i>	<i>23</i>
<i>Job</i>	<i>doctor</i>
<i>Hobbies</i>	<i>surfing</i>

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

VARIATION

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

LEVEL	Pre-intermediate and above
AGE	9–14
TIME	20 minutes
AIMS	Grammar: questions with <i>did</i> . Type: verbal.
MATERIALS	Copy of Worksheet 5.5 on page 120 for each child.
PROCEDURE	<ol style="list-style-type: none"> 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. <p style="text-align: center;"><i>A: Did you walk the dog? B: Yes, I did. / No, I didn't.</i></p>
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!

LEVEL	Beginner to elementary
AGE	6–10
TIME	20 minutes
AIMS	Grammar: questions and statements with <i>there is / there are ... , it's</i> . Type: physical, verbal.
MATERIALS	Copies of Worksheet 5.6 on page 121 board game, dice, markers.
PROCEDURE	<ol style="list-style-type: none"> 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. <p style="text-align: center;">Instructions</p> <ol style="list-style-type: none"> 1 <i>Throw the dice.</i> 2 <i>When you land in a box, your friends have to read what it says.</i> 3 <i>You have to say the answer or follow the instruction.</i>

5.7 Choices

LEVEL	Elementary to pre-intermediate
AGE	8–14
TIME	20 minutes
AIMS	Grammar: questions with <i>do</i> . Type: aural, spatial, verbal.
MATERIALS	Copies of Worksheet 5.7 on page 122, dice, markers.
PROCEDURE	<ol style="list-style-type: none"> 1 This board game helps children practise asking questions with <i>do/does</i> 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 <i>do</i> . Type: verbal.																
MATERIALS	Cards, box/hat.																
PROCEDURE	<p>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:</p> <table><tr><td><i>actor</i></td><td><i>actress</i></td><td><i>artist</i></td><td><i>businessman</i></td></tr><tr><td><i>business woman</i></td><td><i>clown</i></td><td><i>cook</i></td><td><i>dentist</i></td></tr><tr><td><i>doctor</i></td><td><i>engineer</i></td><td><i>farmer</i></td><td><i>fireman</i></td></tr><tr><td><i>firewoman</i></td><td><i>footballer</i></td><td><i>journalist</i></td><td><i>mechanic</i></td></tr></table>	<i>actor</i>	<i>actress</i>	<i>artist</i>	<i>businessman</i>	<i>business woman</i>	<i>clown</i>	<i>cook</i>	<i>dentist</i>	<i>doctor</i>	<i>engineer</i>	<i>farmer</i>	<i>fireman</i>	<i>firewoman</i>	<i>footballer</i>	<i>journalist</i>	<i>mechanic</i>
<i>actor</i>	<i>actress</i>	<i>artist</i>	<i>businessman</i>														
<i>business woman</i>	<i>clown</i>	<i>cook</i>	<i>dentist</i>														
<i>doctor</i>	<i>engineer</i>	<i>farmer</i>	<i>fireman</i>														
<i>firewoman</i>	<i>footballer</i>	<i>journalist</i>	<i>mechanic</i>														

nurse	painter	photographer	pilot
pirate	policeman	policewoman	secretary
singer	tennis player		

- 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.
- 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.

*He interviews sports
people after a game
of soccer*

presenter

reporter

reporter

coach

reporter

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/'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.*

VARIATION

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.

7 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***

LEVEL	Beginner to pre-intermediate
AGE	9–14
TIME	20 minutes
AIMS	Grammar: using <i>like, love, and hate</i> , personal pronouns. Type: verbal.
PROCEDURE	<ol style="list-style-type: none">1 Have the class form a circle. Write the word <i>like</i> on the board. Start a chant by saying <i>I like (apples), I like (apples)</i>.2 Encourage the rest of the class to answer you back, saying either, <i>You like apples, you like apples</i> or <i>He/she likes apples, he/she likes apples</i>.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.4 When the round is complete using the word <i>like</i>, write the words <i>love</i> and <i>hate</i> on the board as well.5 Start another round of chants, but this time let each student choose <i>like, love, or hate</i>.

7.2 Portrait of preferences

LEVEL	Intermediate and above
AGE	10 and above
TIME	30 minutes
AIMS	<p>Grammar: <i>like/love/hate</i> + gerund.</p> <p>Type: spatial, verbal.</p>
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	<ol style="list-style-type: none"> 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: <i>Do you think she likes dancing? Does he like listening to music?</i> On the board write the words: <i>love, like, hate</i>, 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 <i>like, love</i>, and <i>hate</i> (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	<p>Grammar: <i>like/love/hate</i> + noun.</p> <p>Type: verbal, physical.</p>
MATERIALS	Pieces of paper or index cards.
PROCEDURE	<ol style="list-style-type: none"> 1 On the board write the words: <i>like, love, hate</i>. Say to the children: <i>I like peaches, I love mangoes, but I HATE mushrooms!</i> 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: <i>Do you hate bananas? Do you love ice cream? Do you like apples?</i> 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	<p>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.</p> <p>You can replace food with any other vocabulary set, including activities to practise gerunds.</p>

7.4 You like doing *what*?

LEVEL	Pre-intermediate (intermediate and above for variation)
AGE	8 and above
TIME	15 minutes
AIMS	Grammar: <i>like/love/hate</i> + noun, <i>too</i> . Type: verbal.
MATERIALS	A soft ball.
PROCEDURE	<ol style="list-style-type: none"> 1 Ask the class to form a circle. Hold the soft ball and say something nonsensical such as <i>I LOVE eating spiders for breakfast</i>. 2 Throw the ball to one of the children and ask: <i>Do you love eating spiders for breakfast too?</i> Allow the child to respond with <i>Yes/No</i>. Then follow up with <i>What do you like eating for breakfast?</i> 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>I like swimming in the sink</i>. 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>I'm tired of, I can't stand, I'm keen on, I enjoy</i> , etc.
VARIATION 2	Instead of describing likes/dislikes relating to activities, lower-level groups can focus on 'things': <i>I like chocolate, I hate horror movies</i> , etc.
VARIATION 3	Ask the children to do <i>love/hate</i> sentences combined with <i>but</i> . For example: <i>I love eating worms, but I hate eating chocolate</i> .

7.5 Who am I?

LEVEL	Lower-intermediate
AGE	8 and above
TIME	30 minutes
AIMS	Grammar: <i>like, love, hate</i> + <i>-ing</i> , questions with <i>do</i> . Type: verbal.
MATERIALS	Copy of Worksheet 7.5 for each child, with names of children written in to the left-hand column.

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

Name	I like
	I love
	I hate

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.

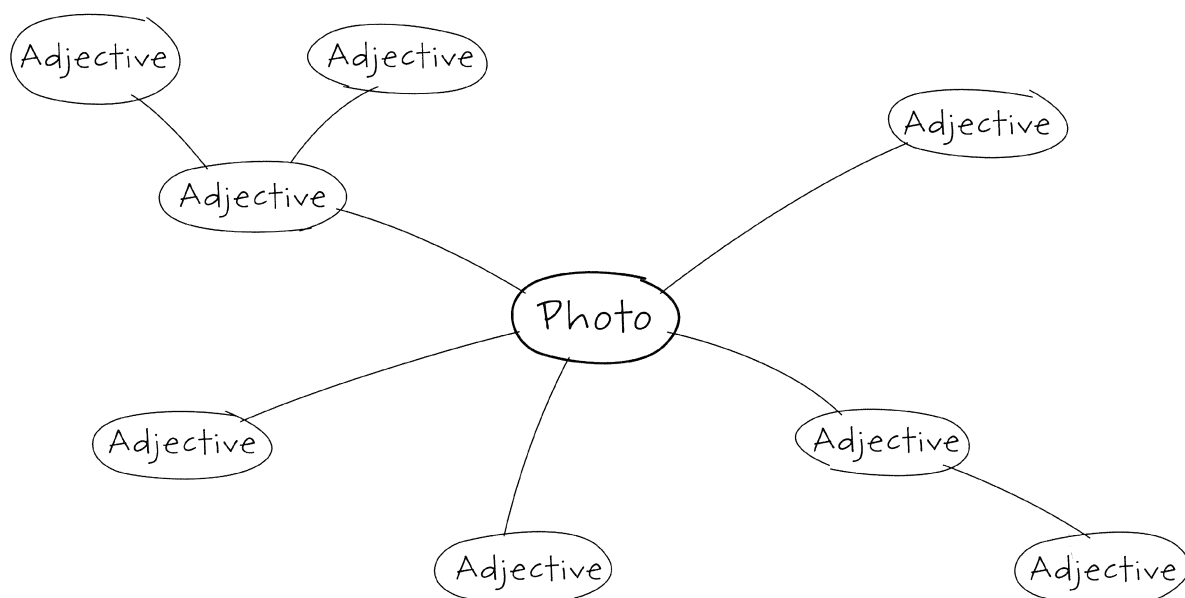
8.1 Pictures

LEVEL	Beginner to pre-intermediate
AGE	6–14
TIME	20 minutes
AIMS	Grammar: adjectives. Type: spatial, verbal.
MATERIALS	Photos/pictures, cards.
PROCEDURE	<ol style="list-style-type: none">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: <i>What can you see? Is it a big dog? Has it got long ears? Is he/she a happy man/woman?</i>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 <i>happy</i> 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	<ol style="list-style-type: none"> 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

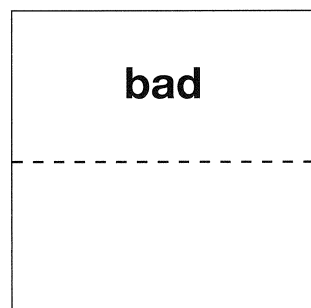
Grammar: adjectives.

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.

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

- 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	<p>Grammar: adjectives.</p> <p>Type: verbal, physical, spatial.</p>
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	<ol style="list-style-type: none"> 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. 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. Get the children to find the components of the original headlines and put the words in the correct order. 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	<p>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.</p>

8.5 That's not it!

LEVEL	Elementary to intermediate
AGE	9–14
TIME	20 minutes
AIMS	<p>Grammar: adjectives.</p> <p>Type: verbal, physical.</p>
MATERIALS	Copies of Worksheet 8.5A and B on pages 125 and 126, dice, markers.
PROCEDURE	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none">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: <i>What's he/she doing?</i>3 The child must then act out the verb in the way described by the adverb; for example, <i>eating happily</i>. 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: <i>He's/She's (eating happily)</i>.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	<ol style="list-style-type: none"> 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 or 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 <i>Stand up and turn around. Go to the door and open it. Close the window. Raise your hand. Write me a letter.</i> (An excellent way to also review classroom language, but you can also request more general actions: <i>Make the bed. Put on your jacket. Drink a cup of tea.</i>) 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:

<i>angrily</i>	<i>cleverly</i>	<i>happily</i>	<i>quietly</i>
<i>badly</i>	<i>dangerously</i>	<i>lightly</i>	<i>sadly</i>
<i>beautifully</i>	<i>easily</i>	<i>loudly</i>	<i>slowly</i>
<i>busily</i>	<i>excitedly</i>	<i>nicely</i>	<i>softly</i>
<i>carefully</i>	<i>funnily</i>	<i>noisily</i>	<i>suddenly</i>
<i>cheaply</i>	<i>gently</i>	<i>quickly</i>	<i>weakly</i>

Irregular:

<i>fast</i>	<i>hard</i>	<i>well</i>
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9.3 A family survey

LEVEL	Elementary to intermediate
AGE	8 and above
TIME	20 minutes
AIMS	<p>Grammar: adverbs of frequency.</p> <p>Type: verbal, physical, aural.</p>
MATERIALS	Two copies of Worksheet 9.3 on page 129 for each child.
PROCEDURE	<ol style="list-style-type: none"> 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 <i>How often do you ...?</i> and giving the answer <i>I never ...</i>, 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 <i>How many people in your family watch TV every night?</i> The children should then reply, saying things like <i>Two people never watch TV at night. One person always watches TV at night. One person sometimes watches TV at night.</i>
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. <i>How many people watched TV every night in Linda's family? Two people never watched TV,</i> etc.

9.4 What do you do when ...?

LEVEL	Pre-intermediate to intermediate
AGE	10 and above
TIME	10 minutes
AIMS	<p>Grammar point: adverbs of frequency.</p> <p>Type: physical, verbal.</p>
MATERIALS	Copies of Worksheet 9.4 on page 130.
PROCEDURE	<ol style="list-style-type: none"> 1 Ask the children: <i>What do you do when you need money?</i> Possible answer: <i>I always ask my mother for some money.</i> 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>I always cry. I never get angry.</i> They must use adverbs of frequency: <i>always often sometimes rarely never</i> 3 When everybody has finished, invite various children to present their answers. <p>Examples of other situations</p> <p><i>What do you do when</i></p> <ul style="list-style-type: none"> <i>...you need money?</i> <i>...you have a bad fall?</i> <i>...you want to buy your brother, sister, mum or dad a present?</i> <i>...when your favourite show is on, but somebody else is watching TV?</i> <i>...when your mum says you can't go out?</i> <i>...when your homework isn't finished on time?</i> <i>...your mobile phone runs out of credit?</i> <i>...your best friend is angry with you?</i> <i>...you lose your way?</i> <i>...somebody is mean to you at school?</i> <i>...you miss the bus to town?</i>
VARIATION	<p>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 <i>would</i> rather than <i>do</i>. Students can do the same in the answer. Ask: <i>What WOULD you do in this situation? I WOULD always/never ..., etc.</i></p>

9.5 Adverbial beach ball

LEVEL	Pre-intermediate to intermediate
AGE	10 and above
TIME	10 minutes
AIMS	<p>Grammar: adverbs (all).</p> <p>Type: physical, verbal, aural.</p>
MATERIALS	A beach ball with adverbs written on it.
PROCEDURE	<ol style="list-style-type: none"> 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 <i>angry, nice, beautiful, clean</i>. 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	<p>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.</p>

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	<p>Grammar: identifying and grouping countable/uncountable words, categorizing.</p> <p>Type: verbal, spatial.</p>
MATERIALS	Copies of Worksheet 10.3 on page 131.
PROCEDURE	<ol style="list-style-type: none"> 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 <i>How much?</i> and <i>How many?</i> 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	<p>Grammar: <i>much/many</i>, countable/uncountable nouns.</p> <p>Type: verbal.</p>
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.

<p>How much? ice cream: <i>How much ice cream did you eat?</i> <i>I ate three scoops.</i></p>	<p>How many? chocolate: <i>How many chocolate bars will you buy?</i> <i>I'll buy one bar for me and one for my sister.</i></p>
--	---
- 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	<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> – adding a container (<i>a bottle of water</i>) – dividing the noun into quantities (<i>a slice of bread</i>) 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/could

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. You can eat with it. You can play 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*.

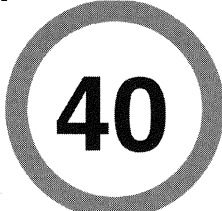
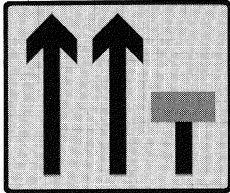

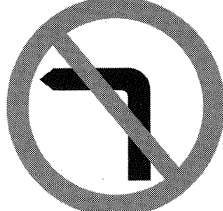
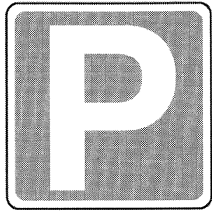
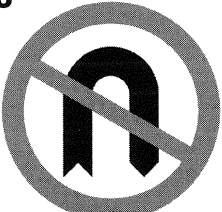

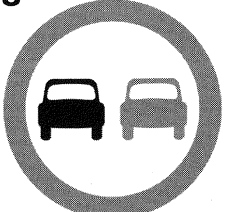
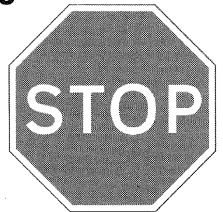


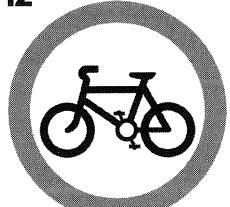
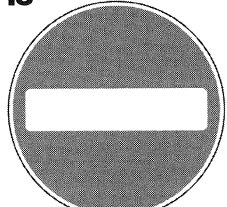

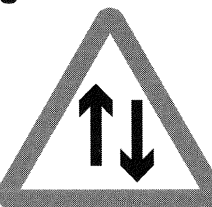
VARIATION

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	<p>Grammar: <i>can/can't</i>.</p> <p>Type: verbal, spatial.</p>
MATERIALS	Copy of Worksheet 11.3 on page 68 for each child.
PROCEDURE	<ol style="list-style-type: none"> 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: <i>You can't park here. You can turn left. You can't turn around. You can play here.</i> The words underneath the signs can help understanding. Explain to the children that <i>can</i> 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 <i>You can ...</i> or <i>You can't ...</i>. 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 <i>You can't ...</i> and <i>You can ...</i> 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 <i>Bingo!</i> The game continues until all the signs on the main card have been called out.
VARIATION	Children can draw their own signs.

Worksheet 11.3

1  Speed limit	2  Lane closed	3  Crossing	4  No left turn	5  Parking
6  No U turn	7  Picnic	8  No overtaking	9  Stop	10  Bus Stop Bus stop
11  One way	12  No cycling	13  No entry	14  Camping	15  Two way

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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!

LEVEL

Beginner to intermediate

AGE

6 and above

TIME

15–60 minutes

AIMS

Grammar: imperative verbs.

Type: physical, verbal, aural.

MATERIALS

A Twister mat.

PREPARATION

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.

PROCEDURE

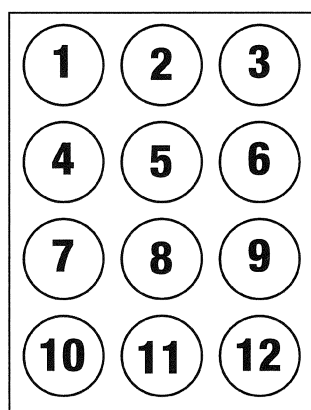
- 1 Assuming you are going to get the children to make a Twister mat, give them the following instructions and make sure everybody understands.

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 you 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**LEVEL**

Post-elementary to intermediate

AGE

8 and above

TIME

30 minutes

AIMS

Grammar: imperative verbs.

Type: physical, verbal, aural.

MATERIALS

An easy-to-make recipe (e.g. Worksheet 12.2).

PROCEDURE

- 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.


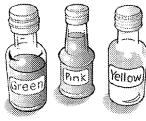

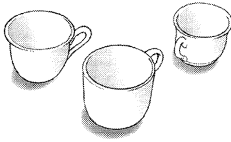

VARIATION 1

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:	This is what you do:
 a slice of bread	Add food colouring to every cup.
 food colouring (three colours)	Eat your painting!
 $\frac{3}{4}$ cup of milk	Make sure the bread doesn't get too wet.
 three small cups	Paint a picture on the bread.
 a brush	Pour $\frac{1}{4}$ 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	<p>Grammar: imperative verbs.</p> <p>Type: physical, verbal, aural.</p>
PROCEDURE	<p>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 <i>Simon says</i> at the start of the instruction should the children perform the action. If any children perform the action when the teacher hasn't said <i>Simon says</i>, they are out and have to sit down.</p> <p>Examples (so these actions should only be done IF the teacher says <i>Simon says</i> ...):</p> <p><i>Raise your hand.</i> <i>Touch your left foot.</i> <i>Put your hands on your back.</i> <i>Clap your hands.</i> <i>Stamp your feet.</i> <i>Turn around.</i></p> <p>The winner is the last person standing.</p>
VARIATION 1	Instead of <i>Simon says</i> , you could use the word <i>please</i> . So, the children only do the action of you say <i>please</i> .
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 <i>Simon says</i> ..., 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	<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> <i>A house and its surroundings</i> <i>Children playing on the beach</i> <i>Animals in a zoo</i> <i>Whales playing in the ocean</i> <p>Let the children draft their own image, so it becomes easier for them to instruct another child, and they can compare drawings later.</p> 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.

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

LEVEL	Beginner and above
AGE	8 and above
TIME	10–20 minutes
AIMS	Grammar: present continuous. Type: physical, verbal, aural.
PROCEDURE	<ol style="list-style-type: none">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: <i>You're drinking a glass of water.</i>2 When the child mimes the action, you say something completely different, for instance: <i>I believe he is eating a pie.</i>3 Children observe and contradict you by saying, for instance, <i>No, he isn't. He's drinking a glass of water.</i>

13.2 Life commentator

LEVEL	Pre-intermediate and above
AGE	10 and above
TIME	10–20 minutes
AIMS	Grammar: present continuous, reading instructions. Type: verbal, aural.

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

Photocopiable © Oxford University Press

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 <i>going to</i> . Type: verbal.
PREPARATION	Children should be familiar with the future form <i>going to</i> .
PROCEDURE	<ol style="list-style-type: none">1 Ask one of the more advanced children in your class to think of something they want to go and do tonight (e.g. <i>watch TV</i>). 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. <i>Are you going to ...?</i> <i>Yes, I am. Good guess!</i> <i>No, I'm not. Try again!</i> The following dialogue can then take place: <i>A: Are you going to read a book tonight?</i> <i>B: No, I'm not. Try again!</i> <i>A: Are you going to phone your grandmother tonight?</i> <i>B: Yes, I am. Good guess!</i>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: <i>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</i>, 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 ...*

VARIATION 2

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

.....'s weekly schedule

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

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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

- Step 6:** 45 minutes
Step 7: 45 minutes (depending on illustration)
Step 8: 5 minutes per presentation

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

LEVEL

Pre-intermediate and above

AGE

8–12

TIME

20 minutes

AIMS

Grammar: comparative and superlative adjectives.

Type: physical, aural, spatial, and verbal.

MATERIALS

Copies of Worksheet 15.1 on page 135, dice, markers.

PROCEDURE

- 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).
- 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.
- 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.
- 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.)
- 5 The children play the game.
- 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.
- 7 Play as many rounds as you like.

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.

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

- 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.

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/grammar1
PROCEDURE	<ol style="list-style-type: none"> 1 Start by asking: <i>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?</i> 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.

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 ...

LEVEL

Pre-intermediate and above

AGE

8 and above

TIME

30 minutes

AIMS

Grammar: linking words.

Type: verbal.

MATERIALS

Large sheets of paper, coloured pens, list of processes to choose from with steps included for reference.

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

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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	<p>Grammar: describing a process.</p> <p>Type: aural, verbal, physical.</p>
MATERIALS	Drawing paper, pencils.
PROCEDURE	<ol style="list-style-type: none"> 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	<p>Grammar: simple present, describing a process.</p> <p>Type: verbal, spatial.</p>
MATERIALS	Copies of Worksheet 16.5 on page 139.
PROCEDURE	<ol style="list-style-type: none"> 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 (<i>frog, tadpole, eggs, and legs</i>) and then review the steps with them: <ul style="list-style-type: none"> <i>A frog lays eggs.</i> <i>Tadpoles hatch from the eggs.</i> <i>Tadpoles swim in the water.</i> <i>Tadpoles grow legs.</i> <i>Tadpoles lose their tail.</i> <i>Tadpoles breathe air.</i> <i>Tadpoles grow into frogs.</i> 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	<p>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.</p>

17 Saying where things are

Prepositions and *this/these* *that/those*

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

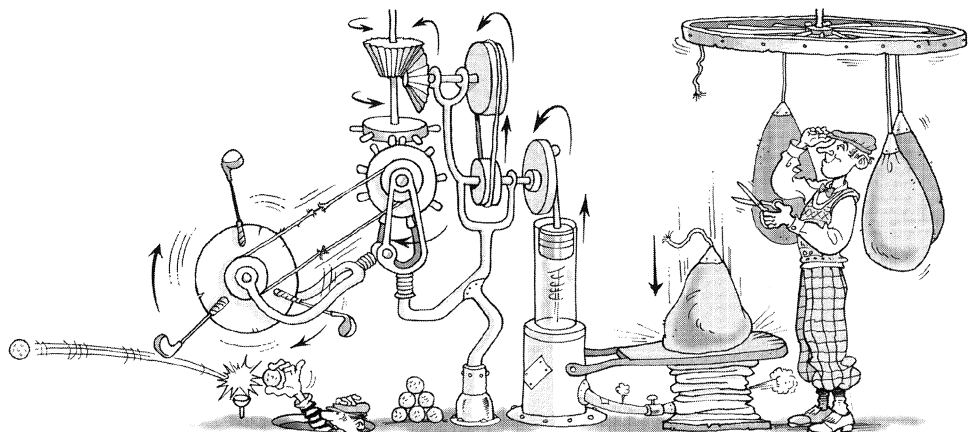
AIMS

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.

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

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	<ol style="list-style-type: none"> 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: <i>Put the book on the chair and the bus ticket next to door.</i>
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: <i>this, that, these, those.</i> 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!

LEVEL	Elementary and above
AGE	8 and above
TIME	30 minutes
AIMS	<p>Grammar: comparing and contrasting the present simple (habitual action) and present continuous (for immediate future intent).</p> <p>Type: verbal.</p>
PROCEDURE	<ol style="list-style-type: none">1 With exaggerated mime, tell the class that you are bored. <i>It's the same thing, every day!</i> Go over your daily routine, taking care to stress the present simple and the word <i>every</i>. For example, <i>I get up at seven every morning. I drink two glasses of orange juice every morning.</i>2 Continue and optimistically say: ... <i>But TOMORROW I'm getting up at nine a.m. and am not drinking any juice at all!</i>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, <i>Every day I get up at seven, but YESTERDAY I got up at 10 o'clock.</i>

18.2 When and where

LEVEL	Intermediate and above
AGE	10 and above
TIME	15 minutes +
AIMS	<p>Grammar: various tenses, time expressions.</p> <p>Type: verbal.</p>
PROCEDURE	<ol style="list-style-type: none"> 1 On the board, write a simple sentence in the present tense, for example: <i>The ocean is cold.</i> 2 Explain to the children that this sentence is pretty boring. You want them to make it more interesting. 3 On the board, write <i>when</i> and <i>where</i> and give an example sentence, for example, <i>The Atlantic Ocean near Canada was cold last year.</i> 4 Underline <i>cold</i> and <i>last year</i>, and circle <i>was</i>. 5 Split the class into small groups of three to four and put some time expressions on the board or OHP. For example: <ul style="list-style-type: none"> <i>yesterday</i> <i>last night/weekend/month/year</i> <i>tomorrow</i> <i>next week/month/year</i> <i>this morning/afternoon/evening</i> <i>a week/day/month/year ago</i> <i>later</i> <i>earlier</i> <i>some day</i> 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	<p>Grammar: <i>wh</i>- questions.</p> <p>Type: physical, verbal, aural.</p>
MATERIALS	Pen/pencil, magazines; desk and couch (optional).
PROCEDURE	<ol style="list-style-type: none"> 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 <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, and <i>how</i>, 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	<p>Grammar: identifying parts of speech and using them to create sentences; word order.</p> <p>Type: physical.</p>
PREPARATION	<p>On some blank sheets of paper, write the names of different parts of speech in large print, one per sheet. These should include <i>article</i>, <i>verb</i>, <i>noun</i>, <i>adverb</i>, <i>adjective</i>. If the students are more advanced, you could include auxiliaries such as <i>do</i> and <i>have</i>. Have some safety pins ready to attach them to children's shirts.</p>
PROCEDURE	<ol style="list-style-type: none"> 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 <i>Ready</i>. 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	<p>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: <i>Question!</i> The children must then scramble to rearrange themselves as quickly as possible.</p>
VARIATION 2	<p>For advanced groups, you can also add tenses.</p>
VARIATION 3	<p>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.</p>

18.5 Whatever the weather

LEVEL	Pre-intermediate and above
AGE	9–14
TIME	30 minutes
AIMS	<p>Grammar: using past, present, and future tenses to describe the weather.</p> <p>Type: verbal, physical, aural.</p>
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	<ol style="list-style-type: none"> 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, <ul style="list-style-type: none"> <i>On April 15 it rained all day in New York.</i> <i>It is raining in central London now.</i> <i>Tonight the temperature is going to drop in India.</i> 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	<ol style="list-style-type: none">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	<ol style="list-style-type: none">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: <i>hard</i> (can be an adverb or adjective); <i>laugh</i> (can be verb or noun).4 Answers to Worksheet 19.2:

Nouns		Verbs		Adjectives	Adverbs
animal	morning	answer	left	angry	carefully
answer	paint	believe	lost	cross	fast
bird	phone	came	open	different	hard
cross	road	cross	paint	driving	left
dream	selling	dream	phone	early	loudly
driving	text	driving	read	easy	nicely
hate	walk	finished	selling	fast	often
laugh	watch	forgot	text	hard	quickly
left		hate	walk	left	rarely
		laugh	watch	lost	usually
		learn	whispered	morning	
				open	
				sunny	

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	Download song 'Who's got a dog?' from www.oup.com/elt/teacher/rbt/grammar1
PROCEDURE	<ol style="list-style-type: none"> 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.

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).

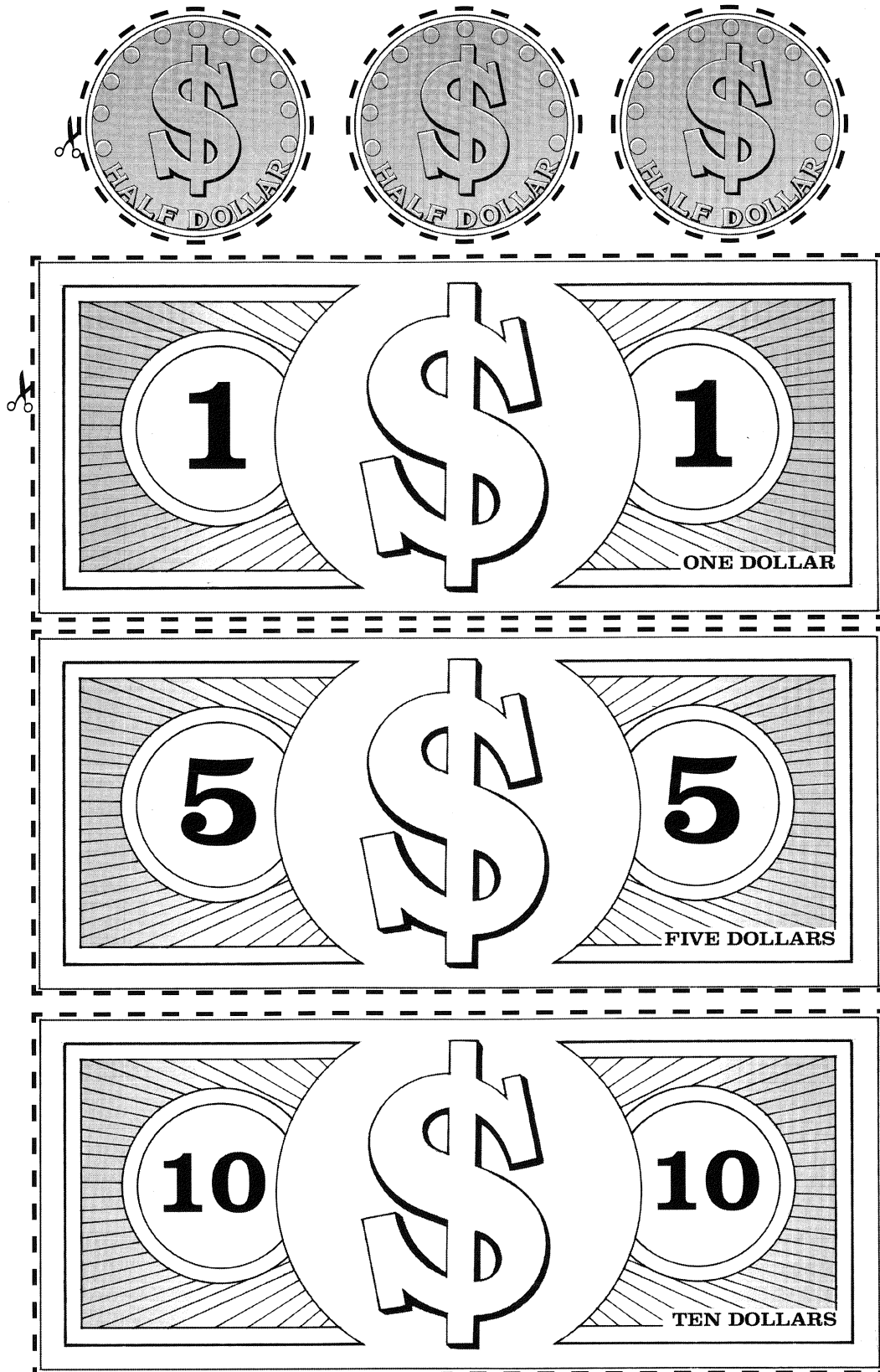
PROCEDURE

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

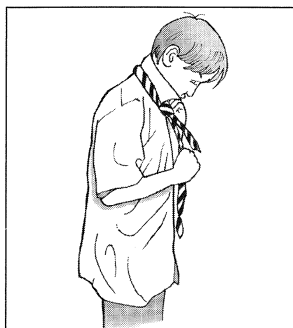
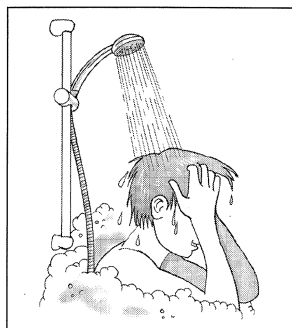
- 1 Cut out the pages.
- 2 Put the page numbers in the correct order.
- 3 Stick the blank pages together with glue.
- 4 Put two staples in it.
- 5 Ready!

This is your Personal English Notebook. In this book, you can write about yourself, your family and your friends!

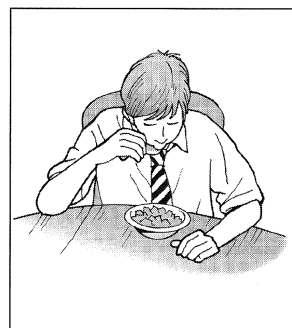




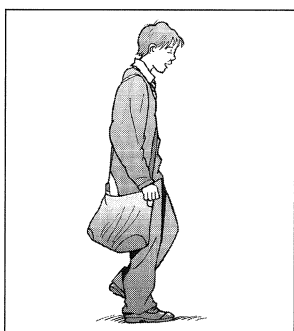
get up

get dressed / put
clothes on

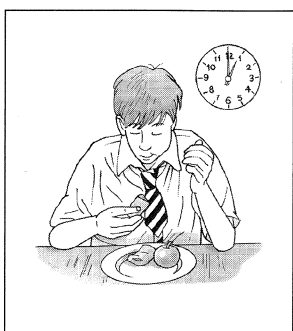
have a shower



have breakfast



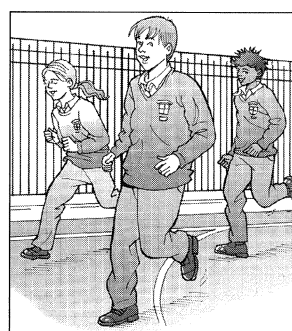
go to school



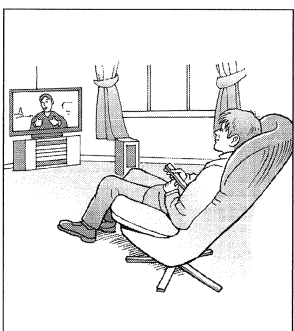
have lunch



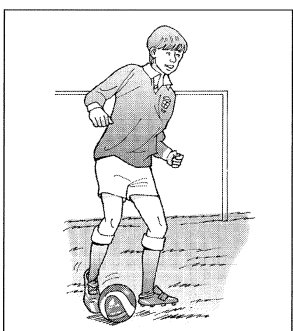
have dinner



play outside



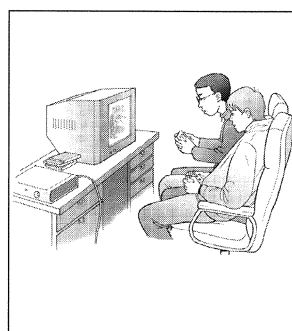
watch TV



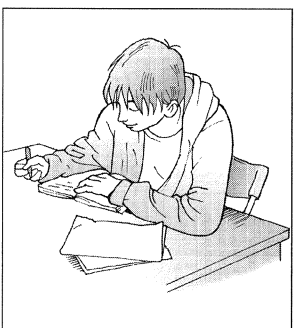
play a sport



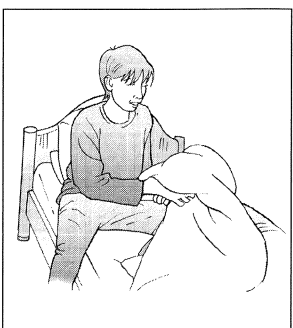
call a friend



play on the computer



do homework



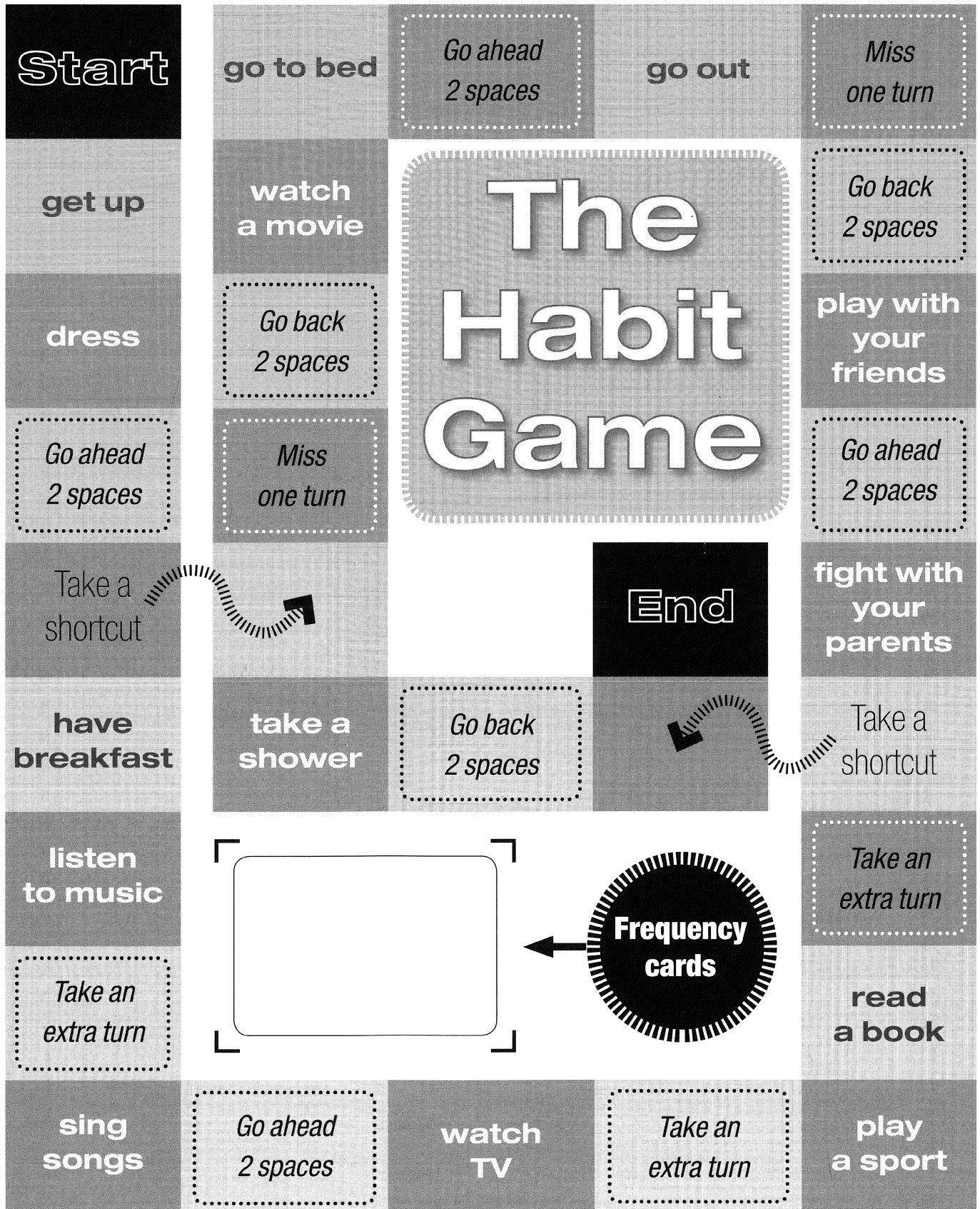
go to bed




read a book



go to sleep





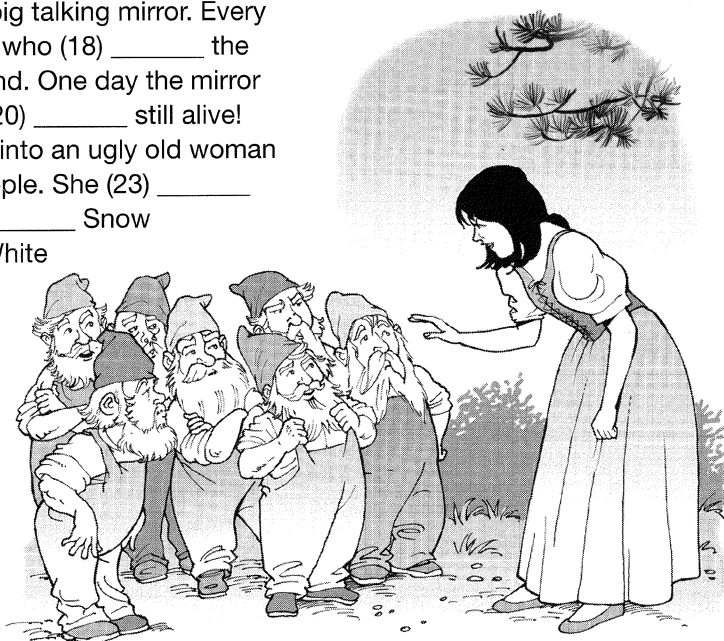
always	ever	sometimes
often	regularly	always
ever	sometimes	often
regularly	always	ever
sometimes	often	regularly

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.



- | | | | | |
|-----------------------------------|--------------------------------|----------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> asked | <input type="checkbox"/> fell | <input type="checkbox"/> made | <input type="checkbox"/> told | <input type="checkbox"/> was |
| <input type="checkbox"/> asked | <input type="checkbox"/> found | <input type="checkbox"/> married | <input type="checkbox"/> took | <input type="checkbox"/> was |
| <input type="checkbox"/> changed | <input type="checkbox"/> had | <input type="checkbox"/> married | <input type="checkbox"/> was | <input type="checkbox"/> went |
| <input type="checkbox"/> could | <input type="checkbox"/> lived | <input type="checkbox"/> said | <input type="checkbox"/> was | <input type="checkbox"/> went |
| <input type="checkbox"/> couldn't | <input type="checkbox"/> lived | <input type="checkbox"/> thought | <input type="checkbox"/> was | <input type="checkbox"/> woke |
| <input type="checkbox"/> died | <input type="checkbox"/> loved | <input type="checkbox"/> told | <input type="checkbox"/> was | |

Name John	Name John	Name John
Country Holland	Country America	Country Australia
Town Amsterdam	Town New York	Town Sydney
Age 23	Age 19	Age 42
Job doctor	Job student	Job surfer
Hobbies surfing	Hobbies reading	Hobbies listening to music
YOU ARE LOOKING FOR: LINDA FROM SPAIN	YOU ARE LOOKING FOR: LINDA FROM GERMANY	YOU ARE LOOKING FOR: LINDA FROM BELGIUM
Name Leon	Name Leon	Name Leon
Country Spain	Country New Zealand	Country Canada
Town Barcelona	Town Wellington	Town Montreal
Age 23	Age 12	Age 36
Job pilot	Job student	Job writer
Hobbies tennis	Hobbies chess	Hobbies cycling
YOU ARE LOOKING FOR: NIRAM FROM INDIA	YOU ARE LOOKING FOR: NIRAM FROM GERMANY	YOU ARE LOOKING FOR: NIRAM FROM SOUTH AFRICA
Name Linda	Name Linda	Name Linda
Country Spain	Country Germany	Country Belgium
Town Barcelona	Town Bonn	Town Brussels
Age 21	Age 19	Age 31
Job journalist	Job vet	Job teacher
Hobbies reading	Hobbies surfing	Hobbies playing the piano
YOU ARE LOOKING FOR: JOHN FROM HOLLAND	YOU ARE LOOKING FOR: JOHN FROM AMERICA	YOU ARE LOOKING FOR: JOHN FROM AUSTRALIA
Name Niram	Name Niram	Name Niram
Country India	Country Germany	Country South Africa
Town New Dehli	Town Berlin	Town Johannesburg
Age 55	Age 17	Age 36
Job cook	Job student	Job computer technician
Hobbies going to the movies	Hobbies chess	Hobbies playing computer games
YOU ARE LOOKING FOR: LEON FROM SPAIN	YOU ARE LOOKING FOR: LEON FROM NEW ZEALAND	YOU ARE LOOKING FOR: LEON FROM CANADA

Trivia Quiz

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

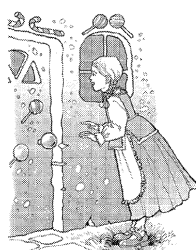
8 Where is the city of Paris?

- A Belgium
- B Portugal
- C France

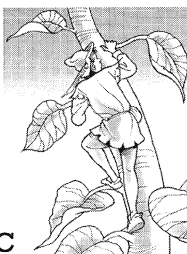
9 Who is little Red Riding Hood?



A



B



C

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?

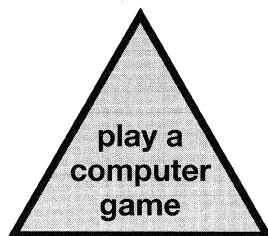
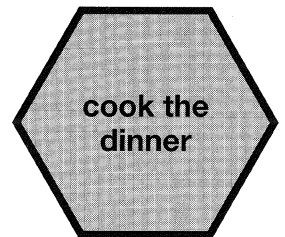
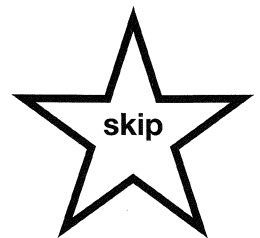
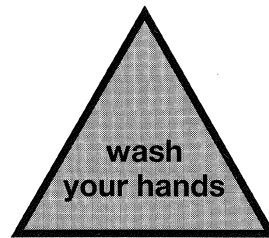
- A an apple
- B a plum
- C an orange

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

Start

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.

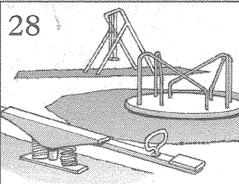
8
This is the park.
Sit down and
take a break.
Wait two turns.

23
Please stand on the
right. Correct?
Go to number 27!

24

POLICE
Uh-oh! This
is the police
station. Wait
two turns!


26

What can you see?
Correct?
Go to number 27.

27
Sorry but you can't
stop here! Go back
to number 11.

28


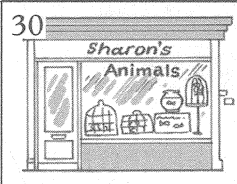
22
What can you see in
number 11? Correct?
Go there!

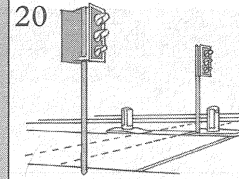
**Go
Places!**

29

Keep off
the grass
Go back to number 17.

21
Raise your hand.
Correct?
Go to number 26.

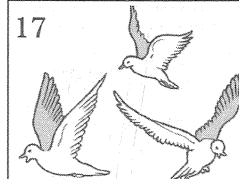
Well done!
You're a winner!
End

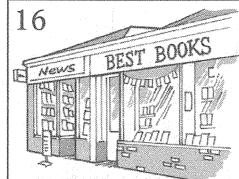
30

Sharon's
Animals

20


19
What can you see
in number 30?
Correct? Go there!

18
What can you see
in number 20?
Correct? Go to 25.

17


16

BEST BOOKS

15
Stand on one leg.
Correct?
Go to number 26.

14
What can you see in
number 17?
Correct? Go there!

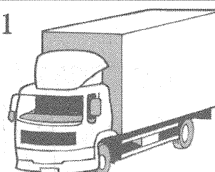
13
Look left, please.
Correct?
Go to number 20.

12
What can you see in
number 28?
Correct? Go there!

There is ...
There are ...
I can see ...

9
Don't talk, please.
Correct? Go to 18.

10
Touch your ears.
Correct? Go to 22.

11


<h1>Start</h1>	<i>Miss one turn</i>	<i>Go ahead 2 spaces</i>	You want to have an animal? Do you get ...? • a cat • a dog	<i>Miss one turn</i>	
	It's 7 o'clock in the morning. Do you ...? • get up • turn over	You are going to a party. Do you...? • dress up • wear old clothes	<h1>The Choice Game</h1>	<i>Go back 2 spaces</i>	
	Your older sister or brother wants to go out. Does s/he go to ...? • town • the movies	<i>Go back 2 spaces</i>		You want to play with your friends. Do you go to ...? • your friend's place • the playground	<i>Go ahead 2 spaces</i>
	<i>Go ahead 2 spaces</i>	<i>Miss one turn</i>		<i>Go ahead 2 spaces</i>	
Take a shortcut				You fight with your parents. Do you ...? • go outside • go to your room	
You are going to have breakfast. Do you eat ...? • bread • cereal	You're taking a shower. Do you take ...? • a hot shower • a cold shower	<i>Go back 2 spaces</i>	Take a shortcut	<i>Take an extra turn</i>	
You want to listen to music. Do you listen to ...? • pop • rock	<i>Take an extra turn</i>	Do you ... ?	You'd like to read a book. Do you read ...? • a comic • a story	Do you ... ?	
You want to read something nice. Do you read ...? • a paper • a magazine	<i>Go ahead 2 spaces</i>	You want to watch TV. Do you watch ...? • a soap • the news	<i>Take an extra turn</i>	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?	Your 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

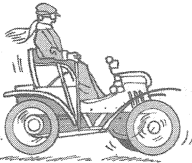
Green | frogs | live | in | big | toilet

Quiet | girl | wins | big | prize

Young | people | become | great | parents

Start


1 

2 


3 *Go ahead 2 spaces*

4 *Take a shortcut*

5 *Take a card*

6 

7 *Take an extra turn*

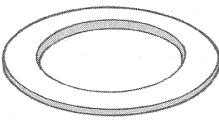
8 

23 *Take a card*

22 *Go ahead 2 spaces*


21 *Take a card*

20 *Miss one turn*

24 


25 *Go back 2 spaces*

26 *Miss one turn*

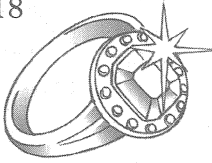
27 

28 *Take a card*

29 *Go back 2 spaces*

30 

19 *Go back 2 spaces*

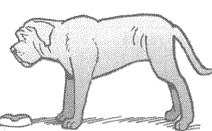
18 


17 *Go ahead 2 spaces*

16 *Take a card*

15 *Take a shortcut*


14 *Take an extra turn*

13 

12 

You Do it Game

End



You Do it cards

**You do it!**

Describe your
mother.
Use an adjective.
My ... is ...

You do it!

Describe your
father.
Use an adjective.
My ... is ...

You do it!

Describe your
sister or brother.
Use an adjective.
My ... is ...

You do it!

Describe your
best friend.
Use an adjective.
My ... is ...

You do it!

Describe an uncle
or aunt.
Use an adjective.
My ... is ...

You do it!

Describe a cousin
or grandparent.
Use an adjective.
My ... is ...

You do it!

Describe your
favourite pet.
Use an adjective.
My ... is ...

You do it!

Describe your
house.
Use an adjective.
My ... is ...

You do it!

Describe your
room.
Use an adjective.
My ... is ...

You do it!

Describe your
school.
Use an adjective.
My ... is ...

You do it!


Describe your
garden.
Use an adjective.
My ... is ...

You do it!

Describe your
favorite toy.
Use an adjective.
My ... is ...



soft noisy	plastic quiet	soft noisy	plastic quiet	soft noisy	plastic quiet	soft noisy	plastic quiet
square oval	round long	square oval	round long	square oval	round long	square oval	round long
bad cheap	dark fat	bad cheap	dark fat	bad cheap	dark fat	bad cheap	dark fat
beautiful ugly	dirty clean	beautiful ugly	dirty clean	beautiful ugly	dirty clean	beautiful ugly	dirty clean
long small	short big	long small	short big	long small	short big	long small	short big
fat round	thin square	fat round	thin square	fat round	thin square	fat round	thin square
red purple	blue green	red purple	blue green	red purple	blue green	red purple	blue green



VERBS eat	VERBS drink	VERBS dress	VERBS drive	VERBS fall
VERBS run	VERBS read	VERBS sing	VERBS speak	VERBS write
VERBS cry	VERBS dance	VERBS jump	VERBS laugh	VERBS look
VERBS paint	VERBS phone	VERBS shout	VERBS smile	VERBS walk
ADVERBS badly	ADVERBS carefully	ADVERBS quickly	ADVERBS quietly	ADVERBS slowly
ADVERBS suddenly	ADVERBS angrily	ADVERBS happily	ADVERBS nicely	ADVERBS sadly
ADVERBS busily	ADVERBS cleverly	ADVERBS easily	ADVERBS weakly	ADVERBS cheaply
ADVERBS dangerously	ADVERBS excitedly	ADVERBS funnily	ADVERBS lightly	ADVERBS noisily

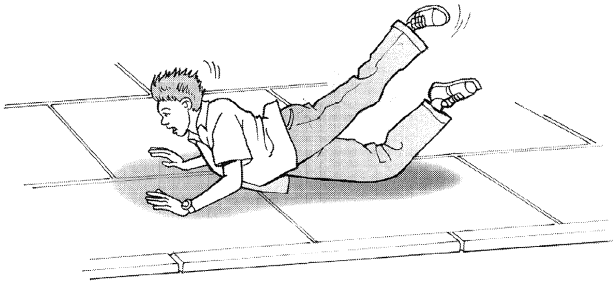
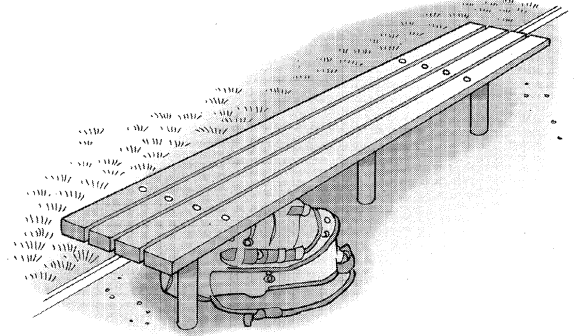
The family survey

Ask the questions and tick the answers.

First do it for yourself, then for a friend or family member.

**DO THIS
AT HOME!**

How often do you	always	often	sometimes	rarely	never
... watch television?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get sent to your room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... eat together at the dinner table?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... make your bed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... walk or take care of your pet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have an argument with Mum or Dad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... play in your room by yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have friends over to play?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... go out at the weekend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... talk with brothers or sisters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... play games on the computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... talk with your MP3 player on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... play with your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... sit on your mum or dad's lap?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... give people a hug?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get angry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... get into trouble?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... tell jokes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... watch TV and play on the computer at the same time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... visit your uncles and aunts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... have breakfast?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... make your own lunch?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... help clean the house?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... go to bed before eight at night?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... wake up before seven in the morning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





How much?

How many?

Containers/ quantities	Objects	Combined phrases
bag	grass	
loaf	petrol	
box	corn	
carton	cheese	
bottle	rice	
litre	fruit	
bar	sugar	
jar	toothpaste	
slice	bread	
basket	juice	
piece	ketchup	
tube	honey	
tin	oil	
packet	gold	
	milk	
	meat	
	salt	
	pasta	
	spaghetti	

I can ...

ask the
way

buy something
in a shop

BUY
TICKETS

describe my
neighbourhood

give somebody
my
phone
number

say how
good I am at
something

count from
1 to 20

say how
much there is
of something

say how
much
there is

say how
old I am

say what
other
children
are
wearing

say how
many there
are

say
what time
it is

say what
I can do

say something
about my hobby

say what
other children
look like

say what
I like

say what
I don't like

say what I
like to do

say what I can't do

say what
I often do

say what
I'm
doing

say what
I've got

say where
I am from

say
where
I live

say who I am

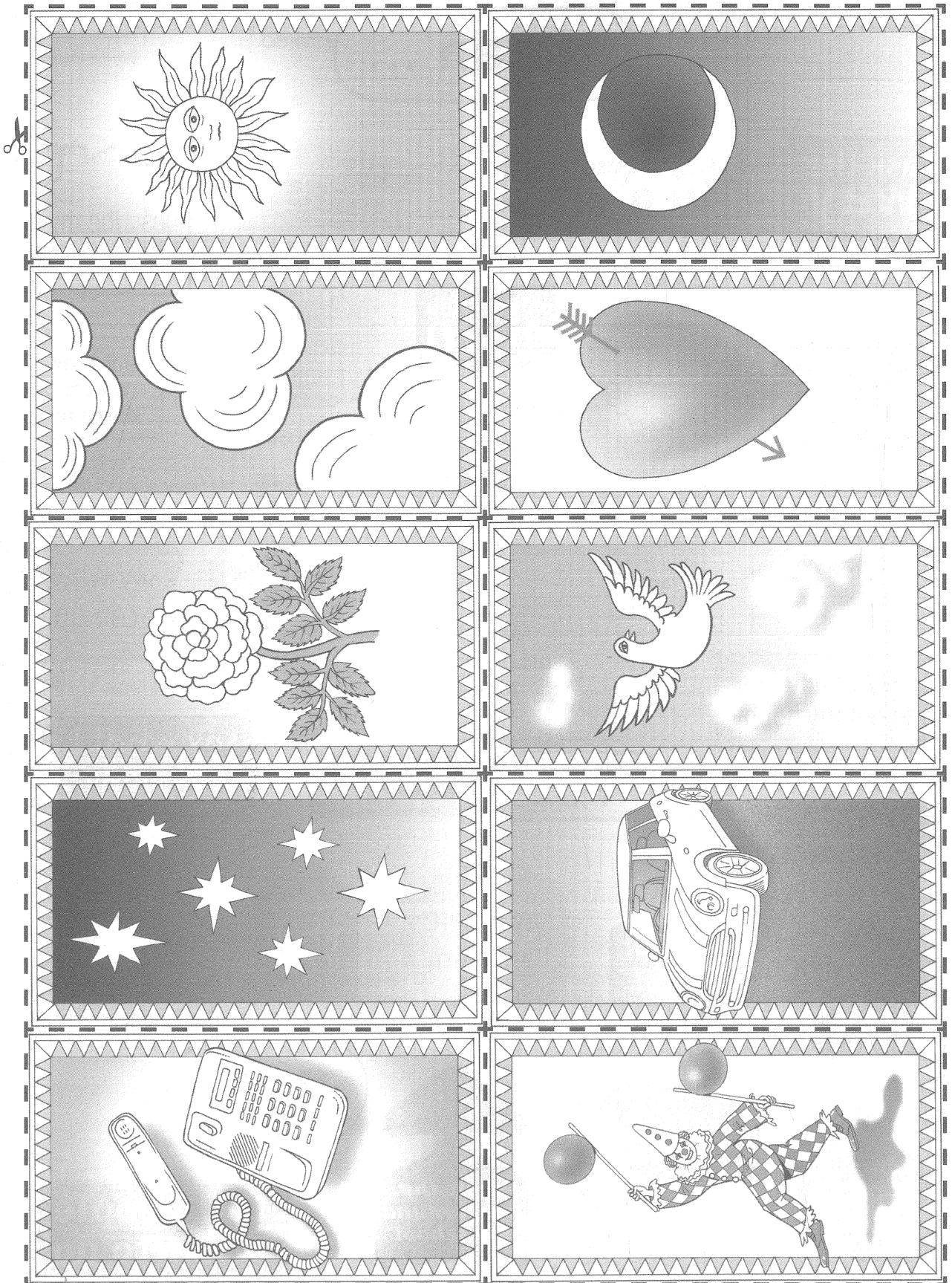
say
who my
friends
are

show
somebody
the way

spell my
name

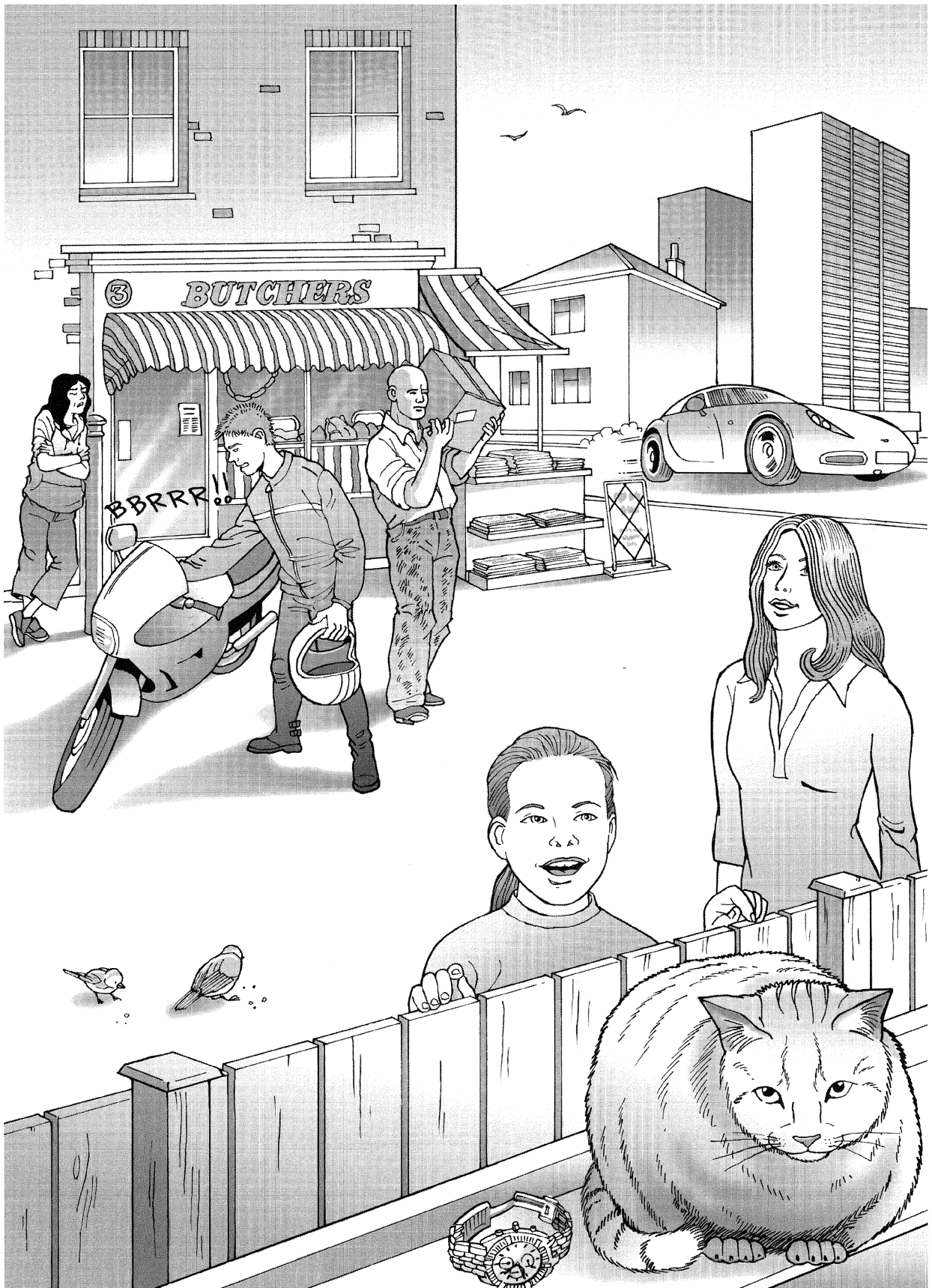
show the
way around
my school

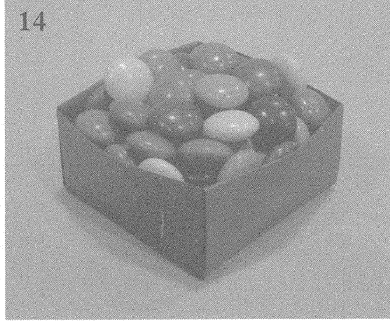
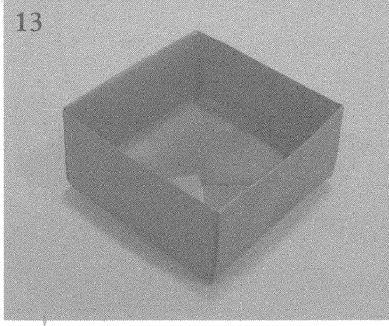
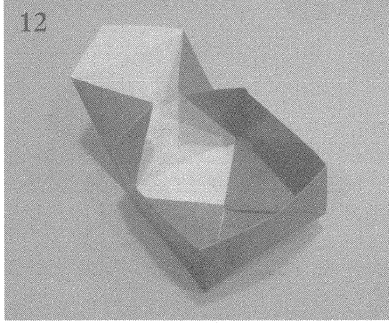
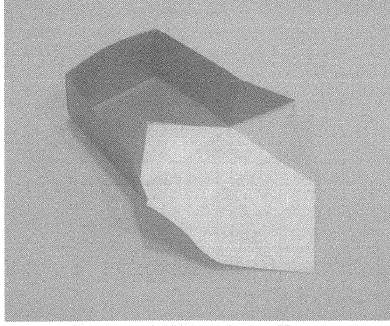
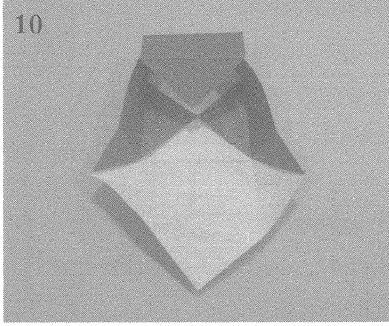
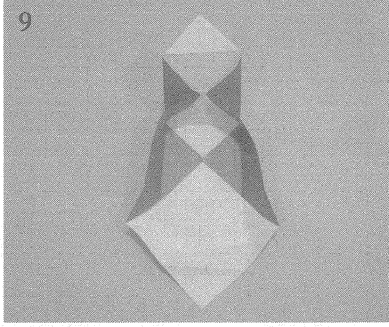
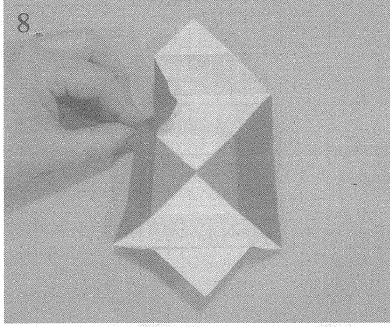
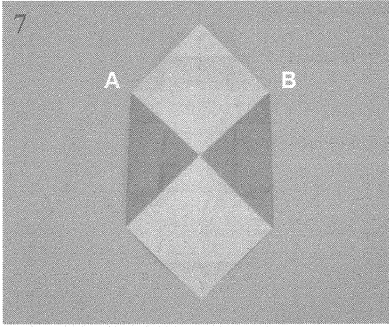
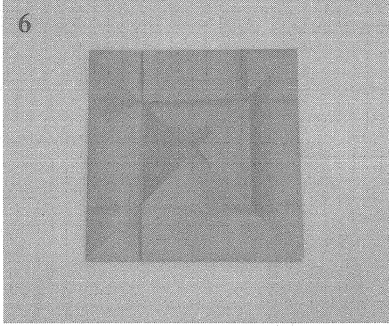
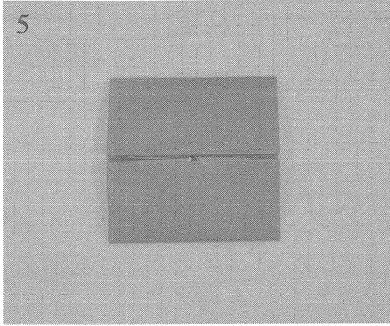
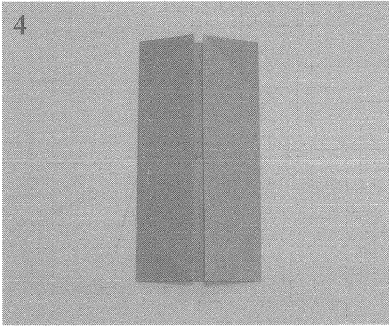
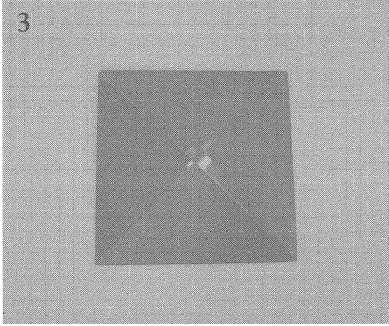
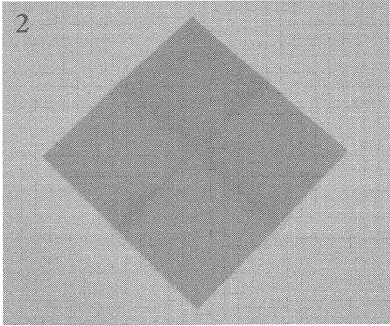
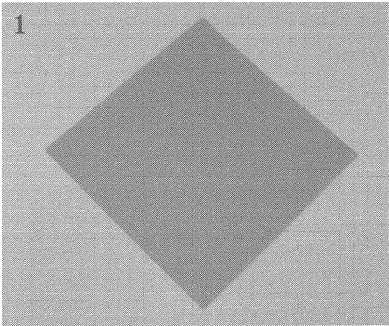
tell people
what to do

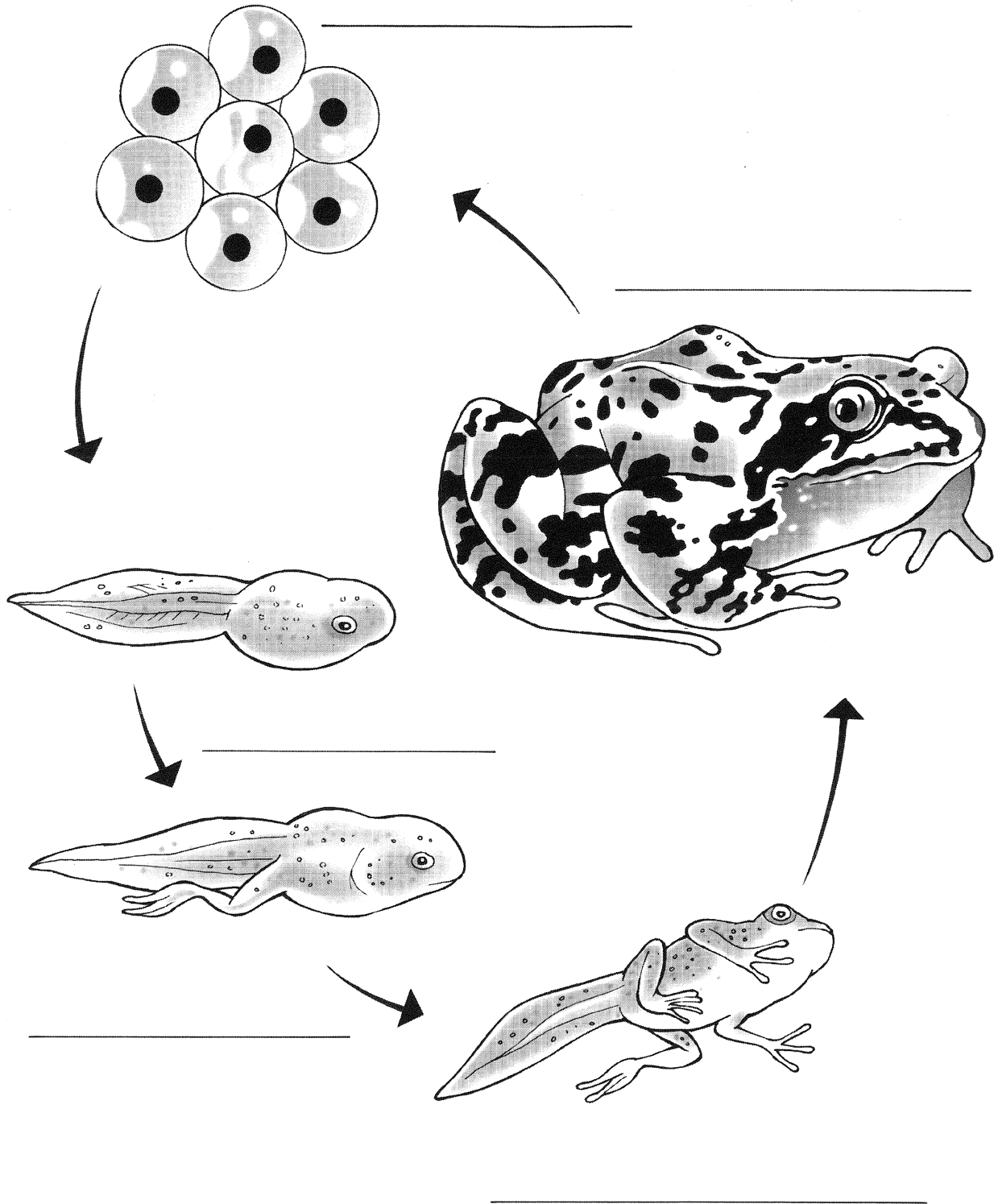


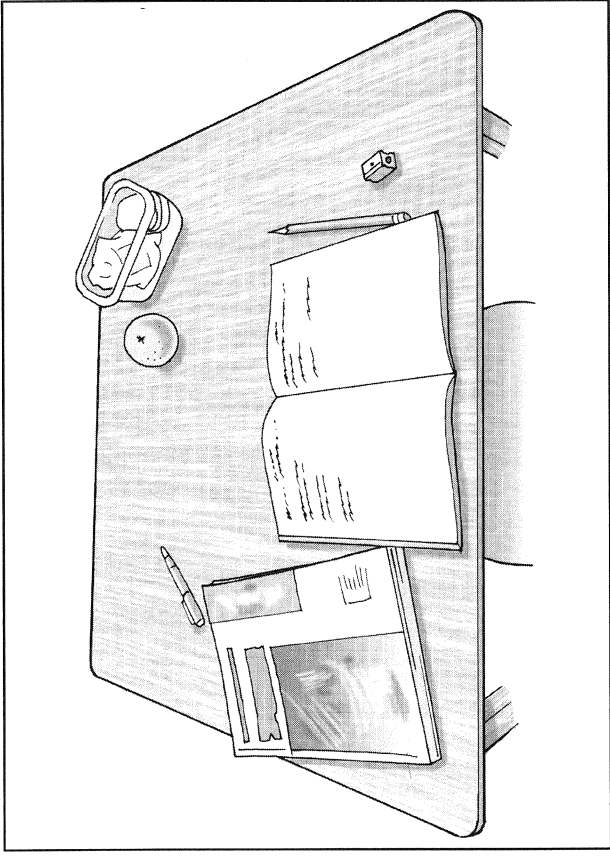
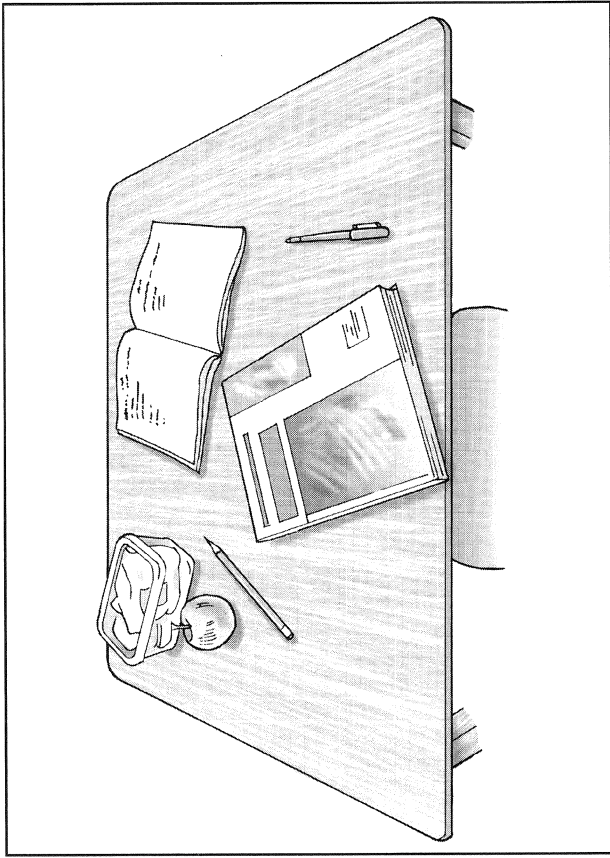
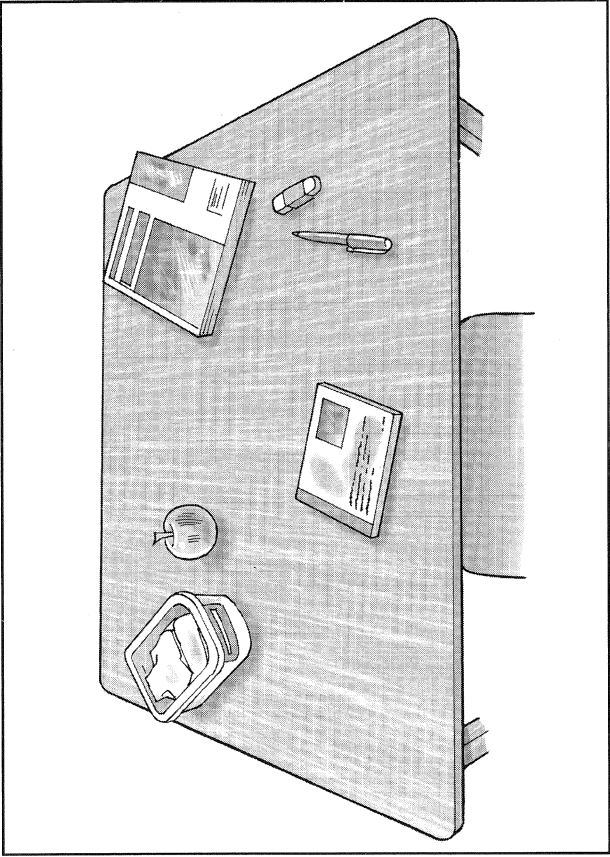
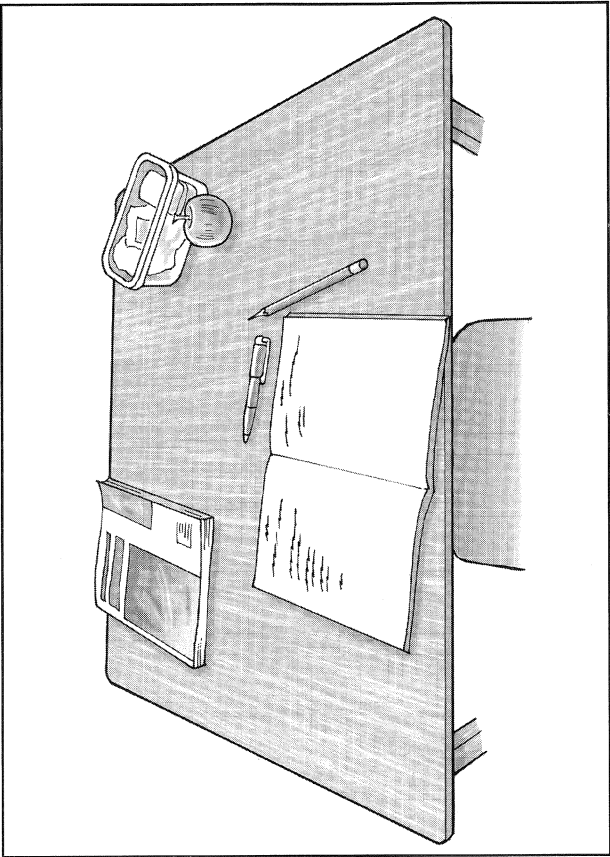
Start This is the nicest game ever!	Task Clap your hands and stamp your feet. Clap faster than you stamp.	<i>Go ahead 2 spaces</i>	Question What is the most interesting subject at school?	<i>Miss one turn</i>
Question What is the most beautiful place you know?	Question What is the most dangerous sport?	The Comparison Game		<i>Go back 2 spaces</i>
Task You must jump higher than your neighbour.	<i>Go back 2 spaces</i>			Task Say hello to the youngest person in the group.
<i>Go ahead 2 spaces</i>	<i>Miss one turn</i>			<i>Go ahead 2 spaces</i>
Take a shortcut	Question Who lives longer: a man or a turtle?			<i>Go back 2 spaces</i>
Question Who is the prettiest boy or girl in the class?	Task Sing a song in your softest voice.			Take a shortcut
Question What is your most favourite music?	Question Who is the tallest girl in the class?	<i>Take an extra turn</i>	Question Which is the fastest animal on the planet?	Task Point at the heaviest thing in the classroom.
<i>Take an extra turn</i>	<i>Go ahead 2 spaces</i>	<i>Take an extra turn</i>	Task Sing a song in your loudest voice.	Task Sing a song in your loudest voice.

1	Apple, medium	72
2	Bagel	289
3	Banana, medium	105
4	Bread (one slice, wholemeal or white)	66
5	Butter (salted, 15 ml)	102
6	Carrots (raw, 175)	52
7	Cheddar cheese (1 slice)	113
8	Chicken breast (boneless, skinless, roasted, 75 g)	142
9	Chili with beans (canned, 175 g)	287
10	Chocolate chip cookie	59
11	Coffee (small, black)	2
12	Cola (330 ml)	136
13	Corn (canned, 175)	180
14	Egg (large, scrambled)	102
15	Cracker	59
16	Green beans (canned, 175 g)	40
17	Hot dog (beef and pork)	137
18	Ice cream (vanilla, 100 g)	145
19	Jam doughnut	289
20	Ketchup (15 ml)	15
21	Milk (2 per cent milk fat, 200 ml)	122
22	Mixed nuts (30 g)	168
23	Oatmeal Porridge (plain, cooked in water without salt, 175 g)	147
24	Orange juice (frozen concentrate, made with water, 225 g)	112
25	Peanut butter (creamy, 30 ml)	180
26	Pizza (pepperoni, one slice)	298
27	Potato (baked, including skin)	161
28	Potato chips / crisps (plain, salted, 30 g)	155
29	Pretzels (hard, plain, salted, 30 g)	108
30	Raisins (40 g)	130
31	Salad dressing (30 ml)	146
32	Rice (white, long grain, cooked, 175 g)	205
33	Spaghetti (cooked, 75 g)	270
34	Spaghetti sauce (120 g)	92
35	Cake with chocolate icing (one piece)	243









nicely

hate

animal

morning

different

driving

hard

lost

open

sunny

usually

often

read

--road--

dream

laugh

came

fast

phone

selling

watch

left

text

learn

walk

finished

bird

rarely

quickly

believe

paint

angry

carefully

answer

cross

early

easy

forgot

loudly

whispered

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!



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)?

.....

.....

2

stick
your
photo
here

My Personal English Notebook

My name is

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 FRIENDS

These are my two best friends:

Name:

Age:

Colour of hair:

Colour of eyes:

Favourite hobby:

Favourite TV show:

Name:

Age:

Colour of hair:

Colour of eyes:

Favourite hobby:

Favourite TV show:

What is your favourite thing to do
with your friends after school?

About what you like

My favourite colour is

My favourite weather is

My favourite food is

My favourite subject at school is

My favourite band / singer is

My favourite song or rhyme is

My favourite actor is

My favourite animal is

My favourite book is

My favourite film is

My favourite TV show is

My favourite computer game is

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:

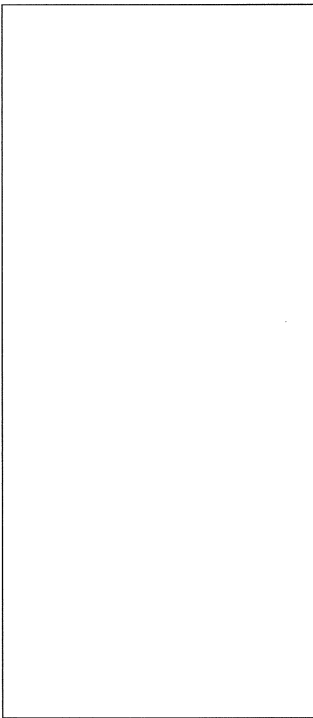
In winter:

In autumn:

In spring:

ABOUT YOUR ROOM

Make a drawing of your room. Write about it.



My room is

There is

.....

.....

.....

.....

.....

.....

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?

5

ABOUT YOUR CLASSROOM:

I sit next to There are chairs.

There are boys in my group. There is / are window(s).

There are girls in my group. There is / are door(s).

There are desks. We sit in rows / groups.

About your favourite food

My favourite food is

What is in it?

I can / can't make my favourite food myself.

My favourite recipe is

Write your favourite recipe here, or stick it in.

.....

.....

.....

.....

.....

.....

About your pet

I've got a

He / She is very

.....

He / She's got

.....

His / Her name is

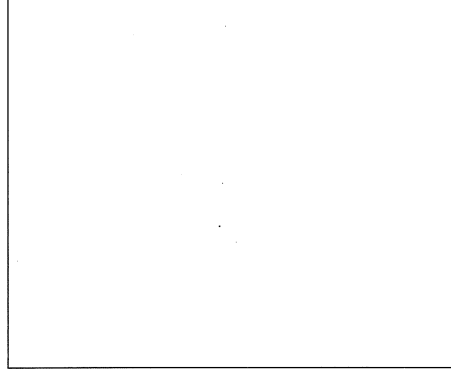
..... He / She

is years old. These are

his / her colours:

.....

Stick a photo of your pet,
or draw it!



6





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

ate	could	flew	held	went
came	did	found	hit	were
carried	drank	gave	knew	
caught	drew	got	learnt	
chose	drove	had	was	

Movers

brought	lost	took
bought	hurt	woke up
got	put on	went shopping
hid	meant	
got dressed	thought	

Flyers

began	lay down	said	spent	took
broke	left	sang	spoke	took a photo/ picture
cut	let	sat (down)	stole	tried
fell	made	saw	stood up	understood
felt	met	sent	swung	went out
forgot	put	slept	swam	won
found out	ran	smelt	taught	wore
grew	read	sold	threw	wrote
heard	rode	spelt	told	

Past verbs chart: Regular verbs

Starters

added	completed	listened (to)	picked up	talked
answered	crossed	lived	played (with)	tested
asked	enjoyed	looked	pointed	ticked
bounced	jumped	loved	showed	walked
cleaned	kicked	opened	smiled	wanted
closed	learned	painted	started	watched
coloured	liked	phoned	stopped	waved

Movers

called	dropped	invited	rained	snowed
climbed	emailed	laughed	sailed	texted
cooked	filmed	looked for	shopped	waited
cried	fished	moved	shouted	washed
danced	helped	needed	skated	worked
dreamed	hopped	planted	skipped	

Flyers

agreed	ended	looked after	scored	turned
arrived	explained	minded	skied	used
asked	fetches	mixed	sledged	visited
believed	finished	posted	sounded	whispered
brushed	followed	preferred	stayed	whistled
burned	glued	pulled	studied	wished
camped	guessed	pushed	tasted	
combed	happened	raced	thanked	
decided	hated	remembered	tidied	

Adverbs chart

Movers

FREQUENCY:

always	often	sometimes
rarely	never	

MANNER:

badly	best	better
carefully	loudly	near
quickly	quietly	slowly
well		

Flyers

FREQUENCY:

suddenly	usually
----------	---------

MANNER:

angrily	beautifully	happily
nicely	sadly	busily
cleverly	easily;	weakly
cheaply	dangerously	excitedly
funnily	lightly	noisily

Adjectives chart

Starters

angry	dirty	happy	purple	ugly
beautiful	English	long	red	white
big	favourite	new	right (as in correct)	yellow
black	funny	nice		young
blue	good	old	sad	
brown	great	open	short	
clean	green	orange	small	
correct	grey (US gray)	pink	sorry	

Movers

afraid	clever	fat	round	thirsty
alright	cloudy	fine	slow	tired
awake	cold	hot	square	weak
bad	curly	hungry	straight	well
best	different	last	strong	wet
better	difficult	loud	sunny	windy
blonde	easy	naughty	surprised	worse
boring	exciting	oval	tall	worst
busy	famous	quick	terrible	wrong
careful	four	quiet	thin	

Flyers

active	far	heavy	married	strange
busy	fast	high	metal	striped
cheap	foggy	important	noisy	tidy
dangerous	friendly	interesting	paper	unfriendly
dark	full	kind	plastic	unhappy
dry	fun	late	poor	untidy
early	glass	lazy	ready	warm
empty	gold	light	rich	
excellent	grumpy	little	silver	
excited	half	lovely	soft	
expensive	hard	low	square	

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