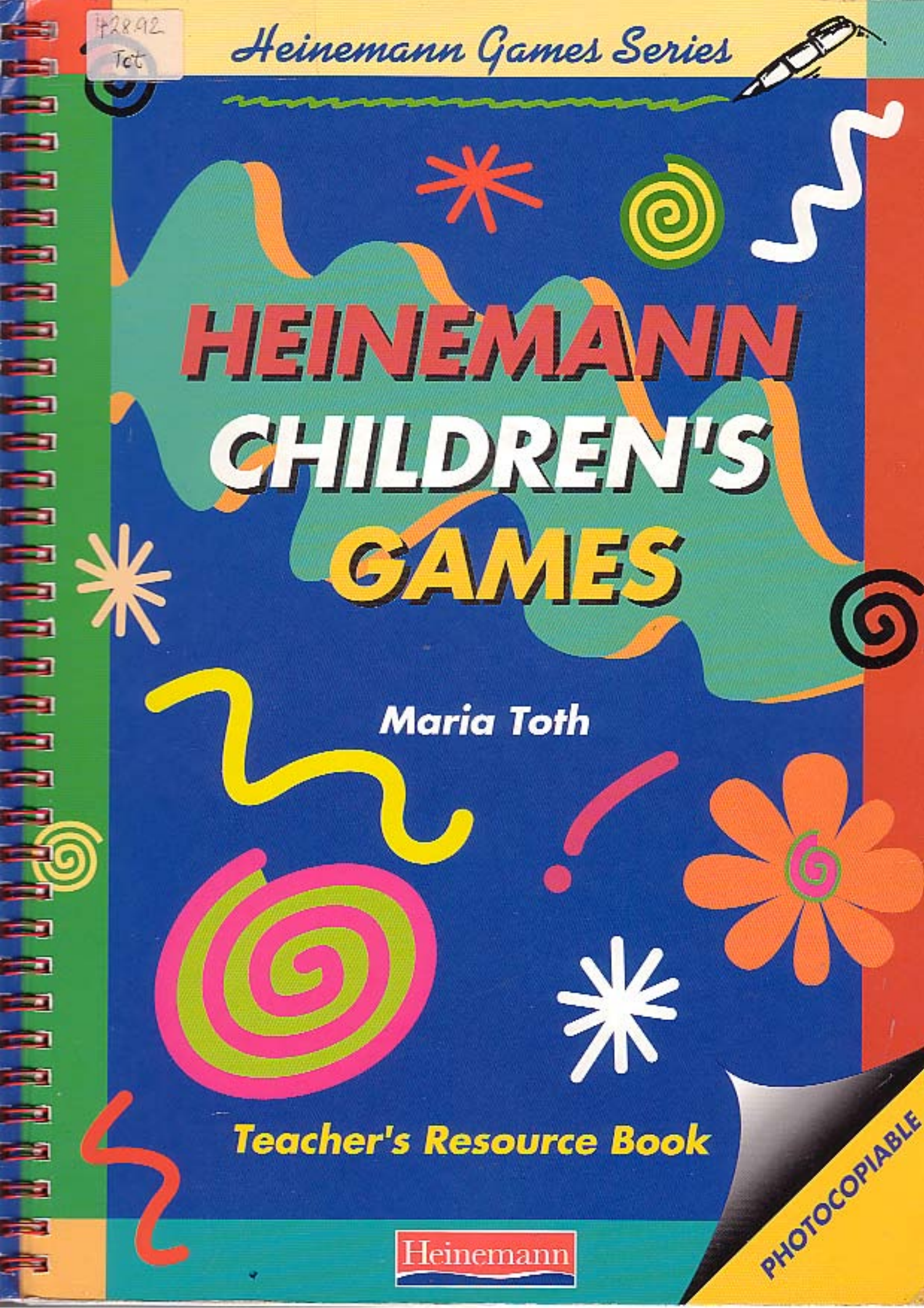


42892
Tot

Heinemann Games Series



HEINEMANN **CHILDREN'S** **GAMES**

Maria Toth

Teacher's Resource Book

Heinemann

PHOTOCOPIABLE

Heinemann English Language Teaching
A division of Reed Educational and Professional Publishing Limited
Halley Court, Jordan Hill, Oxford OX2 8EJ

OXFORD MADRID FLORENCE ATHENS PRAGUE SÃO PAULO MEXICO CITY
CHICAGO PORTSMOUTH (NH) TOKYO SINGAPORE KUALA LUMPUR MELBOURNE
AUCKLAND JOHANNESBURG IBADAN GABORONE

ISBN 0 435 29466 0

© Maria Toth 1995

First published 1995

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, recording, or otherwise, without the prior written permission of the publishers.

Private purchasers are entitled to make copies of the pages labelled PHOTOCOPIABLE. Such copies should be for their own use or for use by classes of which they are in charge. School purchasers may make copies for use within and by the staff of their school only. This permission to copy does not extend to additional schools or branches of an institution, who should purchase a separate master copy of the book for their own use.

Illustrated by Terry Aldridge, Phil Garner, Alan Rowe and David Woodward.

Author's acknowledgements

I would like to thank Mary Charrington and Kate Melliss for their invaluable help with these materials, together with everyone in Heinemann, Spain, especially Esther Martinez, Eva Aragall, Daniel Buisan, Carmina Nevot and MaAngeles Valles. Thanks also to all the teachers who piloted the games, and for their invaluable comments.

Printed in Great Britain by Thomson Litho, East Kilbride, Scotland
Bound by Hunter & Foulis, Edinburgh

97 98 99 10 9 8 7 6 5 4

Game	Language Aim	Vocabulary	Instructions (page number)	Artwork Sheet(s)
Number Fun!	Recognising words and figures for numbers 1-20	Numbers 1-20	9	1 (page 49)
Colour Bingo	Naming colours and expressing possession	Colours <i>I've got...</i>	10	2 (page 50)
Body Snap	Naming parts of the body	Parts of the body	11	3 (page 51)
Clothes Dominoes	Talking about clothes and their colours	Clothes: <i>skirt, jumper, shoes, trousers, T-shirt</i> Colours	12	4 (page 52)
Classroom Cubes	Giving instructions and saying where things are	Put a <i>in/on/under...</i> Classroom vocabulary	14	5 (page 53) 6 (page 54)
Family Spinner	Talking about your family	<i>Have you got... ?</i> <i>Yes, I have. No, I haven't.</i> Family vocabulary	15	7 (page 55)
What's she wearing?	Talking about clothes	<i>He's wearing/She's wearing...</i> Order of adjectives e.g. <i>a red jumper</i> Clothes, Colours	17	8 (page 56) 9 (page 57)
The Moving Game	Giving and understanding instructions	Instructions that the children have already covered in class	18	10 (page 58)
Picture Pairs	Expressing possession	General vocabulary <i>his/her/their</i>	19	11 (page 59) 12 (page 60)
The Giraffe	Describing, recognising and naming animals	Names of animals <i>head, tail, neck, body, eyes, ears</i> <i>big, small; short, long</i> <i>lives in grasslands, water, cold places, in the mountains, in a tree, in the jungle,</i> <i>eats fish, bananas, meat, leaves, grass</i> Colours	20	13A (page 61) 13B (page 62) 14A (page 63) 14B (page 64)
Let's go on a picnic!	Talking about the weather	<i>It's sunny. It's raining. It's windy.</i> <i>It's snowing.</i> Food	22	15 (page 65) 16 (page 66)
Mmmmm!	Expressing likes and dislikes	<i>Do you like... ?</i> <i>Yes, I do. No, I don't.</i> Food and drink	24	17 (page 67)
Treasure Hunt	Following written instructions and solving word puzzles	<i>Look for... in/under/on...</i> Classroom vocabulary	25	18 (page 68) 19 (page 69)
Time Battleships	Telling the time	<i>a quarter to, a quarter past, half past, o'clock,</i> <i>ten past, five to, twenty-five past + hours</i> Days of the week	27	20 (page 70)
Going Shopping I	Going shopping	<i>Have you got... ? Yes, I have. No, I haven't.</i> <i>How much is it/are they?</i> <i>X pounds and X pence</i> Names of shops and products	28	21 (page 71) 22 (page 72) 23 (page 73) 24 (page 74)
Zzz Land	Introducing oneself and meeting others	Spelling names and addresses Numbers <i>What's your name? Where do you live?</i> <i>How old are you?</i> <i>My name's... I'm... I live...</i>	30	25 (page 75)
Activity Dominoes	Talking about regular activities	<i>He, she, it, they...</i> <i>every day, on Sundays, every morning,</i> <i>every week, every evening</i> Present simple actions	32	26 (page 76) 27 (page 77)

Game	Language Aim	Vocabulary	Instructions (page number)	Artwork Sheet(s)
Can Cards	Asking for and giving permission	<i>Please can I... Yes, you can. No you can't.</i>	33	28(page 78) 29(page 79)
Where are Grandma's teeth?	Saying where things are	<i>They aren't in/on/under... Furniture Rooms</i>	34	30(page 80) 31(page 81)
Elimination	Expressing ability	<i>He/she can/can't... Sports and activities</i>	35	32(page 82)
3 by 4	Differentiating sounds	Pronunciation of: <i>tea, tree, three, sheep, ship, shop, chip, card, car, cat, bread, bed</i>	37	33(page 83)
Trying to get home!	Making suggestions	<i>Let's... go to the zoo, theatre, museum, to the park, to the cinema, the library Let's go swimming, shopping Let's play cards, football, tennis Let's watch television, have lunch, do homework, have a Coke. Sorry, I can't. I'm busy.</i>	38	34(page 84) 35(page 85)
Mime it!	Talking about the present	<i>You're... Present continuous actions</i>	39	36(page 86)
Directions Relay	Remembering, giving and understanding directions	<i>Go (straight) along... turn right into... turn left into... Shops</i>	40	37(page 87) 38(page 88)
The Dates Quiz	Giving dates	Dates on the calendar, e.g. <i>23rd April</i>	42	
Stop!	Talking about the past	Past simple actions	43	39(page 89) 40(page 90)
Going Shopping 2	The language of shopping	<i>Have you got...? Yes, I have. No, I haven't. How much is it? Giving prices Names of shops and products</i>	44	21(page 71) 22(page 72) 24(page 74) 41(page 91) 42(page 92)
Find the Difference	Talking about activities in the present	Present continuous actions <i>must/mustn't...</i>	46	43(page 93)
Who's Who?	Describing people	<i>Has your person got...? Is your person wearing glasses?</i>	47	44(page 94) 45(page 95)
Racing Past	Talking about past actions	<i>Last weekend... On...Saturday/Sunday/Monday/Thursday I/he/she/we/they... Past simple actions</i>	48	46(page 96)

Language Checkpoint

Note: * indicates that a game can easily be adapted to practise the language listed.

Language	Game
o/an	Number Fun*
ability, Expressing	Elimination
Actions	Elimination (with can); Mime it! (with present continuous); Find the difference (with present continuous); Activity Dominoes (with present simple); Stop (with past simple); Racing Past (with past simple); The Dates Quiz (with past simple); Classroom Cubes* (with past continuous)
Addresses	The Giraffe; Zzz Land
Adjectives	Who's who?; Clothes Dominoes*
Adverbs (frequency)	Activity Dominoes
Alphabet	Zzz Land
Animals	The Giraffe; Number Fun*; Picture Pairs*
Can I...?	The Giraffe; Can Cards
can/can't	Elimination; Can cards
Classroom objects	Classroom Cubes; Treasure Hunt; Family Spinner*; Elimination*
Clothes	Clothes Dominoes; What's she wearing?; Going Shopping 1 and 2
Colours	Colour Bingo; Clothes Dominoes; The Giraffe; Number Fun*; Elimination*
Countries	Number Fun*
Dates	The Dates Quiz
Days of the week	Time Battleships; Activity Dominoes
Describing people	Who's who?; Clothes Dominoes*
directions, Giving	Directions Relay
Family	Family Spinner
Food	Going Shopping 1 and 2; Mmmmm!; Let's go on a picnic; Colour Bingo*; Body Snap*; Family Spinner*
Furniture	Where are Grandma's teeth?
got..., have	Colour Bingo; The Giraffe; Who's who?
got...? Have you	Family Spinner; Going Shopping 1 and 2
got...? Who's	Colour Bingo
his/her	Picture Pairs
How much is it/are they?	Going Shopping 1 and 2
Instructions	The Moving Game
Introductions	Zzz Land
Let's...	Trying to get home
like/don't like	Mmmmm!
like? Do you	Mmmmm!; Family Spinner*
Months	The Dates Quiz; Colour Bingo*; Elimination*
must/mustn't	Find the difference (follow up activity)
Numbers	Number Fun; Zzz Land; Colour Bingo*; Classroom Cubes*; Time Battleships*; Elimination*
Parts of the body	Body Snap; The Giraffe; Colour Bingo*
Past continuous	Classroom Cubes*
Past simple	The Dates Quiz; Stop; Racing Past
permission, Asking for and granting	Can Cards
Plurals	Number Fun*
Prepositions	Classroom Cubes; Treasure Hunt; Where are Grandma's teeth?
Present continuous	Mime it; Find the difference; Time Battleships*
Present simple	Activity Dominoes
Pronunciation	3 by 4; Time Battleships*
questions, Asking	Zzz Land; Going Shopping 1 and 2; Classroom Cubes*; The Moving Game*; The Giraffe*; Where are Grandma's teeth?*
Rooms	Where are Grandma's teeth?
Shops	Going Shopping 1 and 2; Directions Relay
Sorry, I can't...	Trying to get home
Sports	Number Fun*
suggestions, Making	Trying to get home
their	Picture Pairs
Time	Time Battleships
Vocabulary	Picture Pairs; Let's go on a picnic; Treasure Hunt; Going Shopping 1 and 2; 3 by 4; Racing Past; Body Snap*; Time Battleships*; The Moving Game*;
wearing, He/she's	What's she wearing? Who's who?
Weather	Let's go on a picnic

INTRODUCTION

WHY USE GAMES?

The games in this book aim to provide the teacher of English with supplementary materials that can be used alongside a coursebook. They are based on the belief that the games children enjoy and are interested in playing outside the classroom can be adapted and exploited for use in the English language class.

Games help to create a context in which children's attention is focused on the completion of a task without necessarily realising that language items are being practised. As a result, language learning takes place in a context that children can directly relate to.

Children bring a wealth of knowledge about games to the classroom. They are familiar with the rules that govern games, and the roles that are expected of them. They know that games have a final outcome, that in some, co-operation is necessary in order to complete the activity, and that there is usually an element of challenge involved.

Games like any other activity or tool can be over-exploited when used too much so that the motivating element disappears rapidly. If, however, the teacher chooses the game carefully, keeping in mind the interests and needs of the learners, games can provide a valuable learning experience in which the children practise and revise language in a meaningful way.

HOW THE BOOK IS ORGANISED

The games in this book have been organised according to the complexity of the game and relative language difficulty. However these divisions are flexible and the teacher may find he or she is able to adapt the activities so as to use them with a much wider range of learners.

Each game has a focal practice point and this is indicated in *Aim*. Teachers are also provided with a set of instructions on how to set up the activity, together with directions as to which *Materials* need to be photocopied. The instructions are preceded by a rough indication of the time it will take to play the game (*Duration*), the main *Language focus* for the learners, and the *Aim of the game*, which states briefly what each player is trying to do.

Many of the games also include extra ideas on how to adapt the activity to practise other language areas.

Teachers are free to photocopy the pages of instructions, if they wish, so that the instructions can be filed together with the relevant game sheets.

METHODOLOGY

All of the games involve language reinforcement and can be integrated into a wide range of courses based on different teaching and learning styles. Some activities promote communicative language practice while others are much more 'mechanical' in nature and are based on memorisation of individual words.

The games based on fluency practice aim to set up contexts within the classroom that encourage the children to use English for communication and create a need for language exchange in order to complete the activity. The children are therefore concentrating on completing the task rather than on the language itself. The language expected of the children is, however, limited and is always clearly defined by the context of the game.

The more 'mechanical' games are intended to provide both teachers and learners with alternative ways of revising and recycling language. This type of game aims to help the children learn specific language in an enjoyable way.

CLASSROOM ORGANISATION

All of the games in this book involve pairwork and groupwork. (The teacher can see at a glance the number of children required in each group for the game to work properly. This is indicated by, for example,  at the beginning of the instructions.) Some classes will already be accustomed to this kind of classroom organisation, while for others it will be completely new. Pairwork and groupwork have the advantage that learners are working simultaneously and, therefore, not only is language practice time greatly increased, but children are less likely to become bored or lose interest because they are actively involved.

Co-operation is also encouraged through pairwork and groupwork, as learners will learn to help each other. Some of the games in this book require team work in which the children pool together the information they have collected or learnt, so that stronger learners will help weaker learners and the shy children also have the opportunity to speak if they want to.

Organised pairwork and groupwork is achieved by setting up a routine in the English language class in which the children know what is expected of them when they are asked to form pairs or groups. The children can work with the learners sitting next to them or around them so that they do not have to move their chairs from one side of the classroom to another. It might be useful for you to indicate who works with who the first few days you want to set up pairwork or groupwork. In this way the children soon become used to their groups and

group forming quickly becomes part of their routine. It is also advisable to introduce pairwork through activities that the children are already familiar with and only later move on to new activity types.

New groups can be formed by 'moving games' that involve group formation, e.g. ask the children to stand up and call out *Make groups of threes/fours* etc. Groups can also be formed by asking the children to get together with others wearing something of the same colour or those who have birthdays in the same month etc.

In some cases, you might find that you have odd numbers in the class when the game being played requires pairwork. This can be overcome by forming one group of three in which two children to work as a team. Extra children in larger groups can also be dealt with in this way.

PRACTICAL SUGGESTIONS

The games in this book have been tried out in many primary school English classes. Here are some of the initial concerns that were expressed by teachers before they were confident about setting up games in their classes. It is hoped that some of the suggestions made here will be useful for other teachers with similar doubts.

'The desks in my classroom are too small and cannot be moved.'

Some games (e.g. the card games) require a large working surface which is not always available. This is easily remedied by storing large sheets of cardboard sideways up in the corner of the classroom. These can then be brought out when needed and laid on top of small desks thus making much larger table tops. The children then move their chairs to sit around the tables, or if this is not possible, the children can stand around them to play.

'The children get too excited and then they don't listen to my instructions.'

One of the golden rules for using games successfully with children is that they all know exactly what they are supposed to do, how they are supposed to do it and when. They should know what the aim of the game is right from the start. This may, at first glance, seem obvious, but it is often the source of many classroom management problems. One of the easiest ways of avoiding chaos in a class is to ask a pair or group of learners to come up to the front to demonstrate the game so that the other children listen to the instructions before they look at the materials. As soon as the children have the game in their hands, they will be too busy looking at the photocopies to listen to your instructions.

While the children are demonstrating the game in front of the class, you might like to write up a short

list of instructions on the board so that the class have a checklist to follow once they all start to play.

'I have too many children in my class to control the language they are using.'

Children who have a limited amount of English will find it difficult to carry out the whole of an activity in English. It is therefore important for you to be sure what the aim of the activity is. For example, in the game *Picture Pairs*, the aim is for the learners to match the correct *his, her* or *their* cards with the corresponding picture cards. If the children are doing this correctly, then they have achieved the aim of the game.

On the other hand, the main language aim of *Who's Who?* is for children to find out the secret person by asking questions in English. If they use their mother tongue to ask about the picture cards, then they have failed in the aim of the game and time will have been wasted in the English class. Monitoring by the teacher, in this case, is therefore very important, not only to make sure that the learners are working in English but also to help them with any doubts that may arise.

You may also decide that you want to include the language of playing a card game as one of the aims, for example, *It's your turn. Give me a card.* etc. depending on the level of your class.

The nature of some games will inevitably involve group-monitoring because children will be constantly correcting each other and making sure that the game is being played fairly. In these cases, stronger learners will often help the weaker ones.

'There are too many differences in levels in my class to play these games with them.'

Some games allow repetition in the way that many written exercises do not, so that faster learners can play the game a second or third time while others will only play once. You can even ask stronger learners to invent their own rules or challenge them to think up a new game based on the one they have just played.

The differences in language ability can be exploited in some games involving team-work by teaming up stronger learners with weaker ones so that they can learn from each other.

Alternatively, you may wish to use the games as part of a self-access corner. Children choose the game they want to play according to language levels and interests. You will then have groups working simultaneously on different areas and at different levels.

'I can't play games in class because my students make too much noise and other teachers get annoyed.'

Language classes in which the children are using the language orally are inevitably noisier than classes in which children are doing written exercises. Some games will involve children speaking throughout the whole activity, while in others there is a period of quiet preparation before the children are expected to speak. Try talking to colleagues and explaining what you are doing and negotiate times when it is less disruptive for other classes. You can also explain the situation to your class and get them to help you keep the noise level to a minimum by setting up rules for a game: for example, children are only allowed to whisper when communicating with each other, anyone who breaks the rule is penalised.

Alternatively, have half the class working on the activity while the others do something else. This can also help you to get around all the groups for monitoring the language.

'The rules are too complicated to explain in English.'

Many of the games in this book are based on well-known games that children play in their mother tongue and, consequently, they will already be familiar with how they are played. However, it is still advisable to go through at least a part of the game with the children to ensure they all remember the rules and mechanics of the game.

As already mentioned, the simplest and clearest way to present a new game is often to show it by giving a demonstration using volunteers in front of the class, allowing the other learners to see the game in action. This will aid comprehension of the language of instructions as the learners will see exactly what is meant by each step. If, at the end of the demonstration, you think some children are still confused, where possible go through the game briefly in the mother tongue. Or ask a child who feels confident to explain it, in the mother tongue, to the rest of the class.

The language of the instructions for games is repeated from one game to another and this will help learners gradually build up knowledge of ways of giving commands, asking people to do things etc. Hearing the instructions in English gives the children valuable listening practice. This will help them to pick up certain words or expressions that may also be useful when dealing with activities in their textbook. It provides the teacher with many opportunities for using English to communicate ideas to the class, so that the children not only learn to play a game, but are also exposed to 'real' English. This does not necessarily mean that the teacher should only ever use English. Obviously, there will be occasions, when it is necessary and useful to use the mother tongue.

'Games take too long to prepare for so many students.'

The aim of this book is to provide teachers with materials that can be easily prepared for large classes. Some games will involve copying, while others can be stuck on card and stored from one year to the next.

Many stationers now stock A4-size adhesive paper which looks like large sticky labels. Place the original as normal in the photocopier and feed through the adhesive paper manually. This will then come out as a normal copy. Peel the protective back off the paper and stick the page on card. You can then give this to the children to cut up if you are making several packs for the class, or this can be prepared beforehand. Games made in this way will last for a long time and do not come unstuck as often happens when using glue.

More modern photocopying machines will now take card. Buy sheets of A4-size card and feed this through the photocopier manually. This can then be cut up directly.

'How can I make sure they play the games properly and don't cheat?'

As mentioned before, children will often lay down the rules themselves and make sure that the game is being played fairly. If the learners like the game, they will continually check each other's work and watch for cheating as they would if they were playing a game in their mother tongue.

'These games sound interesting, but there is no continuity between one game and another.'

The games in this book are intended as back-up material to be used at the teacher's discretion. They do not constitute a course, but rather provide the learners with the opportunity to revise and reinforce certain language items that they have already studied in class.

'I think they would be good for a Friday afternoon.'

Games are sometimes seen as relaxation activities in which the children are not really 'studying' English. However, there are many learning styles in any one class and some children will find playing a game a much richer language learning experience than doing other kinds of revision activities. The more variety we can introduce into the classroom, the more likely we are to cater for these different learning styles. Games are not therefore necessarily just Friday afternoon activities but can form part of the teacher's everyday repertoire.

NUMBER FUN!

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

INTRODUCTION

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

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

PLAYING THE GAME

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

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

COLOUR BINGO

Aim:	Naming colours and expressing possession.
Materials:	Enough copies of Sheet 2 (page 50) for each child to have a Bingo grid. (NB There are eight Bingo grids on each card.) Small pieces of paper to cover the colours on the cards.
Duration:	Preparation: 15 minutes Playing the game: 30 minutes
Language focus:	Colours: <i>blue, green, red, purple, black, white, yellow, pink, brown, orange.</i> <i>I've got...</i>
Aim of the game:	To be the first to cover all the colours on the Bingo cards.

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

INTRODUCTION

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

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

PREPARATION

Cut out the eight Bingo grids on each copy of Sheet 2 and give one grid to each pupil. Ask the children to colour in their cards according to the text.

PLAYING THE GAME

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

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

BODY SNAP

Aim:	Naming the parts of the body.
Materials:	One copy of Sheet 3 (page 51) per child. Flashcards of the words for parts of the body plus something for fixing them onto the board.
Duration:	Preparation: 20 minutes Playing the game: 10-15 minutes
Language focus:	Parts of the body: <i>arm, leg, foot, hand, eye, nose, mouth, ear.</i>
Aim of the game:	To be the first to call <i>Snap</i> when text and picture match.

INTRODUCTION

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

PREPARATION

- 1 Give one copy of Sheet 3 to each child and ask them to fill in the appropriate word in the blank box next to each picture. (This stage could be done for homework.)
- 2 The children cut along all the dotted lines to make cards.

PLAYING THE GAME

- 1 In pairs Child A and Child B mix their cards together and put them face down on their desks. They take sixteen cards each, putting their cards one on top of each other in a pack, with the words and pictures still face down.
- 2 Child A starts by turning over the card from the top of his or her pack and laying it in the middle of the desk while saying the part of the body out loud. Child B then takes a card from his or her pack and lays it on top of Child A's card, calling out the part of the body. If the two cards go together, for example, arm (picture) and *arm* (text), or arm (picture) and arm (picture), or *arm* (text) and *arm* (text), the first player to say *Arm - Snap* wins the cards and places them underneath the other cards in his or her hand. If they do not match, the players continue to turn over cards in turn until two matching cards appear. The first person to say the correct part of the body and *Snap* takes all the cards in the middle of the desk and adds them to the other cards in his or her hand.
- 3 If a child calls *Snap* by mistake, for example when two cards do not match, or he or she says an incorrect word for a part of the body, such as *leg* for a picture of an arm, the other player takes the cards from the centre of the desk and adds them to his or her pile.
- 4 If a child has used up all his or her cards, the other player continues to lay down and call cards one after another until *Snap* is called.
- 5 The first player to gain all the cards is the winner. As it can sometimes take a long time to get to this stage, you can impose a time limit, for example ten minutes. The players can then count their packs of cards to see who has the highest number.

Extra ideas The same game can be played using pictures and words for other vocabulary sets, for example * Food, etc.

CLOTHES DOMINOES

Aim:	Talking about clothes and their colours.
Materials:	One copy of Sheet 4 (page 52) per child.
Duration:	Preparation: 30 minutes Playing the game: 20 minutes
Language focus:	Colours: purple, red, blue, yellow, black, white, green. Clothes: skirt, jumper, shoes, trousers, T-shirt. Adjective order: a green skirt, blue shoes etc.
Aim of the game:	To lay down all the dominoes in your hand.

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

INTRODUCTION

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

PREPARATION

- 1 Give each child a copy of Sheet 4 and show them how to colour in the clothes by doing two or three yourself. Make sure they understand that the words are not next to the pictures they describe, so they have to match up the pictures and text carefully before they start to colour.
- 2 Once the children have finished colouring, ask them to fold the page in half lengthways along the central, vertical dotted line. They then cut along this line (Fig. 1) and along the other vertical lines (Fig. 2). It is important to do these stages in steps with the children so that they do not cut along the solid lines and ruin the cards! See the diagram below:

Fig. 1

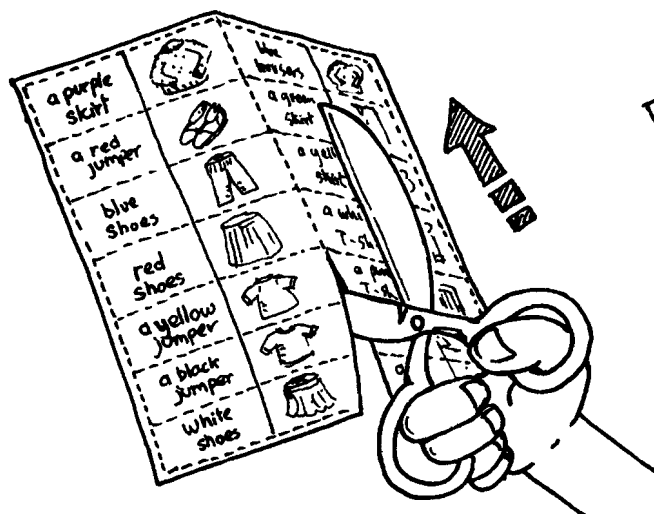
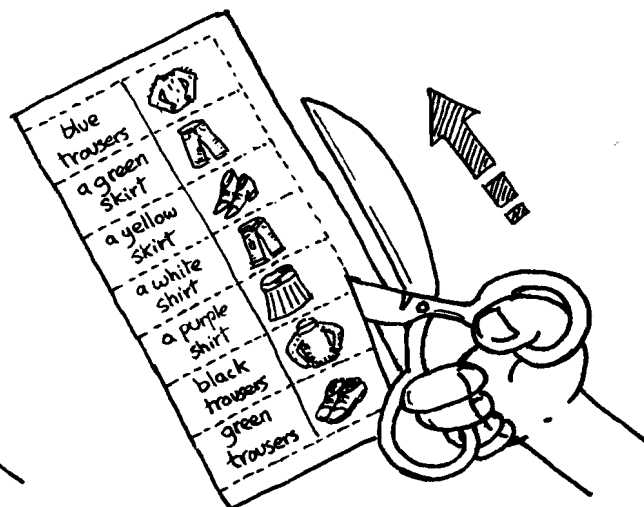
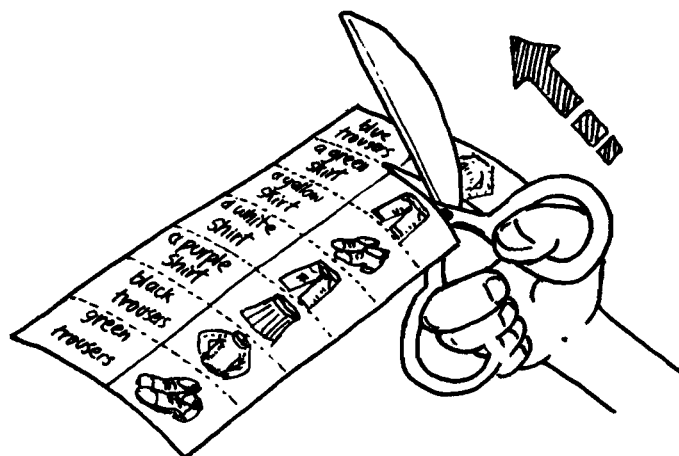


Fig. 2



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

Fig. 3



PLAYING THE GAME

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

blue shoes		black trousers		a yellow jumper	
------------	---	----------------	---	-----------------	---

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

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

CLASSROOM CUBES

Aim:	Giving instructions and saying where things are in the classroom.
Materials:	One copy of Sheet 5 (page 53) and Sheet 6 (page 54) per group of four children.
Duration:	Playing the game: 25 minutes
Language focus:	Put a book/pencil/ruler/pen/pencil sharpener/pencil case...in/on/under... a table/chair/bag/cupboard/ the teacher/board.
Aim of the game:	To create instructions by throwing two cubes and adding the correct preposition. The opposing team has to carry out the instruction correctly.

Suggestion: The children can make up the cubes for homework.

INTRODUCTION

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

PREPARATION

Give out a copy of Sheet 5 and Sheet 6 to each group of four children. Show them how to make cubes.

PLAYING THE GAME

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

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

FAMILY SPINNER

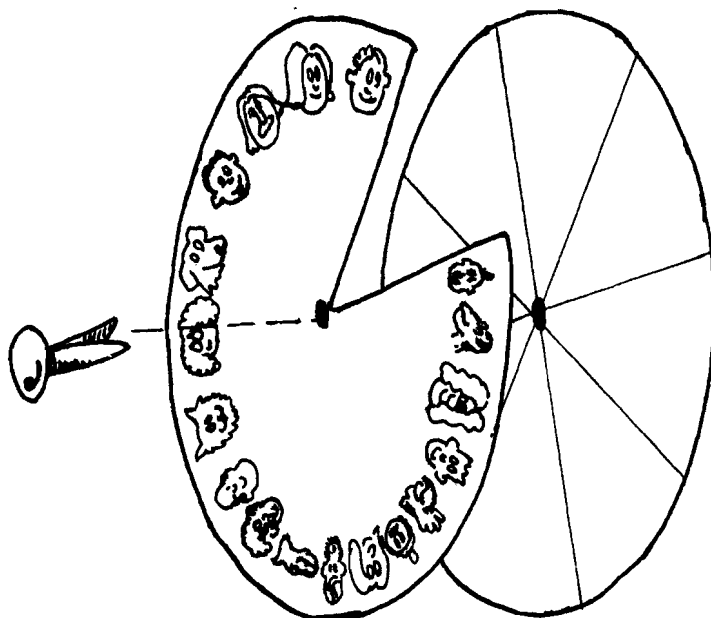
Aim:	Talking about your family.
Materials:	One copy of Sheet 7 (page 55) per group of four. One paper fastener for each group. One dice per group
Duration:	Preparation: 10 minutes Playing the game: 15 minutes
Language focus:	<i>Have you got... a brother, a sister, a baby brother, a baby sister, a grand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

INTRODUCTION

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

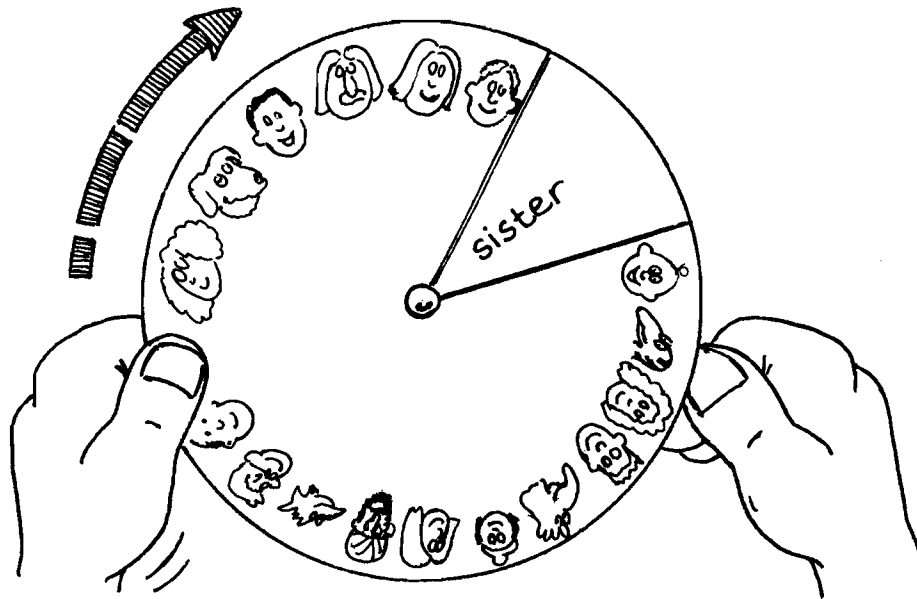
PREPARATION

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



PLAYING THE GAME

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



Child A then reads the word, or words, in the triangle which is now exposed on the lower circle.

- 2 The number on the dice is also used to choose the person who will be asked the question. Starting on his or her left, Child A counts clockwise round the group (the child immediately to his or her left is number 1, the next child along is number 2, and so on) until he or she reaches the number shown on the dice. This child (Child B) will have to answer the question.

Child A asks the question using *Have you got a...?* If the child chosen answers Yes, *I have*, Child A scores a point. If however, the answer is negative, no points are scored. It is Child B's turn to throw the dice and move the spinner.

- 3 The children take it in turns to ask and answer questions until one child has three points. He or she is the winner. The children can play as many rounds as they wish in the same group, or the groups can be changed for each new round.

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

WHAT'S SHE WEARING?

Aim:	Describing clothes.
Materials:	One copy of Sheet 8 (page 56) and Sheet 9 (page 57) for each child. Envelopes for storage.
Duration:	Preparation: 25 minutes Playing the game: 20 minutes
Language focus:	<i>He's wearing/She's wearing... a jumper, trousers, a hat, shoes, skirt.</i> Colours and the order of adjectives: <i>a red jumper</i> etc.
Aim of the game:	To dress a model in the appropriate clothes following instructions given by the teacher.

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

INTRODUCTION

Describe one of the children. The class has to guess who you are describing.

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

PREPARATION

- 1 Give each child a copy of Sheet 8 and Sheet 9.
- 2 Tell the children that they are going to colour in the clothes according to your instructions. Speak clearly, saying e.g. *Colour jumper number 1 yellow. Colour jumper number 2 red*, and so on, until all the clothes have been coloured in. Allow time for the children to colour in each item before going on to the next, and choose colours which you have already covered in class. If you prefer, you can give the class written instructions to follow instead of doing a dictation.
- 3 The children then cut out all the items of clothing.

PLAYING THE GAME

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



THE MOVING GAME

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

INTRODUCTION

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

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

PREPARATION

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

PLAYING THE GAME OR

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

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

PICTURE PAIRS

Aim:	Expressing possession.
Materials:	One copy of Sheet 11 (page 59) and one copy of Sheet 12 (page 60) per group of three children.
Duration:	15 minutes
Language focus:	<i>his/her/their...</i> television, flat, bicycle, school bag, ball, cap, book, cat, trainers, jumper, roller skates, dog, glasses, car, photograph, trousers
Aim of the game:	Players try to match as many <i>his/her/their</i> cards with the corresponding picture cards as they can. The winner is the person with the highest number of pairs of matched cards.

INTRODUCTION

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

PLAYING THE GAME



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

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

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

THE GIRAFFE

Aim:	Describing, recognising and naming animals.
Materials:	One copy of Sheets 13A and B (pages 61-62) and Sheets 14A and B (pages 63-64), both double-sided, per group of four children. A sheet of blank paper and a pencil for each team.
Duration:	15 minutes
Language focus:	<i>head, tail, legs, neck, body, eyes, ears</i> Adjective + noun: <i>big/small, short/long</i> <i>lives in grasslands, water, cold places, in the mountains, in a tree, in the jungle, eats fish, bananas, meat, leaves, grass</i> Colours: <i>black, white, brown, yellow, grey, red, blue, green</i> Names of animals
Aim of the game:	To complete the drawing of a giraffe by answering questions about animals correctly.

INTRODUCTION

Divide the class into two teams. Each team decides on their name; suggest that they choose the name of an animal. Write the team names up on the board. Take the list of questions from Sheets 13A and 14A and read these out one by one. The teams take it in turns to answer the questions. When they answer correctly, give their team a point and write the name of the animal they have given on the board for later reference. (Make sure the children realise that many of the questions have more than one possible answer.) If a team cannot answer, this question is then given to the other team. By the end of the quiz, there should be a list of animal names on the board so that the children can refer to these while they are playing the game.

PREPARATION

Sheets 13A and B and 14A and B need to be photocopied carefully so that 13B is on the reverse of 13A, and 14A is on the back of 14B. The sheets should then be cut along the dotted lines on 13A and 14A to make double-sided cards.

PLAYING THE GAME



- 1 In their groups of fours, the children divide themselves into two teams of two. Each team takes a piece of paper and a pencil and draws the body of a giraffe. It is probably easier if you draw an example on the board. Remember this should only be the body, NOT the legs, head etc.
- 2 Give each group of four a complete set of the cards cut out from Sheets 13A and B and 14A and B. The questions should be face up.
- 3 Write the following parts of the body on the board: *4 legs, a tail, a neck, a head, 2 eyes, 2 ears*. Now explain that the aim of the game is to complete the drawing of the giraffe by answering questions correctly. The first team to complete their drawing are the winners. BUT they can only draw 'a head' when they have drawn 'a neck,' and '2 eyes' and '2 ears' when they have the head!
- 4 Each team takes it in turn to read and answer the question on the top of the pile of cards. For example, one pupil in Team A has the question *What animal eats fish?* and the other pupil in Team B answers *A cat*. (Note: either or both the pupils in Team B can answer.) Team B

accepts the answer. Team A then turns over the card and on the back they read *4 legs*. They may now add the giraffe's legs to their drawing. The card is then placed under the pile of cards with the question face up and it is now Team B's turn. Their question reads *What animal lives in cold places?* and they answer *A penguin*. Team A accepts the answer. Team B turns over the card and it reads *2 ears*. Team B cannot draw the ears as they still need a neck and a head so the card is placed under the pile and it is Team A's turn again.

- 5 The game continues in this way until one of the teams in each group has completed their giraffe. They are the winners.

Key - possible answers:

What animal has got a long trunk? - elephant

What animal has got a long neck? - giraffe

What animal is grey and lives in water? - hippopotamus

What animal is strong? - lion/tiger

What animal is brown and yellow? - giraffe

What animal lives in cold places? - penguin

What animal can swim? - fish

What animal has got big teeth? - crocodile

What animal eats grass? - horse/cow/ostrich

What animal has got short legs? - crocodile

What animal has big ears? - elephant

What animal eats meat? - dog/cat/lion/tiger

What animal lives in grasslands? - giraffe/elephant

What animal has got a long tail? - dog/cat/lion

What animal has got long legs? - ostrich

What animal eats leaves? - giraffe

What animal is black and white? - panda

What animal has got two legs? - ostrich/monkey

What animal lives in water? - crocodile/fish

What animal is black? - dog

What animal has got a big mouth? - crocodile/frog

What animal eats bananas? - monkey

What animal lives in the jungle? - lion/tiger/monkey

What animal lives in a tree? - bird

What animal has got four legs? - dog/cat/cow/sheep

What animal is black and yellow? - tiger

What animal has got a short tail? - elephant

What animal is small? - mouse

What animal is red and blue and green? - parrot

What animal can speak? - parrot

What animal lives in the mountains? - eagle

What animal has got small ears? - hippopotamus

What animal is white? - polar bear

What animal has got two arms? - monkey

What animal eats fish? - cat/penguin

What animal can run very fast? - ostrich/leopard

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

LET'S GO ON A PICNIC!

Aim:	Talking about the weather.
Materials:	One pack of cards from Sheets 15 (page 65) and 16 (page 66) per group of four children.
Duration:	20 minutes
Language focus:	<i>It's sunny, It's raining, It's windy, It's snowing.</i> Recognition of: <i>orange, cheese, apple, ham, water, bread, sandwich, Cake, cake, grapes, chocolate, tomato, milk, salad, banana</i>
Aim of the game:	To end up with three food or drink cards and an <i>It's sunny</i> card. Players get rid of other food or drink cards by pretending they are weather cards.

INTRODUCTION

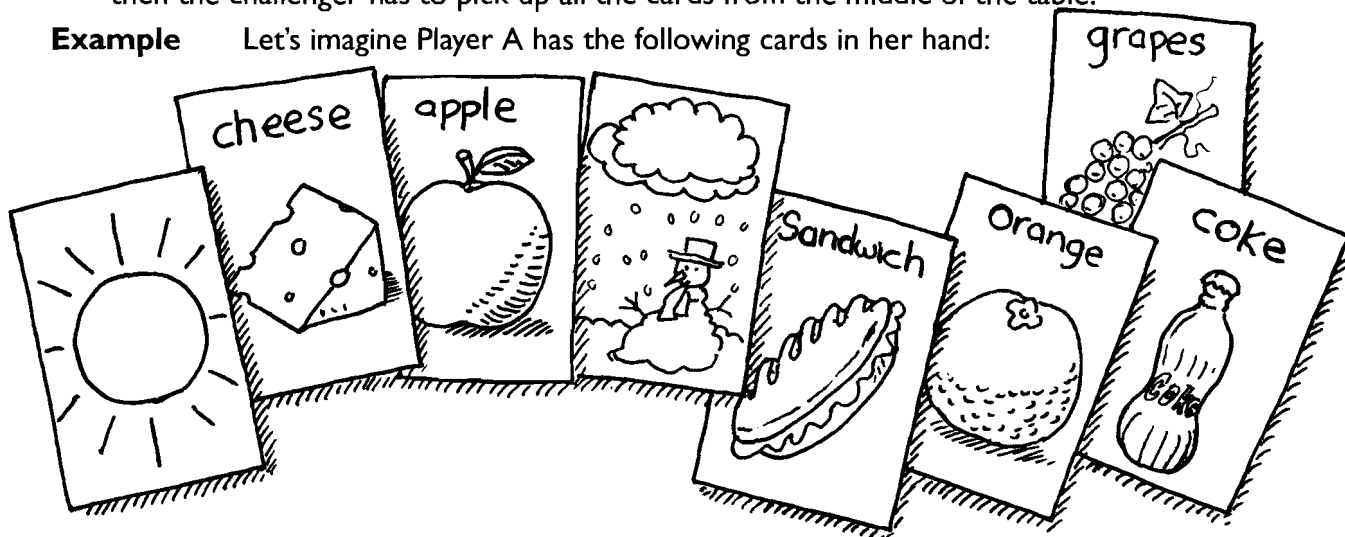
Enlarge the four different weather cards and stick them on the board, or copy the pictures directly onto the board. Ask the children to say what the weather is like for each of the pictures. Write the appropriate sentence (e.g. *It's raining.*) under each picture for reference while the children are playing the game.

Talk about the months, seasons or time of year which relate to each type of weather card, to contextualise them. You can also refer to the weather on the day they play the game.

PLAYING THE GAME

- 1 Give a full set of cards to each group of four. The children shuffle the cards and deal them out evenly to each player.
- 2 All the children look at their cards and decide which cards they wish to keep and which they wish to discard. They will need three food or drink cards and an *It's sunny* card to go on the picnic. They should not show their cards to anyone else in the group. In order to get rid of some of the cards, the children will need to 'cheat'.
- 3 The children take it in turns to lay a card face-down in the middle of the table while calling *It's sunny* or *It's raining* or *It's windy* or *It's snowing*. Players can only call weather cards. The other children can challenge by calling *Cheat*. If the child whose turn it is, is in fact cheating, for example he or she has laid down a *sandwich* card and has called *It's raining*, then he or she has to pick up all the cards from the centre of the table. If, however, he or she has been challenged incorrectly, i.e. he or she has laid down an *It's windy* card and has called *It's windy*, then the challenger has to pick up all the cards from the middle of the table.

Example Let's imagine Player A has the following cards in her hand:



She will want to keep the *It's sunny* card, together with three out of the food and drink cards, in order to go on the picnic. The game begins and she lays down the *orange* card face down in the middle of the table and says *It's snowing*. No-one challenges her so the game continues. Player A, on her next turn lays down an *It's snowing* card and says *It's snowing*. Another player challenges her by saying *Cheat*, but incorrectly as Player A's card was in fact an *It's snowing* card. The challenger has to take all the cards from the centre of the table and add them to the cards already in his or her hand. On Player A's next turn he or she tries to get rid of the extra food card by laying it down and saying *It's snowing*. If no-one challenges her she will win, as she now has three food cards and an *It's sunny* card. If he or she is challenged she will have to show that she has cheated and pick up all the cards in the centre of the table.

- 4 The game ends when one of the children has only the four cards he or she needs to go on the picnic in his or her hand, i.e. an *It's sunny* card and three food or drink cards. When this happens he or she says *Let's go on a picnic!* and shows the four cards to the others in the group.

MMMMM!

Aim:	Expressing likes and dislikes.
Materials:	One copy of Sheet 17 (page 67) per child.
Duration:	25 minutes
Language focus:	<i>Do you like...? oranges, apples, cheese, chocolate, milk, fish, coffee, bananas, lemons, ice-cream, bread, cake, carrots, spaghetti, tomatoes, ham, burgers, grapes, Coke, eggs, pizza, water, salad, chips.</i> <i>Yes, I do. No, I don't.</i>
Aim of the game:	To be the first to find out which items of food or drink the other player likes.

INTRODUCTION

Write the following words on the board: *oranges, apples, pizza, salad, ham, coke, fish* and eggs. Tell the class that you like a certain number of these and they have to find out which ones they are by asking e.g. *Do you like oranges?* They can then count up the number of Yes answers.

PLAYING THE GAME

- 1 Give each child a copy of Sheet 17.
- 2 Ask each child to mark an X or a tick (✓) in each box according to whether or not they like the food or drink in the picture above the box. An X indicates that they do not like the item of food and a tick (✓) indicates that they do. The children should not show their sheets to anyone else in the class.
- 3 Each child carefully counts up how many ticks (✓) they have. Once they have done this they form pairs and tell their partner how many things they like. (Note: if you have any children who say they like everything on the sheet, encourage them to pretend they don't like some of the items, otherwise their partners will not have a very challenging task.) Each child now takes it in turn to ask his or her partner about different food or drink items, e.g. *Do you like...?* The first child to guess all the things that their opponent likes is the winner.

TREASURE HUNT

Aim:	Following written instructions and solving word puzzles.
Materials:	One copy of Sheet 18 (page 68) and Sheet 19 (page 69). Five matchboxes, two dictionaries, a pair of scissors, two bags, a pencil case, a photograph, a coat or jacket, a pile of books, a poster (on the classroom wall), coloured pens.
Duration:	Teacher preparation: 30 minutes Doing the treasure hunt: 20 minutes
Language focus:	<i>look for... in/on/under/behind... teacher's table, window, pocket, scissors, matchbox, book, dictionary, bag, photograph, pencil case, teacher's coat or jacket.</i> Vocabulary of the classroom: <i>window, door, board, cupboard, poster, coat peg, bin.</i>
Aim of the game:	To look for and to be the first group to find the treasure by following written instructions and solving word puzzles.

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

INTRODUCTION

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

PREPARATION

1 Group A

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

Take Group A sentence 2 (*Go to the teacher's table. Look for more information.*) and put it in a matchbox. Put the matchbox next to a window.

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

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

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

2 Group B

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

Take Group B sentence 2 (*Look at the windows in the classroom for more information.*) and put it in a matchbox. Leave the matchbox under the board.

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

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

Finally, hide the treasure in a cupboard.

3 Group C

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

Take Group C sentence 2 (*Look for a dictionary under the teacher's table for more information.*) and put it in a matchbox. Place the matchbox next to the door.

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

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

Finally, hide the treasure under a bag.

4 Group D

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

Take Group D sentence 2 (*Look for your teacher's coat or jacket. Look in a pocket for more information.*) and put it in a matchbox. Leave the matchbox in the bin.

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

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

Finally, hide the treasure under a pile of books.

5 Group E

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

Take Group E sentence 2 (*Look for a poster with more information.*) and put it in a matchbox. Place the matchbox under the teacher's table.

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

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

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

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

DOING THE TREASURE HUNT

Each group is given an initial clue (Sentence one). They then follow these instructions in order to find the next clue which will then lead them on to another clue and so on. They must only touch treasure or clues which are colour coded with their group's colour. Each group has five clues in total. After they have solved the five clues, they will find the treasure. The code breaker can be found on page 31.

Crossword key

A

1 hundred;
2 train;
3 scarf;
4 teeth;
5 tail;
6 shoe;
7 cinema;
8 peas;
9 arm;
10 eyes;
Clue dictionary.

B

1 cheese;
2 watch;
3 bin;
4 six;
5 shoe;
6 gloves;
7 run;
8 keys;
Clue scissors.

C

1 apple;
2 shoe;
3 foot;
4 throw;
5 gloves;
6 orange;
7 arm;
8 hair;
9 grapes;
10 three;
Clue photograph.

D

1 parrot;
2 keys;
3 hundred;
4 watch;
5 hair;
6 leg;
7 scarf;
8 arm;
9 shoe;
10 cheese;
Clue pencil case.

E

1 watch;
2 shoe;
3 tail;
4 throw;
5 elephant;
6 cheese;
7 egg;
Clue coat peg.

TIME BATTLESHIPS

Aim:	Telling the time.
Materials:	One copy of Sheet 20 (page 70) for each child.
Duration:	30 minutes
Language focus:	<i>a quarter to, a quarter past, half past, o'clock, ten past, five to, twenty-five past + hours.</i> <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>
Aim of the game:	To be the first to guess the location of the other player's battleships.

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

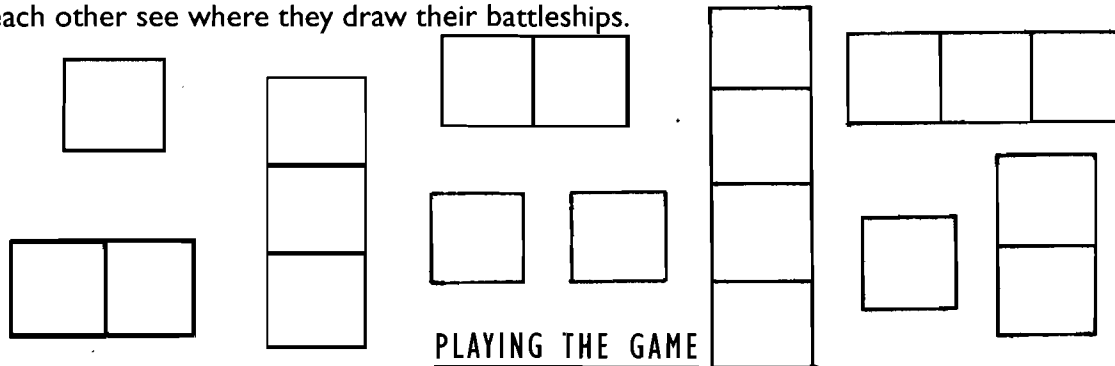
INTRODUCTION

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

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

PREPARATION

- 1 Give one copy of Sheet 20 to each child.
- 2 Each child draws one battleship consisting of four connected squares in a line, two battleships consisting of three connected squares in a line, three battleships consisting of two connected squares and four battleships consisting of one square each, see below for example. These can be drawn anywhere they like on the grid, but remember to explain that the battleships are not allowed to touch each other and cannot be drawn diagonally. The children should not let each other see where they draw their battleships.



PLAYING THE GAME

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

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

GOING SHOPPING I

Aim:	Using the language related to shopping.
Materials:	One copy of Sheets 21 (page 71), 22 (page 72), 23 (page 73), 24 (page 74). 24 blank sheets of paper.
Duration:	Preparation: 15 minutes Playing the Game: 35 minutes
Language focus:	Have you got...? Yes, I have. No, I haven't. How much is it? X pounds and X pence. Shops: supermarket, toy shop, clothes shop, newsagent, green grocer. Products: chocolate, Coke, a yoghurt, a pizza, milk, hamburgers, eggs, a ball, a model car, a toy aeroplane, a Gameboy, oranges, pears, lemons, apples, bananas, grapes, a pencil, a notebook, a newspaper, a magazine, a pair of jeans, a T-shirt, a jacket.
Aim of the game:	To be the first team to secure all the items on the shopping list by visiting the shops and 'buying' them.

Suggestion: In the form in which it appears here, the game can only be used with classes of a minimum of twelve children (four children are customers and eight are shopkeepers). If you have fewer children in the class then omit one of the shopping lists and cross off the corresponding six items on Sheet 23.

INTRODUCTION

Introduce or revise the names of the shops by writing them on the board. Ask the children to name two or three items that you can buy in each shop. Write all of the items from Sheet 23 on the board and ask the class to group them according to where they can be bought.

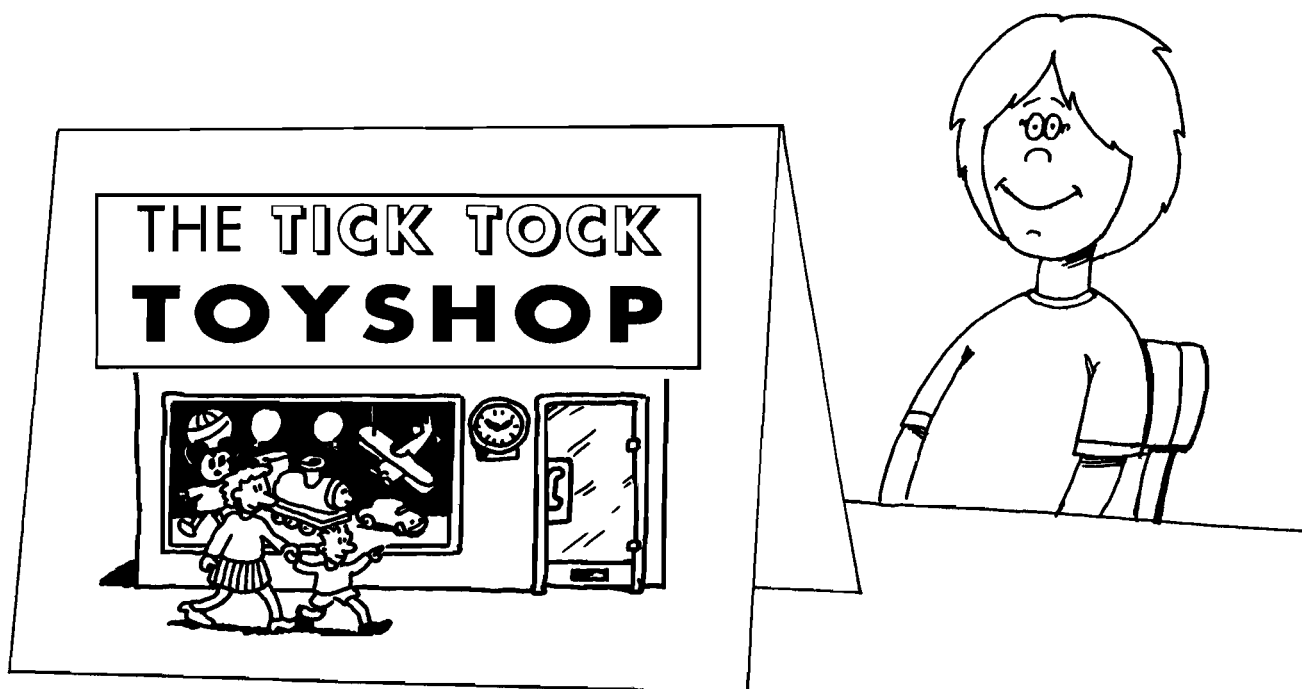
PREPARATION

- 1 Cut up all the cards on the four sheets along the dotted lines.
- 2 Give each child or pair of children an item to draw from Sheet 23. There are 24 items in total.
- 3 While the children are drawing, arrange the shop front cards on your desk. As the children finish drawing, you can place each picture with the correct shop, for example the picture of a T-Shirt is placed under the shop front 'The Colour Clothes Shop' etc.

PLAYING THE GAME + THE REST OF THE CLASS (IN EIGHT GROUPS)

- 1 Divide the class into two groups: one group of eight children are customers and the rest of the class are shopkeepers.
- 2 Divide the customers into four teams (two children in each team) and give each team a shopping list (Sheet 24). Ask the children to look at their shopping lists and check that they understand all the words. They should not show their shopping lists to the other teams. Each team then decides, very quietly, in what kind of shop they can buy each item.

- 3 While the teams are discussing this, divide the rest of the class into eight groups of shopkeepers, each group representing one shop. Give each group a shop and the corresponding pictures drawn by the children. Ask the shopkeepers to fold their shops in the following way:



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

- 4 Now the race begins. Make sure each team of customers has a pencil. The teams of customers have to 'buy' all the items on their shopping lists as fast as possible. The first team to present their shopping list to the teacher with all the items marked with the correct prices together with the six corresponding pictures is the winner.
- 5 The customers move from one shop to another asking *Have you got...?* If one of the shopkeepers reply *Yes, I have*, the customers ask the price (*How much is it/are they?*) The shopkeepers say the price and the customers note this down in the space provided on their shopping lists. The shopkeepers then hand over the picture of the product. If the answer is *No, I haven't*, the customers move on to another shop.
- 6 The two customers in each team must always stay together. They cannot visit shops separately.
- 7 Shopkeepers can CLOSE their shops if customers use any other language apart from English. This ensures that the children speak in English while playing the game.
- 8 Other rounds using new teams can be played by making extra photocopies of the Shopping Lists (Sheet 24). In this way all of the children take their turn in being customers and shopkeepers.

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

ZZZ LAND

Aim:	Introducing oneself and meeting others. Spelling names and addresses.
Materials:	Enough copies of Sheet 25 (page 75) for each child to have at least one card. A blank piece of paper for each child.
Duration:	Part 1: Meeting others in the class: 20 minutes Part 2: Breaking the code: 25 minutes
Language focus:	The alphabet and numbers. <i>What's your name? How old are you? Where do you live? My name's... I'm... I live...</i>
Aim of the game:	To break the code and find out which person in the class is from Earth.

BACKGROUND INFORMATION

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

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

INTRODUCTION

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

PLAYING THE GAME

Part 1 Meeting the others

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

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

Ask the class to copy the code in their notebooks.

Part 2 Breaking the code

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

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

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

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

- Ask several individuals to give you their totals for the different people. Now the class tries to work out what all the children who live on ZZZ Land have in common.
All the cards total 150 except for one: WENDY. This card totals 230. Wendy is therefore the exception and she is the person from Earth.

ACTIVITY DOMINOES

Aim:	Talking about habit using the present simple.
Materials:	One set of Sheets 26 (page 76) and 27 (page 77) per group of three to five children.
Duration:	Approximately 15 minutes.
Language focus:	He/She/They/It ...read a newspaper, listen to the radio, eat meat for dinner, eat fish, like cheese, play the guitar, play basketball, watch television, live in a block of flats, live in a house, play football, eat sandwiches, do homework, go to karate classes, go to piano classes, drink Coke, go swimming, play games, get up at 7 o'clock, do ballet, have a shower, play tennis, go to the library, go to the cinema. everyday, on Sundays, every morning, every week, every evening.
Aim of the game:	To be the first player to lay down all the dominoes in your hand by connecting pictures to text.

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

INTRODUCTION

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

PLAYING THE GAME OR

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

CAN CARDS

Aim:	Asking for and giving permission.
Materials:	One copy of Sheet 28 (page 78) and Sheet 29 (page 79) for every group of four children.
Duration:	20 minutes
Language focus:	<i>Please can I... go to the toilet, watch television, borrow your pencil/bicycle/book/ruler/skateboard, play football/tennis, go to lunch, sit next to..., make a cake, close the door, open the window, write on the board, go to the library?</i> <i>Yes, you can. No, you can't.</i>
Aim of the game:	To be the first to lay down all the cards in your hand.

INTRODUCTION

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

OR If you have access to a photocopier that enlarges, make enlargements of each of the sixteen 'asking for permission' cards with the text in the bubbles removed. Ask the children to tell you what is happening in the picture. Stick a selection of the cards on the board and ask the children what the person is saying in each picture. You can write the request in the balloon. Make enough copies of Sheet 28 to give one 'giving permission' card to each child. Ask the children to stick their cards next to the corresponding 'asking for permission' card on the board. Review the language if you wish.

PLAYING THE GAME



- 1 Give each group of four a pack of cards from Sheets 28 and 29. The dealer shuffles the cards together and gives out eight cards to each child in the group including him or herself.
- 2 The children look at their cards. Players who already have an 'asking for permission' card and the corresponding 'giving permission' card, can lay these down face up in front of the them.
- 3 The players take it in turns to ask different children in their group at random for permission to do something. For example: Player A has the card with *Please can I open the window?* and asks Player D this question. Player D does not have the corresponding 'giving permission' card so he or she answers *No, you can't*.
It is now Player B's turn to ask a question. Player B asks Player A *Please can I borrow your bicycle?* Player A has the corresponding card and answers *Yes, you can*. Player A gives the card to Player B who then lays down the two corresponding cards face up in front of him or her. It is his or her turn to ask another question as he or she has won a pair. Any player left with only giving permission cards must wait to be asked in order to get rid of their cards.
- 4 The first player to have no more cards left in his or her hand is the winner.

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

WHERE ARE GRANDMA'S TEETH?

Aim:	Saying where things are.
Materials:	One copy of Sheet 30 (page 80) for the class and one copy of Sheet 31 (page 81) per child.
Duration:	20-25 minutes
Language focus:	<i>They aren't in/on/under... a chair, a cupboard, the toilet, the bath, a table, the sofa, the television, the bed, the cooker, the living room, the bathroom, the vase, the video, the bedroom, the fridge, the washbasin, the armchair, the wardrobe, the telephone, the lamp.</i>
Aim of the game:	To find out where Grandma's teeth are by collating information and gradually eliminating different parts of the house.

Suggestion: If you prefer not to use the idea of Grandma's teeth, the picture in the centre of Sheet 31 can be covered and replaced with a drawing of, for example, a younger person who has lost his or her glasses.

INTRODUCTION

Take Sheet 31, enlarge it if possible, covering up the picture of Grandma. Stick some small pictures of objects (e.g. glasses, book etc.) on the sheet. Tell the class this is your flat or house and that you have lost a few things. Can they tell you where to find them? Encourage them to use the correct prepositions and furniture names, for example, *The glasses are on the bed. The shoes are under the table.* (You may wish to stick to plural items since the game cards all practise *They are...*)

PLAYING THE GAME

- 1 Give each child a copy of Sheet 31 and one of the sentence cards from Sheet 30. If you have more than thirty children in the class, they can work together in pairs, sharing a copy of Sheet 31 and a sentence card. If you have fewer children in the class, give each child more than one sentence from Sheet 30.
- 2 Divide the class into groups of about five children. Tell the children that Grandma has lost her false teeth and that they are going to help her find them. They all have some information about where they **won't** find Grandma's false teeth and by collating all this information, they will eventually find out where Grandma's teeth are.
- 3 The children colour in or shade with a pencil the place named on their sentence. For example, if a child has the sentence *They aren't on a chair*, he or she colours in all the chairs on his or her picture. (You may wish to explain that *a* is used if there is more than one of a particular item of furniture, *the* if there is only one.)
- 4 Ask the children to find out more information from other children in their group, while also giving the information they have on their sentence. By pooling their information, each child will gradually eliminate different parts of the house.
- 5 Once each group has collated all their information, ask the whole class about different parts of the house. For example, *Who's got information about the bedroom?* Some children will offer their own or other children's sentences e.g. *They aren't in the bed*. Make sure they all mark this information on their pictures. Continue with the living room, bathroom and finally the kitchen. Eventually one of the children will guess where Grandma's false teeth are (in the fridge!).

Extra ideas An alternative way of using this activity is to divide the class into pairs and give each child a copy of Sheet 31. Tell the children that Grandma has lost her teeth. They mark a cross in secret anywhere they like on their pictures to indicate where they think they are. The other child in the pair has to guess where the cross is by asking questions e.g. *Are they under a table?*

ELIMINATION

Aim:	Expressing ability.
Materials:	One copy of Sheet 32 (page 82) per two children.
Duration:	20 minutes
Language focus:	<i>He or she can/can't play football, play the guitar, play the piano, swim, ride a bike, sing, skateboard, play table tennis, paint, drive a car, dance, play basketball.</i>
Aim of the game:	To guess your opponent's secret actions as quickly as possible.

INTRODUCTION

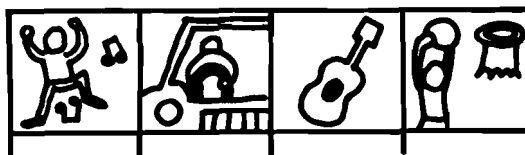
Do a class survey to find out who can/can't do the actions in Language focus above, by asking the class to go round and find out information about each other. Ask the children to report back about each other using *He or she can/can't...*

PLAYING THE GAME

- 1 Give out one copy of Sheet 32 to each pair of children. This should be positioned in the centre of the table between the two children. Ideally the two children should sit opposite each other.
- 2 Ask one child (Child A) in each pair to think of someone they both know (this could be someone in the class or in the school etc.). Child A begins by taking a small piece of paper, folding it in half and drawing four pictures in a row, representing actions on Sheet 32 that he or she thinks this person can definitely do. The identity of the person remains a secret.
- 3 Child B has to try and guess the four actions in exactly the same order. To do this he or she draws four pictures on Row number 1 of the grid on Sheet 32. Child A indicates whether the person can or can't do the actions, by giving an answer out loud and entering a symbol in each of the boxes next to Row 1, so that by a process of elimination the four actions will eventually be guessed.
- 4 For example, Child A may begin by drawing the following four actions:



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



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

X	△	X	✓	
---	---	---	---	--

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

Key

X = The person can't.

△ = The person can. Wrong place.

✓ = The person can. Right place.

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

Extra ideas This game can also be played to practise vocabulary sets e.g. * Colours, * Numbers, * Months of the year, * Classroom objects etc. by simply omitting the use of can/can't so that the class concentrate on the vocabulary only.

3 BY 4

Aim:	Distinguishing between different vowel and consonant sounds.
Materials:	One set of cards from Sheet 33 (page 83) per child.
Duration:	15 minutes
Language focus:	The pronunciation of: <i>tea, tree, three, sheep, ship, shop, chip, card, car, cat, bread, bed</i> <i>square + number.</i>
Aim of the game:	To lay out cards on a grid of 3 x 4 in the correct order, following oral instructions.

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

INTRODUCTION

Give out the set of cards from Sheet 33 to each child or team of children. Call out the words at random. Each child or team holds up the corresponding card.

PLAYING THE GAME

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

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

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

Extra ideas Listening and vocabulary can be practised with these cards in the following ways. * The words can be cut off the pictures and the same game can be played so that the class is practising the vocabulary and pronunciation, without the help of the text. * Bingo. Ask the children to choose six cards. Call out the twelve words in random order. The first child to hear all of his or her six words calls Bingo. * Divide the class into groups of threes. Each group lays out all their cards on the table face up. Call out, or ask a child to call out, a word. The group looks through their cards and holds up the correct word. * Call out a word and ask each child to draw a picture of the object. The pictures can then be used in a picture dictionary, and the words can be written by the side of each picture. The children then have the words recorded in order to refer to them in the future.

TRYING TO GET HOME!

Aim:	Making suggestions.
Materials:	One copy of Sheet 34 (page 84) and Sheet 35 (page 85) per group of four children. One dice for each group of four children.
Duration:	25 minutes
Language focus:	<i>Let's go to the... zoo, theatre, museum, park, cinema, library.</i> <i>Let's play... cards, football, tennis.</i> <i>Let's go... swimming, shopping.</i> <i>Let's ... do homework, have lunch, have a Coke, watch television, read.</i> <i>Sorry. I can't. I'm busy.</i>
Aim of the game:	To be the first to reach Home.

INTRODUCTION

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

PLAYING THE GAME

- 1 Give out one copy of Sheet 34 and a set of the cards on Sheet 35 to each group of four. The children place their counters on START. Each child takes it in turn to throw the dice and move along the number of squares shown.
- 2 If a child lands on an instruction square e.g. *Miss a turn*, he or she must follow this instruction. If they fall on a 'place' square (e.g. the supermarket) they do not need to do anything.
- 3 If a player falls on a CARD square, he or she takes the top card from the pile of cards. If it is a 'Suggestion' card e.g. *Go to the zoo - (Invite the person on your left)*, he or she turns to his or her left and invites this player to go to the zoo. If the card is a refusal, *Sorry. I can't. I'm busy*, the player keeps this until he or she wants to use it.
- 4 If a player is invited to go somewhere, he or she, and the person who had the 'Suggestion' card, must move to the corresponding place on the board, unless the player being invited has a refusal card which he or she would like to use. The refusal card would then be shown to everyone and replaced under the pile of cards. This player can then remain where he or she is. Players cannot play refusal cards for 'Suggestion' cards which they pick up themselves.
- 5 The game continues until one player reaches HOME. This player is the winner.

MIME IT!

Aim:	Talking about the present.
Materials:	One copy of Sheet 36 (page 86) for each group of approximately ten children.
Duration:	15 minutes
Language focus:	<i>You're... singing in the bath, dancing, watching television in the living room, playing football, sleeping on the sofa, playing tennis, riding a bicycle, washing your hands, reading an English book, eating a banana, listening to music in your bedroom, eating spaghetti, catching a ball, cleaning the board, opening a window, playing the piano, doing your homework, writing a long letter, making a cake, washing a car.</i>
Aim of the game:	To guess as many mimed actions as possible.

INTRODUCTION

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

PLAYING THE GAME (TEAMS OF TEN)

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



- 2 Give all Group A's a pile of the cards from Sheet 36. These should be left at one end of the row face down.
- 3 The child in Group A who is sitting at the end of the row nearest the pile of cards, takes the top card and reads it without showing it to anyone else. He or she whispers the action to the child sitting next to him or her, who in turn whispers it to the next child in the row and so on until the action reaches the last child in the row. This child gets up and mimes the action for Group B. Group B tries to guess the action. They can have only three tries. If after the third attempt, they have still not guessed the action, then the child miming the action gives them the answer and the card is returned to the bottom of the pile. When an action has been guessed correctly, the card is laid to one side and Group B gains a point.
- 4 The children in Group A now all move along a seat with the child who has mimed the action moving to the end of the row and taking the next card from the pile. He or she reads it and whispers the action to the next child, and so on.
- 5 After a short time, groups can be changed so that Group B sit in a row and mime actions to Group A.
- 6 When there are no more cards left, the teams total their points. The team with the highest score are the winners.

DIRECTIONS RELAY

Aim:	Remembering, understanding and giving directions.
Materials:	One copy of Sheet 37 (page 37) and Sheet 38 (page 38) per group of four children.
Duration:	20 minutes
Language focus:	<i>The pet shop, greengrocer, book shop, sweet shop, supermarket, post office, toy shop is on ... street/road.</i> <i>Go (straight) along..., turn right into..., turn left into...</i>
Aim of the game:	To be the first team to complete the map, and identify the correct shop, by following instructions.

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

INTRODUCTION

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

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

PREPARATION

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



String

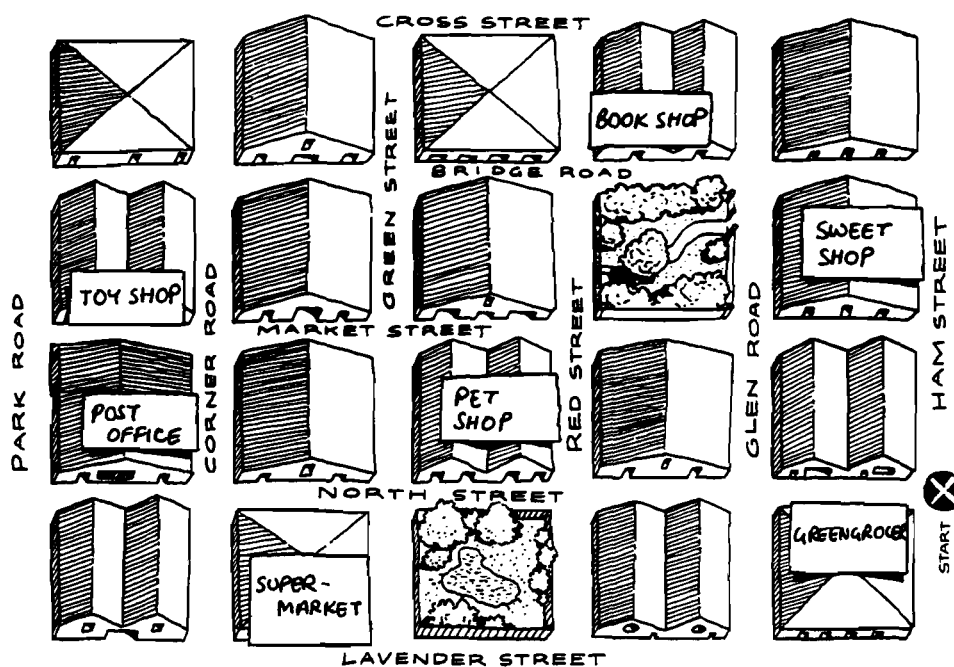


- 2 Divide the class into teams of four. Two members (Child A and B) of each team take their places at one end of the classroom and the remaining two (Child C and D) at the other end of the classroom.
- 3 Child A and B are given a copy of Sheet 37 and Child C and D are given a copy of Sheet 38.

PLAYING THE GAME

- 1 The idea of the game is that Child A and B pass on the information they have on Sheet 37 as quickly as possible to Child C and D. Child C and D add this information to the map on Sheet 38.
- 2 Child A sits down with Sheet 37 on his or her lap. Child B reads the first sentence, tries to remember it by heart, and walks to the string. Child C also walks to the other side of the string. Child B relays the information to Child C, Child C walks back to Child D and tells him or her the information. Child D then transfers this information to the map on Sheet 38.
- 3 The game continues in this way until you call *Change* and the children then change places. Child A then stands up while Child B sits down and Child C sits down, and Child D stands up. The game continues as before.
- 4 Once all the information has been correctly transferred, the children should have found their way to the *toy shop*. The first team to show the teacher their completed map with the correct destination marked on it are the winners.

Key



THE DATES QUIZ

Aim:	Giving dates.
Materials:	A calendar page showing a past month in the current year. As many true/false questions as there are days in the month you have chosen.
Duration:	Teacher preparation: 15 minutes. Playing the game: 20 minutes
Language focus:	Dates on the calendar, e.g. 23rd April
Aim of the game:	To answer questions about specific dates correctly and occupy three dates in a row.

PREPARATION

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

INTRODUCTION

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

PLAYING THE GAME (2 TEAMS)

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

Example True/False questions

1st January was Anna's birthday. True/false?

2nd January was a Monday. True/false?

On 3rd January the shops were open. True/false?

You didn't have school on 4th January. True/false?

On 5th January it rained. True/false?

6th January was (a national holiday/local celebration). True/false?

On 7th January we went to Madrid. True/false?

On 8th January we had an English class. True/false?

On 9th January the shops were closed. True/false?

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

STOP

Aim:	Talking about the past.
Materials:	One copy of Sheet 39 (page 89) and Sheet 40 (page 90) per group of four children.
Duration:	15 minutes
Language focus:	<i>I... watched television, stayed in bed, at home went to the fun fair, circus, cinema, park, supermarket read a book, a comic, a newspaper played football, basketball, table tennis, tennis</i>
Aim of the game:	To lay down all the cards in your hand by calling the actions indicated in the pictures.

INTRODUCTION

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

PLAYING THE GAME

- 1 Give out a set of cards from both sheets to each group of four children. One member of each group is the dealer. He or she shuffles the cards together and deals them out around the group.
- 2 The dealer starts the game by laying down a card and making a sentence about it e.g. *Last weekend I played football.*
- 3 The next child must now lay down either another *I played...* card (e.g. *I played football*) or a *Stop* card which enables him or her to change the verb to something else, e.g. *I read a book.*
Example Child A has laid down the *Last weekend I played football* card. Child B follows by laying down a *Last weekend I played basketball*. Child C does not have a *play* card in his or her hand and decides to lay down the *Stop* card, followed immediately by a new action card, e.g. *Last weekend I read a book*. Child D can either follow with a *Last weekend I read a ...* card or he or she can change the verb by playing a *Stop* card.
- 4 The game continues until one of the players has laid down all the cards in his or her hand. He or she is the winner.

GOING SHOPPING 2

Aim:	To practise <i>Have you got...? Yes, I have/No I haven't. How much is it?</i> Quantities of money. Vocabulary of products and names of shops.
Materials:	One copy of Sheets 41 (page 91), 42 (page 92), 21 (page 71), 22 (page 72), 24 (page 74) for every group of four children.
Duration:	30 minutes
Language focus:	<i>Have you got...? Yes, I have. No, I haven't. How much is it? X pounds and X pence</i> <i>Shops: supermarket, toy shop, clothes shop, newsagent, greengrocer</i> <i>Products: chocolate, coke, a yoghurt, a pizza, milk, hamburgers, eggs, a ball, a model car, a toy aeroplane, a Gameboy, oranges, pears, lemons, apples, bananas, grapes, a pencil, a notebook, a newspaper, a magazine, a pair of jeans, a T-shirt, a jacket</i>
Aim of the game:	To be the first player to buy all the items and complete all the prices on your shopping list.

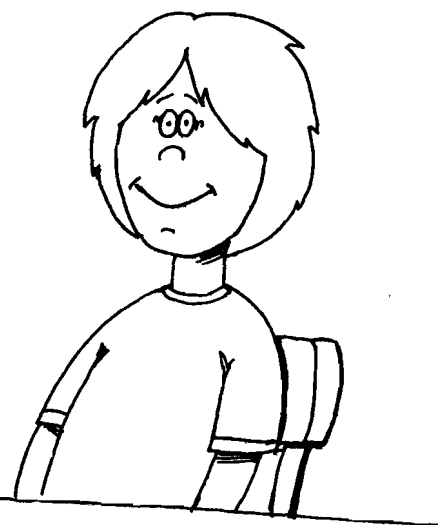
INTRODUCTION

Write all of the items on the shopping lists on the board and ask the class to group them according to how they are usually packaged e.g. packet, box, tin, bag, no packaging etc.

Write up the names of the shops and ask the class to decide which items can be bought in each shop.

PLAYING THE GAME

- 1 Divide the children into groups of four.
- 2 Give each player two shop cards from Sheets 21 and 22 (there are a total of eight shops), but tell them not to show their shops to each other. They fold their papers as in the diagram below, so that each player can see his or her own items but the other children in the group can only see the shop name.



- 3 Give out one shopping list from Sheet 24 to each player.
- 4 Ask the class to check their shops to see if they already 'own' any of the products on their shopping list. If they do they put a tick in the box next to the name of the product and write the price in the space provided.
- 5 Give out one GOING SHOPPING board (Sheet 41) and one copy of the questions cards (taken from Sheet 42) to each group. If you have not already done so, ask one player in the group to cut up the question cards and to place them face down in a pile by the side of the GOING SHOPPING board.
- 6 Each player takes a counter and places it on the START square. Players take it in turn to throw the dice and to progress round the board. If a player falls on a 'shop' square, he or she can ask the owner of the shop for one of the items on his or her shopping list. For example, if Child A falls on THE NEW NEWSAGENT and has a newspaper on her shopping list, she asks the owner of THE NEW NEWSAGENT *Have you got a newspaper?* The owner replies *Yes, I have.* Child A then asks *How much is it?* and the shop owner answers *30 pence.* Child A places a tick in the box and writes the price on her shopping list. It is now the next player's turn.
- 7 If a player falls on one of his or her own shops, or on STOP AND HAVE A REST or on STOP AND HAVE AN ICE-CREAM, it is the next player's turn. If a player falls on a ? square, he or she picks up a question card and follows the instructions. For example, *You have a new shop. Take THE NEW NEWSAGENT.* If the player who acquires the new shop still has an item to buy from THE NEW NEWSAGENT, he or she can tick this off the shopping list.
- 8 The game ends as soon as one of the players has completed his or her shopping list.

FIND THE DIFFERENCE

Aim: Talking about present activities.
Materials: One copy of Sheet 43 (page 93) for each child.
Duration: 20 minutes
Language focus: A boy/girl is... eating a sandwich/an apple, dancing/singing/ studying next to a radio, playing football/basketball, drinking Coke, throwing paper into a bin, climbing up a tree, pushing a boy into a bin, standing on a bicycle/riding a bicycle. A man is driving a car. must/mustn't...
Aim of the game: To find the nine differences between the two pictures.

INTRODUCTION

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

PLAYING THE GAME

- 1 Divide the class into pairs. Give Child A in each pair Picture 1 and Child B Picture 2 from Sheet 43. Tell the children not to show each other their pictures. It is probably best if they sit opposite one another.
- 2 Tell the children that there are nine differences between the two pictures. They have to describe their pictures to one another and mark the differences with crosses. For example, Child A (with Picture 1) might say *A boy is eating a sandwich*. Child B looks at his or her picture and finds a boy eating an apple, not a sandwich. He or she says *A boy is eating an apple*. So both children mark the picture of the boy eating with a cross.
- 3 This activity works well if you make it into a race. The first pair to finish are the winners.
- 4 As a follow-up activity you can ask the children what things are wrong in the playground. What 'must' or 'mustn't' children do in the playground? This can be followed by a writing activity in which the class write their own list of 'rules' for their playground.

Key

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

Extra ideas The children could do this activity as * Written work. Put them in pairs and ask them to look at the two pictures and write about the nine differences between them. Ask them to draw a line down the middle of the page and write a sentence under each column for each picture, e.g. Picture 1 A boy is eating a sandwich.

WHO'S WHO?

Aim:	Describing people (face/hair etc.).
Materials:	One copy of Sheet 44 (page 94) and Sheet 45 (page 95) for each child. These should all be stuck onto coloured card. One extra copy of both sheets should be stuck onto black card.
Duration:	Approximately 30 minutes
Language focus:	<i>Has your person got...long/short hair, a big/small mouth/nose, big/small eyes, curly/straight/wavy/dark/fair hair, a moustache?</i> <i>Is your person wearing glasses?</i>
Aim of the game:	The objective is to find out who the other player's secret card is before they guess yours. Players ask questions about the appearance of the person in order to eliminate cards in their hand.

INTRODUCTION

Draw three faces on the board, one with curly hair, one with straight hair and one with wavy hair. Write a name under each person. Tell the class you are going to describe the three people on the board but in a different order. After listening to the descriptions, the children should say the names of the people in the same order as you described them. Write up the words *curly*, *straight* and *wavy* next to each picture so that the children can refer to them while playing the game.

Secretly write the name of someone in the class. Tell the class they can ask you six questions to find out the name of the person on the paper and that you can only answer Yes or No. To help them, write the beginning of the sentence *Has your person got...?* on the board, plus any words you think will be useful as reference e.g. *glasses, eyes, nose, big/small, long/short hair*. Repeat the activity as many times as necessary.

PLAYING THE GAME OR /

- 1 Give each child or team a set of the cards from Sheets 44 and 45, stuck onto coloured card. Children can play either against each other in pairs, or one pair can challenge another pair.
- 2 Give each child (or team) a 'secret' card from the set stuck onto black card. They should not show anyone their 'secret' card.
- 3 Each child tries to guess the other person or team's 'secret' card by process of elimination. Child A (or Team A) begins by asking *Has your person got long hair?* and Child B looks at the hidden card and answers Yes or No. If Child B answers No, Child A then looks through his or her cards, and discards all the cards showing a person with long hair.
- 4 It is now Child B's turn to ask a question. Remember, the children should not ask whether the person is a man or a woman as this makes the game too easy.
- 5 The game continues until one player is able to guess the other person's or team's card correctly. He or she asks e.g. *Is your person David?* *Is your person Maria?* If correct, he or she is the winner.

RACING PAST

Aim	Talking about past actions.
Materials:	One copy of Sheet 46 (page 96) for each pair of two children. One dice per pair. One piece of paper and coloured pen per person (different colours for each player). Two counters.
Duration:	An appropriate time limit can be set.
Language focus:	<i>Last weekend/on Saturday/Sunday/Monday/Thursday...I/he/she/we/they... went/played/read/ bought/watched/stayedshopping/football/basketball/table tennis/to the supermarket/to the cinema/to the park/to the theatre/ television/a film/cards/a book.</i>
Aim of the game:	To make as many complete sentences as possible in the time given.

INTRODUCTION

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

PLAYING THE GAME

- 1 Give out a copy of Sheet 46 to each pair. The children place their counters on START. Child A throws the dice and moves along as many circles as the number shown on the dice. Players can move either horizontally or vertically but not diagonally. Child A notes down the word in the circle he or she arrives at, on his or her piece of paper and marks the circle on the copy with a coloured pen. Child A now 'owns' this circle and only he or she can pass through it to move onto other circles.
- 2 Child B now throws the dice and moves across the number of circles indicated on the dice. Again, he or she notes down the word he or she arrives at on a piece of paper and colours in this circle using a different colour from Child A.
- 3 The children take it in turns to throw the dice and gradually occupy circles. They must also start making sentences with the words they have occupied. Each sentence should only consist of 'occupied words.'
- 4 You can stop the game after a minimum of 20-25 minutes. The children count up the number of words they have in complete sentences and try to add in any of the words which are not yet occupied. The winner in each pair is the player with the most words in correct sentences.

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

Extra ideas* More sentence vocabulary. The children make their own game by following a similar outline and filling in the circles with words of their own choice.

9

eighteen

12

17

eleven

ten

two

four

6

18

4

fifteen

3

five

twelve

16

20

seventeen

13

twenty

nine

11

six

2

14

1

15

nineteen

10

eight

thirteen

three 7

5

one

19

sixteen

fourteen

8

seven

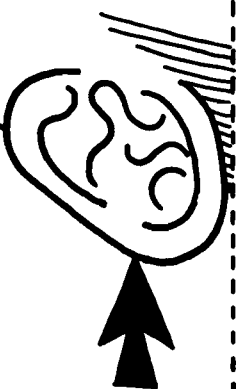
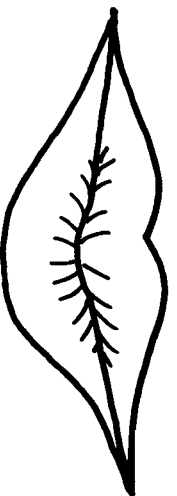
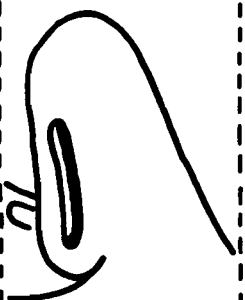
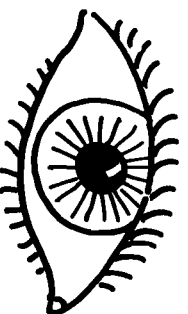
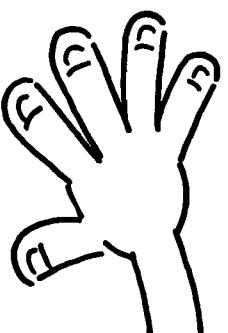
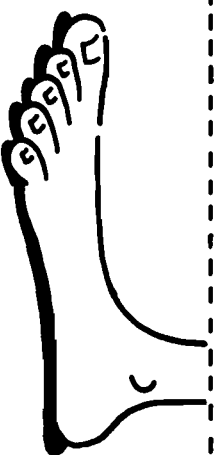
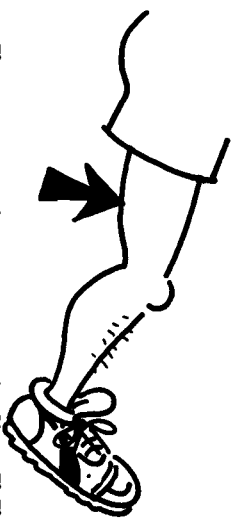
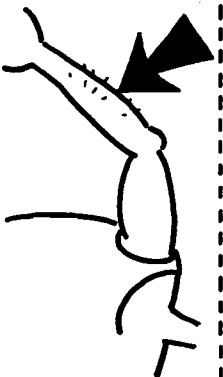
COLOUR BINGO!

SHEET 2

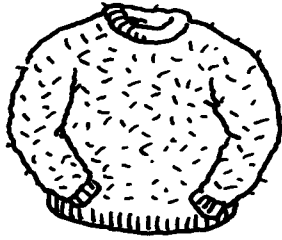


blue	black	white	pink	blue	white
green black	purple yellow	yellow brown	brown pink	orange yellow	green brown
orange black	purple orange	blue blue	white pink	purple green	green orange
pink blue	brown yellow	white purple	black yellow	yellow orange	purple red
pink	brown	white	black	green	brown

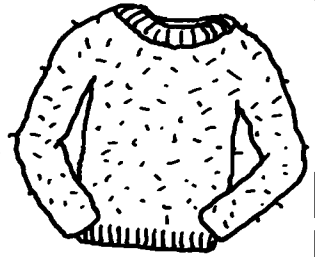




a purple
skirt



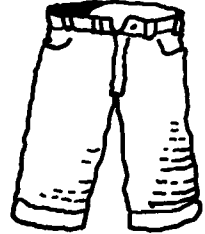
blue
trousers



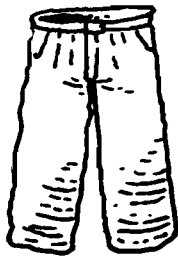
a red
jumper



a green
skirt



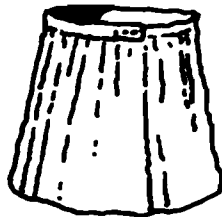
blue
shoes



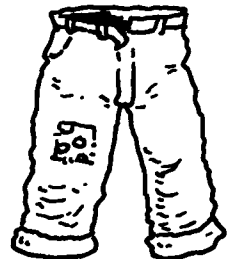
a yellow
skirt



red
shoes



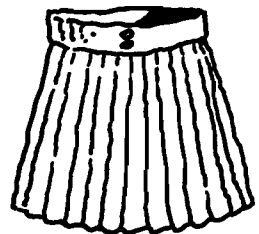
a white
T-shirt



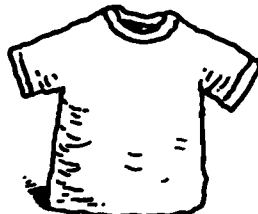
a yellow
jumper



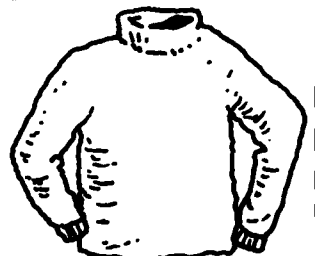
a purple
T-shirt



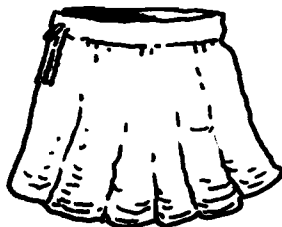
a black
jumper



black
trousers

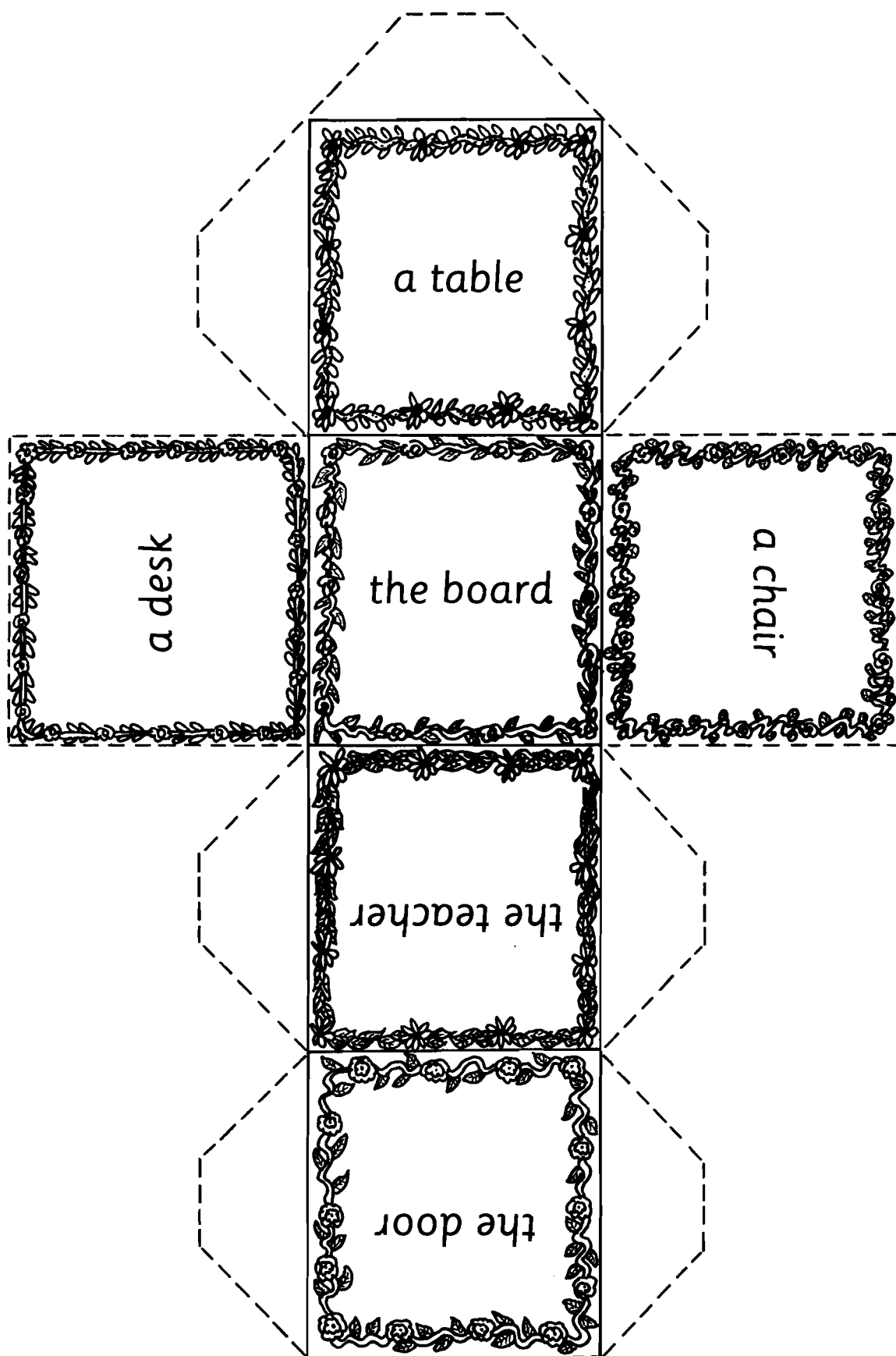


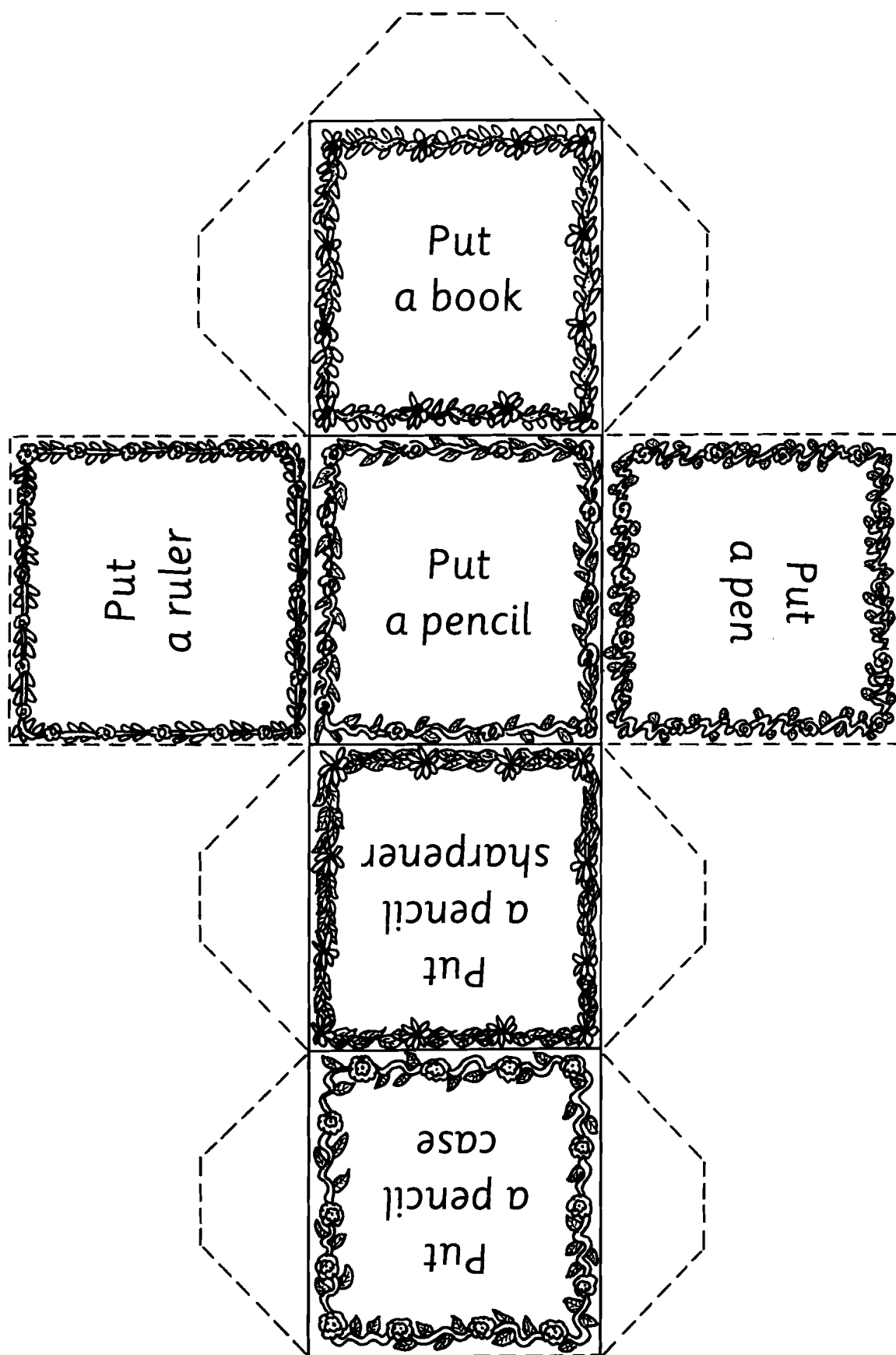
white
shoes



green
trousers

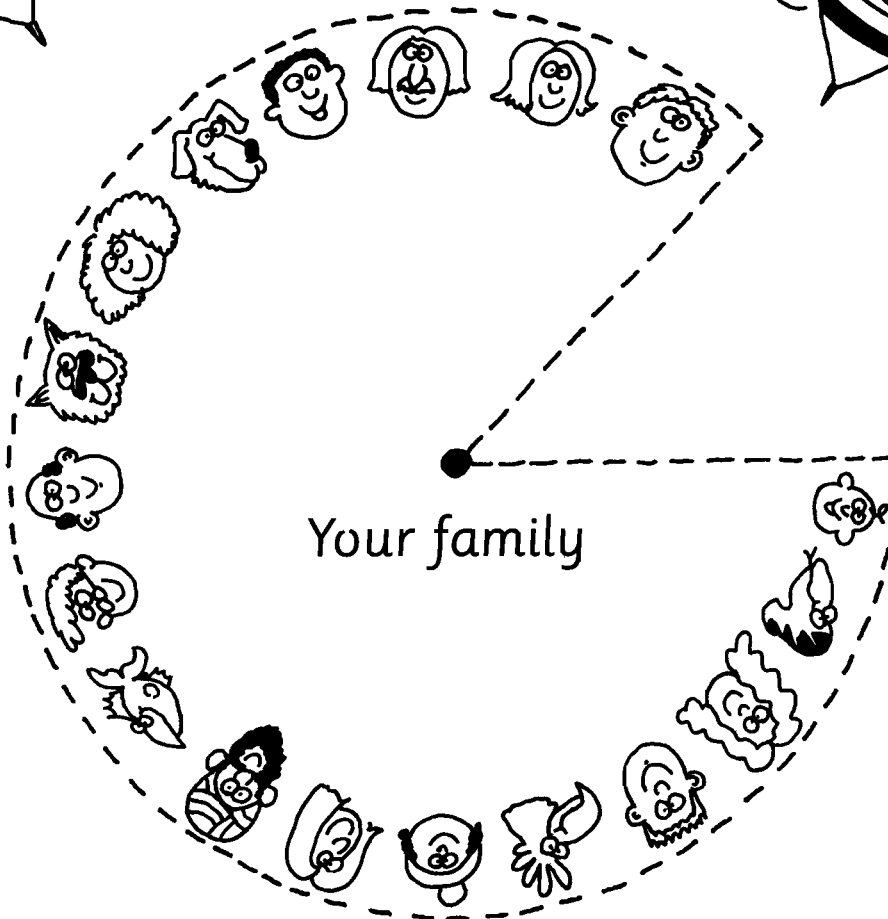
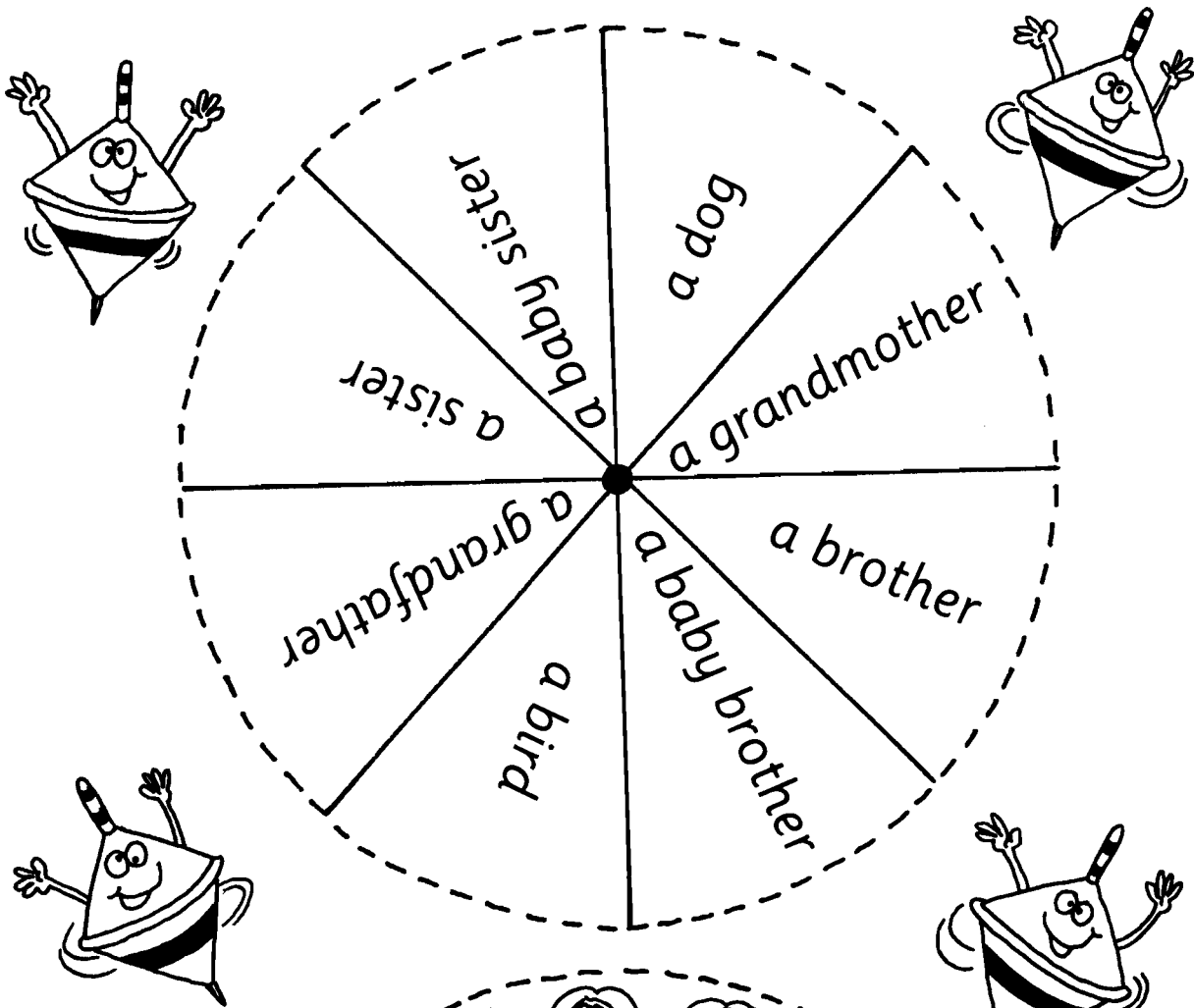




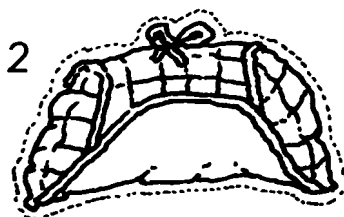
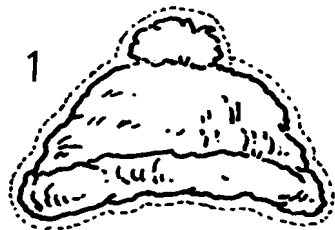
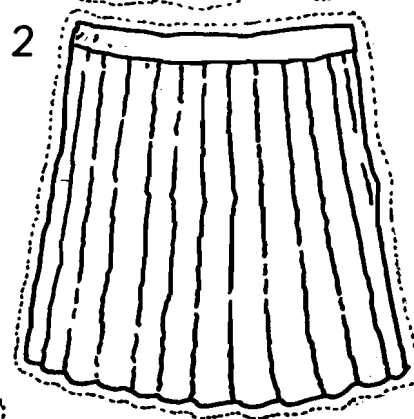
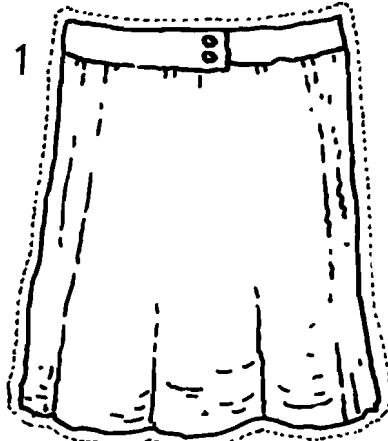
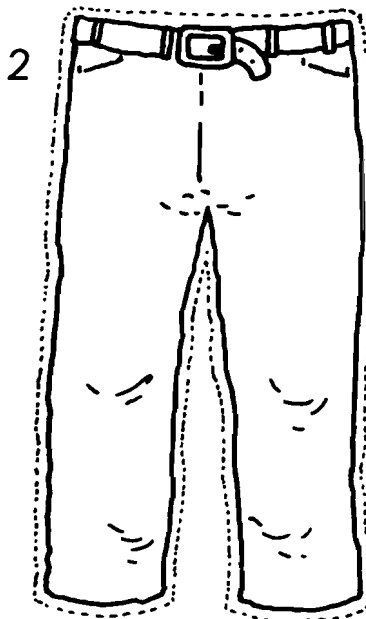
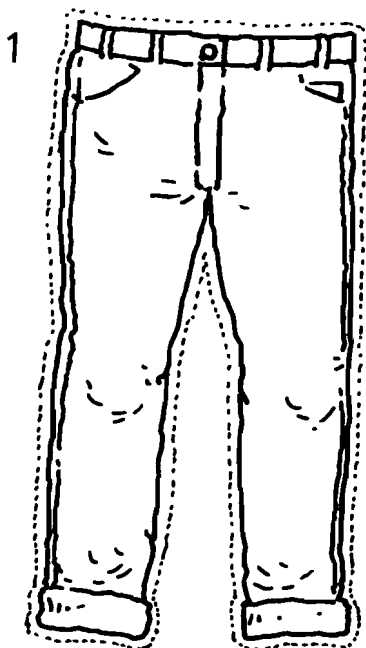
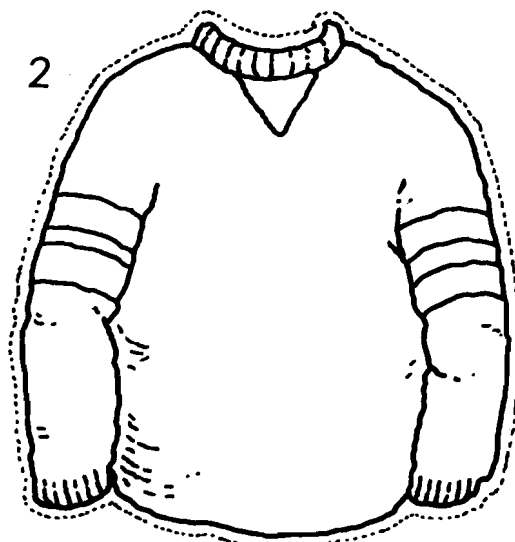
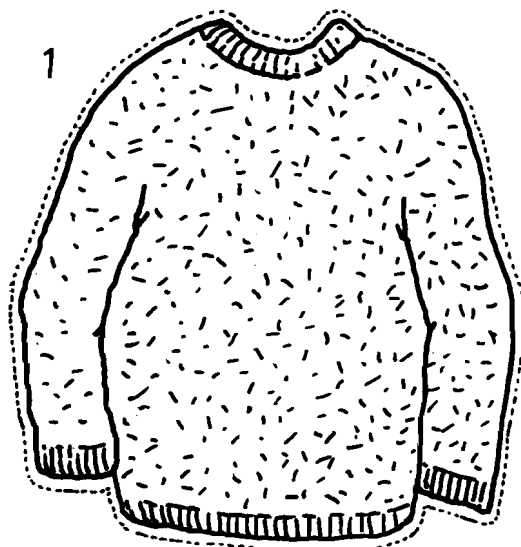


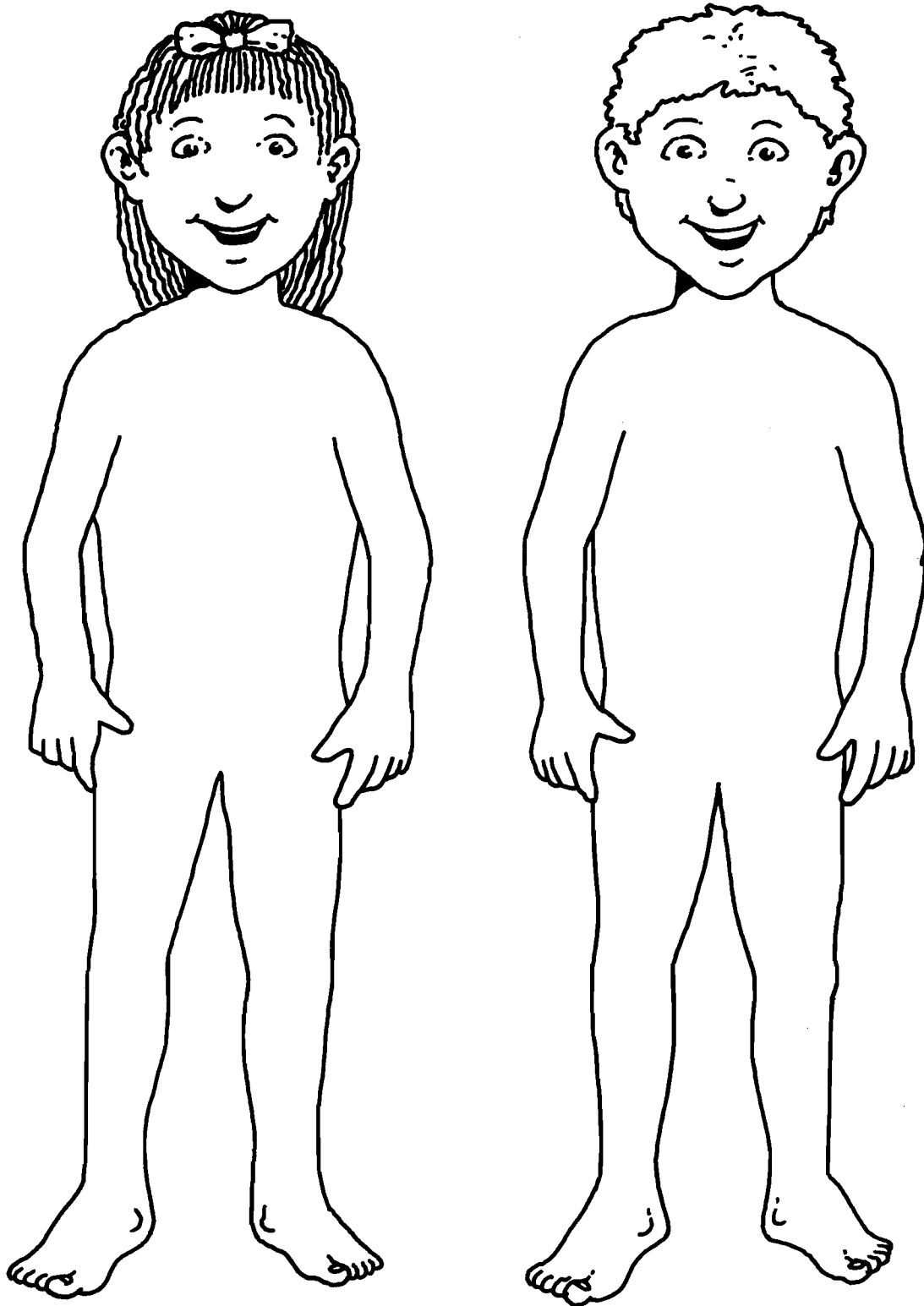
FAMILY SPINNER

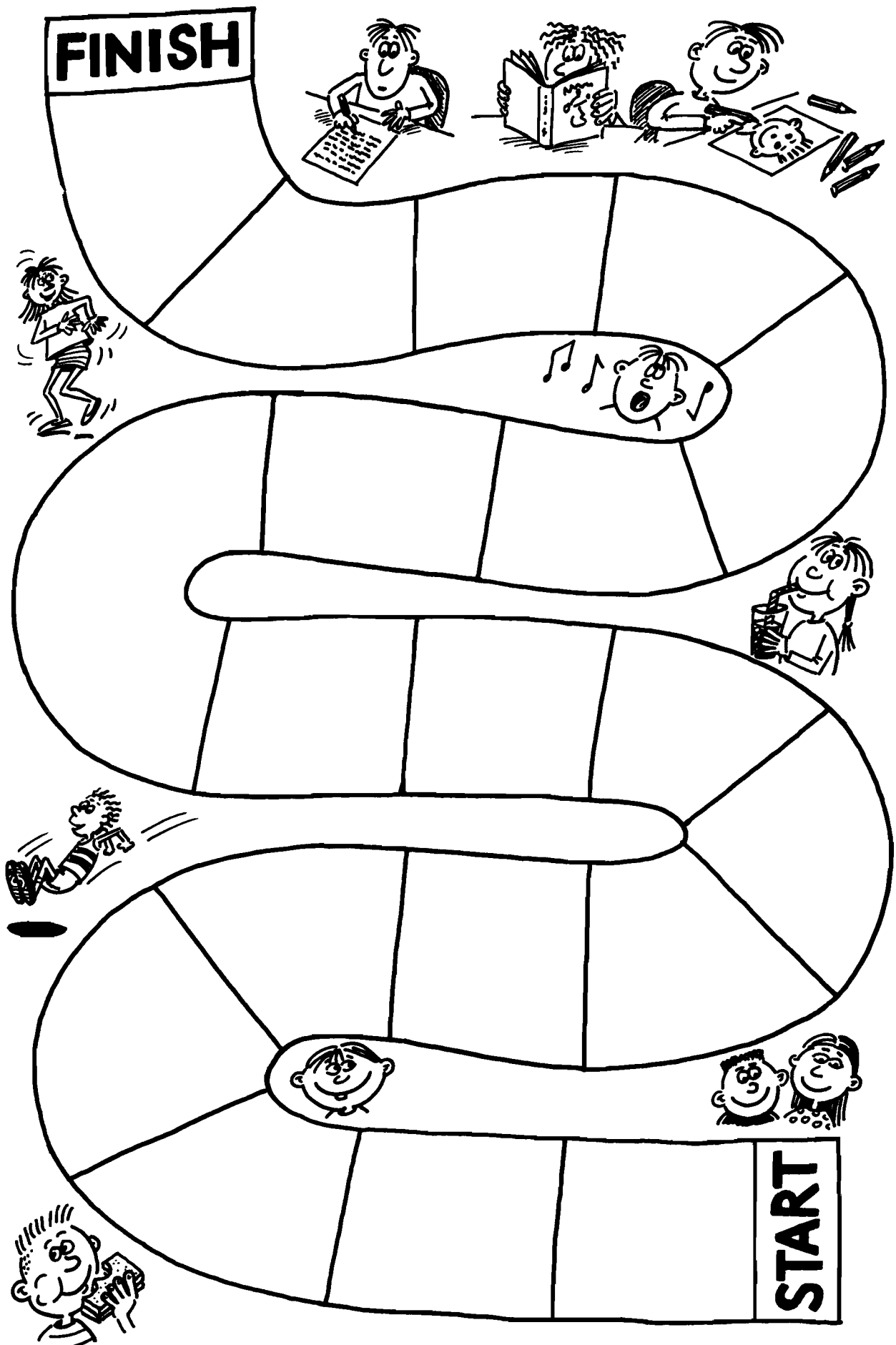
SHEET 7



Your family



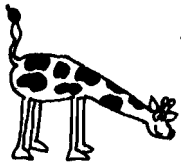




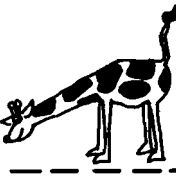
their	their	his	her
his	his	his	their
her	their	his	her
her	their	her	her

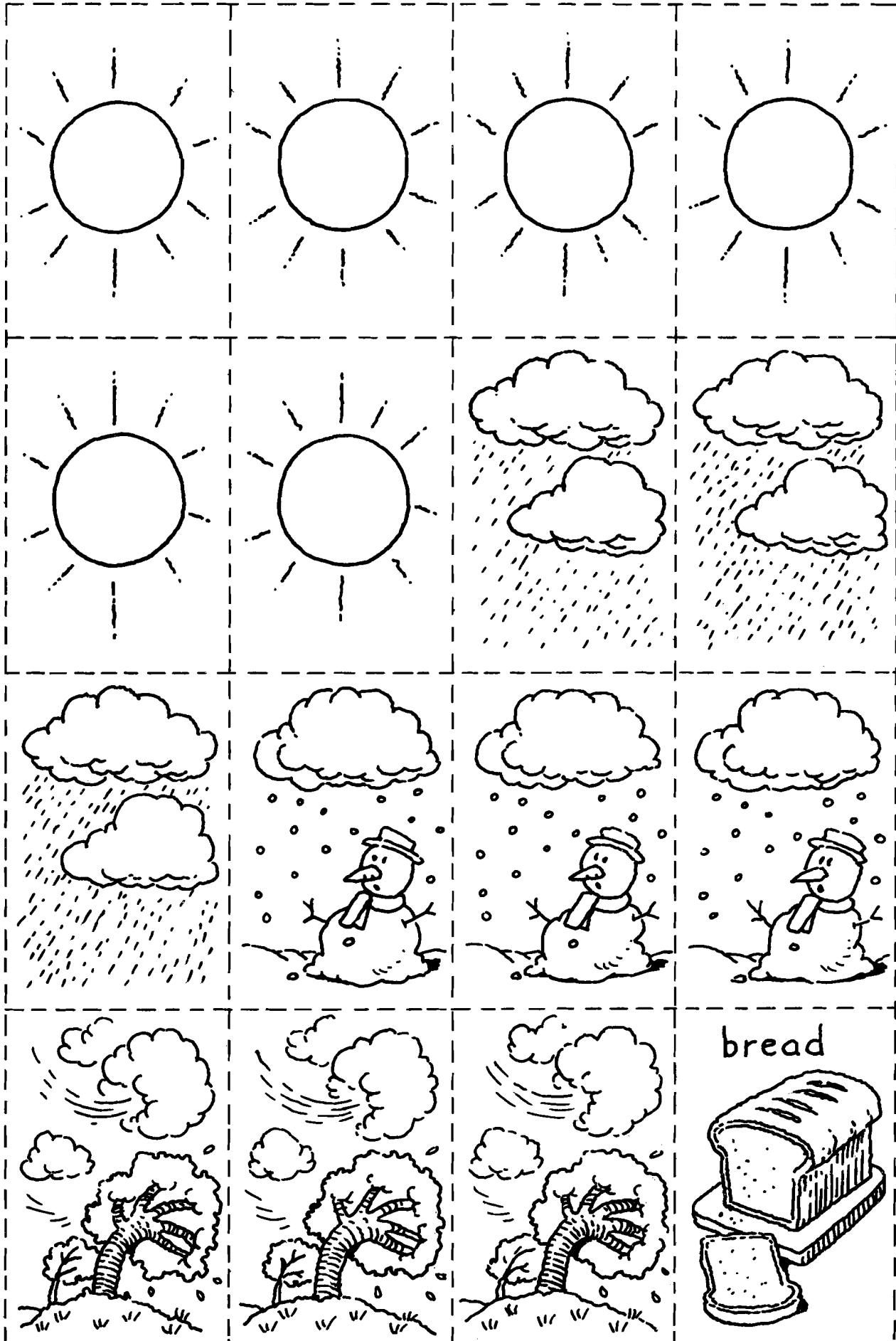


What animal has got a big mouth?	What animal has got a short tail?
What animal is red and green and blue?	What animal is black and yellow?
What animal is black?	What animal lives in the mountains?
What animal has got four legs?	What animal eats bananas?
What animal lives in water?	What animal has got small ears?
What animal lives in a tree?	What animal can run very fast?
What animal has got two arms?	What animal can speak?
What animal is small?	What animal eats fish?
What animal is white?	What animal lives in the jungle?

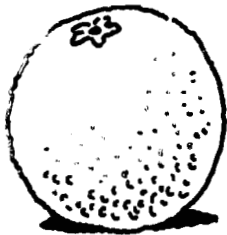
	four legs		a neck
a neck		two ears	
	two ears		two eyes
a head		a tail	
	a neck		four legs
two ears		two eyes	
	two eyes		a head
a tail		four legs	
	a head		a tail

What animal eats leaves?	What animal eats meat?
What animal is brown and yellow?	What animal lives in cold places?
What animal has got long legs?	What animal has got big ears?
What animal is grey and lives in water?	What animal can swim?
What animal is strong?	What animal has got short legs?
What animal has got a long neck?	What animal has got big teeth?
What animal has got a long tail?	What animal has got two legs?
What animal lives in grasslands?	What animal eats grass?
What animal has got a long trunk?	What animal is black and white?

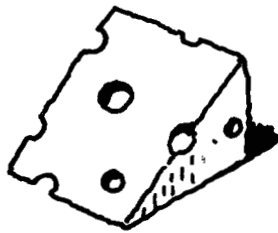
four legs		two eyes	
	a neck		two ears
a head		two ears	
	a neck		a neck
a tail		two eyes	
	two ears		a tail
a head		a head	
	four legs		two eyes
a tail		four legs	



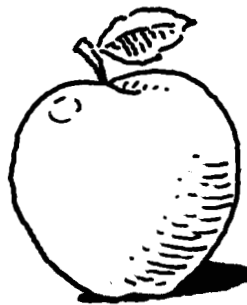
orange



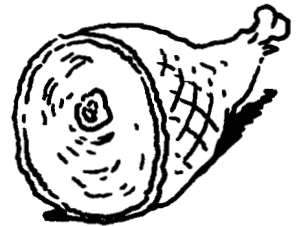
cheese



apple



ham



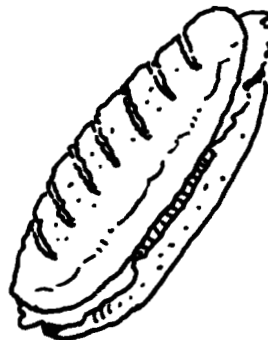
coke



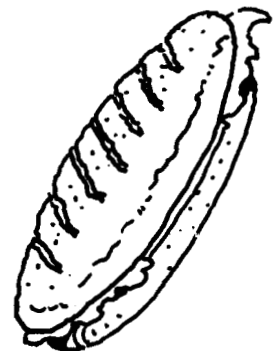
water



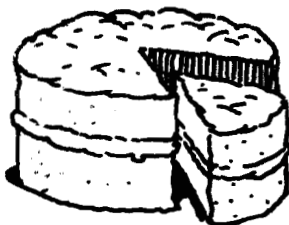
sandwich



sandwich



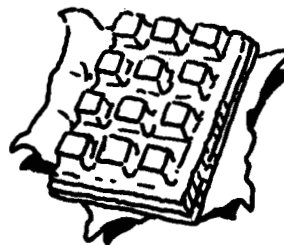
cake



grapes



chocolate



tomato



milk



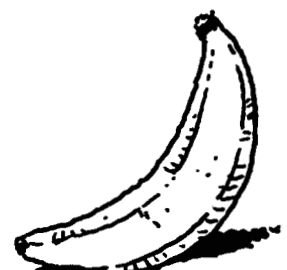
salad

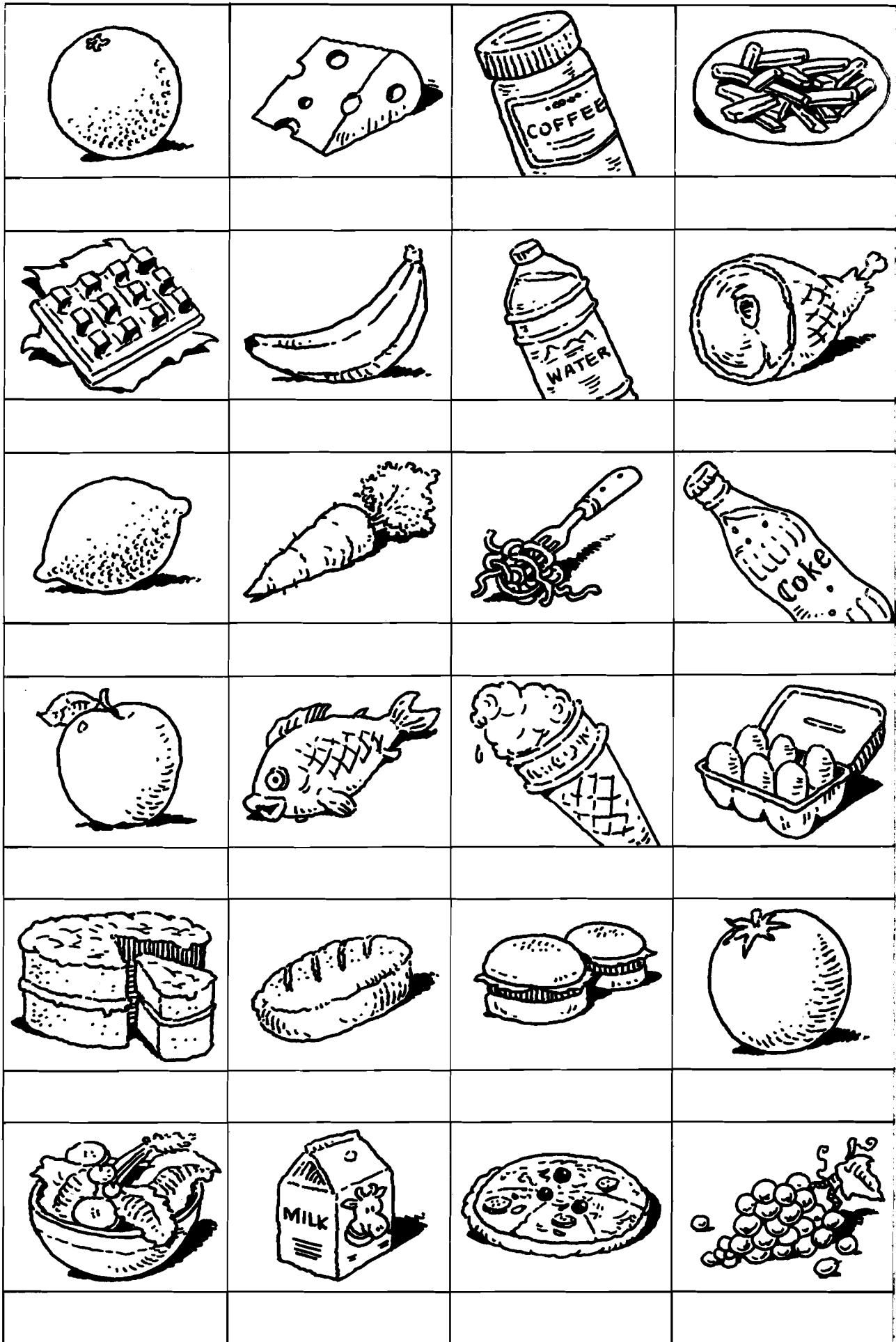


sandwich



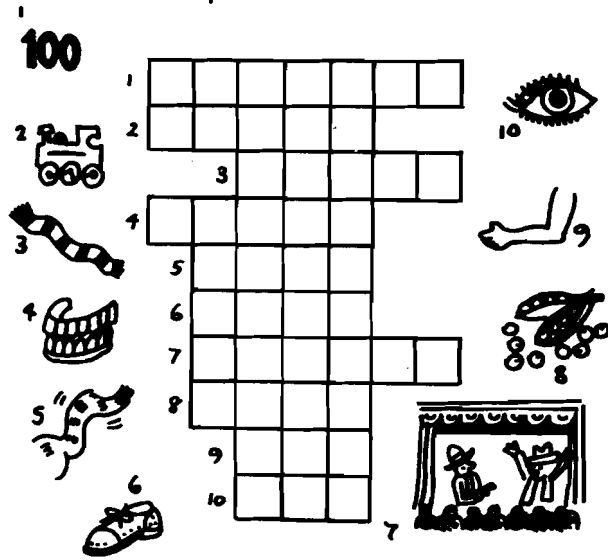
banana



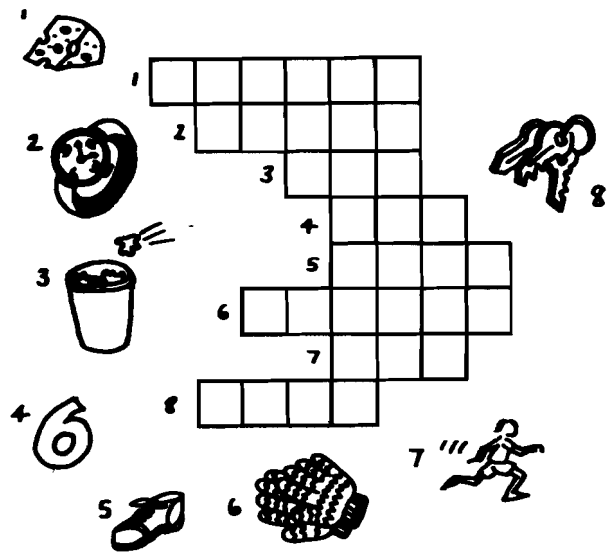


Group A Sentence 1 Look for a matchbox next to a window. Open it.	
Group A Sentence 2 Go to the teacher's table. Look for more information.	Group A Break the Code 25+15+21 3+1+14 6+9+14+4 20+8+5 20+18+5+1+19+21+18+5 9+6 25+15+21 15+16+5+14 20+8+5 4+15+15+18.
Group B Sentence 1 Look for a matchbox under the board. Open it.	
Group B Sentence 2 Look at the windows in the classroom for more information.	Group B Break the Code 25+15+21 3+1+14 6+9+14+4 20+8+5 20+18+5+1+19+21+18+5 9+14 1 3+21+16+2+15+1+18+4.
Group C Sentence 1 Look for a matchbox next to the door. Open it.	
Group C Sentence 2 Look for a dictionary under the teacher's table for more information.	Group C Break the Code 25+15+21 3+1+14 6+9+14+4 20+8+5 20+18+5+1+19+21+18+5 21+14+4+5+18 1 2+1+7.
Group D Sentence 1 Look for a matchbox in the bin. Open it.	
Group D Sentence 2 Look for your teacher's coat or jacket. Look in a pocket for more information.	Group D Break the Code 25+15+21 3+1+14 6+9+14+4 20+8+5 20+18+5+1+19+21+18+5 21+14+4+5+18 19+15+13+5 2+15+15+11+19.
Group E Sentence 1 Look for a matchbox under the teacher's table. Open it.	
Group E Sentence 2 Look for a poster with more information.	Group E Break the Code 25+15+21 3+1+14 6+9+14+4 20+8+5 20+18+5+1+19+21+18+5 21+14+4+5+18 1 20+1+2+12+5.

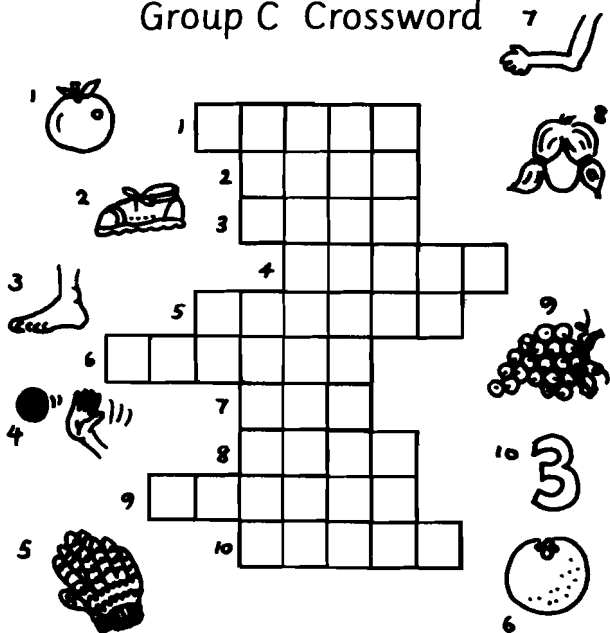
Group A Crossword



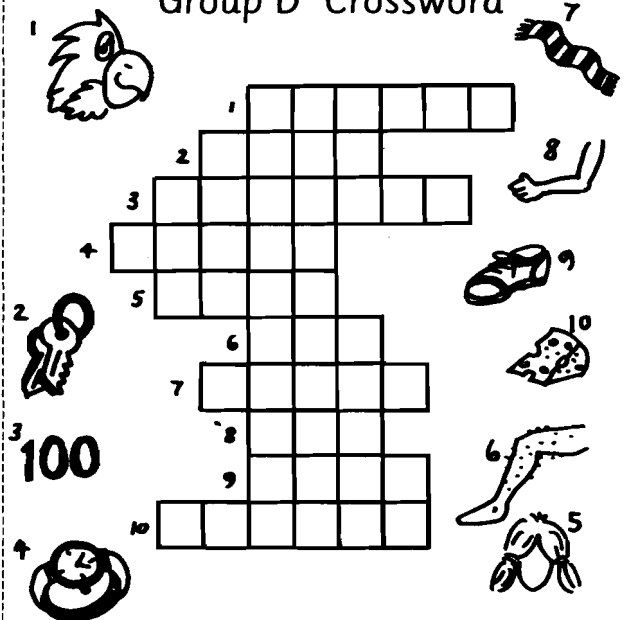
Group B Crossword



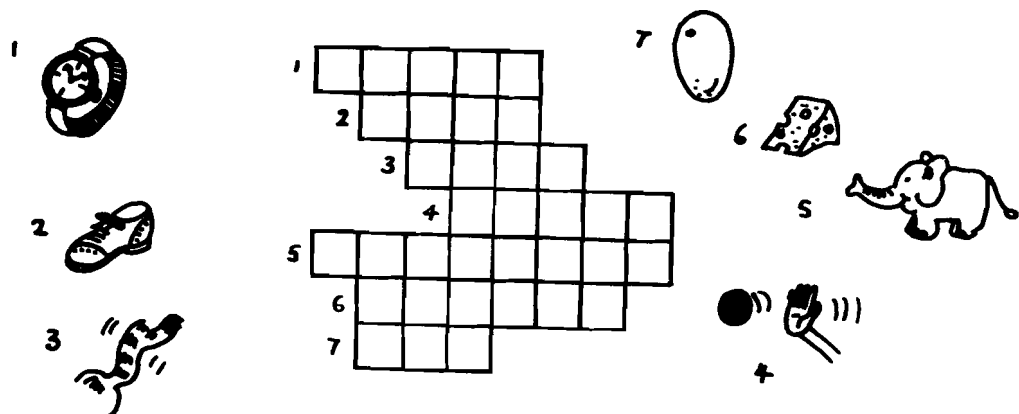
Group C Crossword

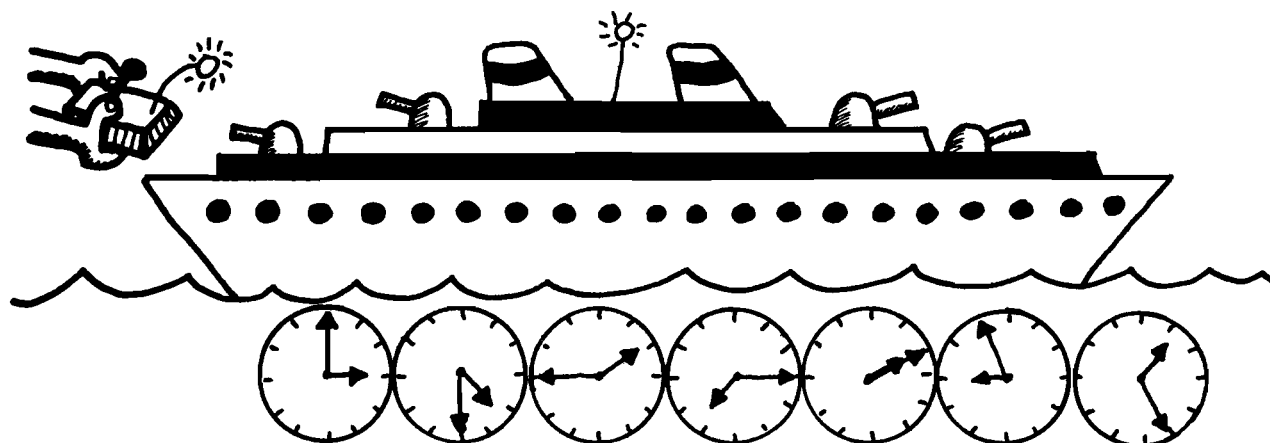


Group D Crossword

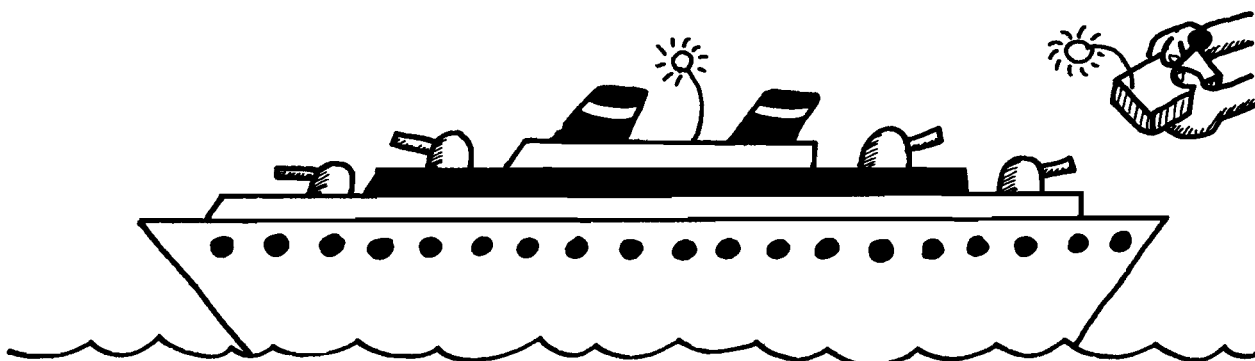


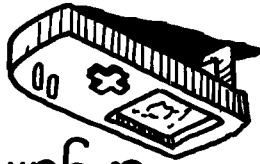
Group E Crossword



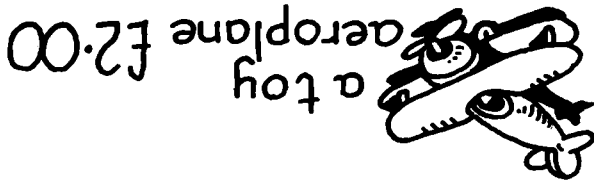


Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							





a gameboy £15.00



a toy aeroplane £2.00



a model car £3.00

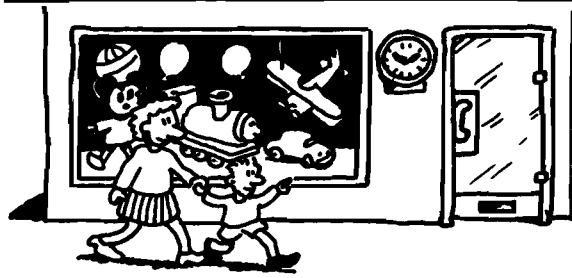


a ball £2.50

THE TERRIBLE TOYSHOP



THE TICK TOCK TOYSHOP



6 eggs 80p

2 hamburgers 80p

milk 80p

a pizza £2.50

a yoghurt 30p

coke 30p

chocolate 30p

THE SUPER SUPERMARKET



THE SURPRISE SUPERMARKET



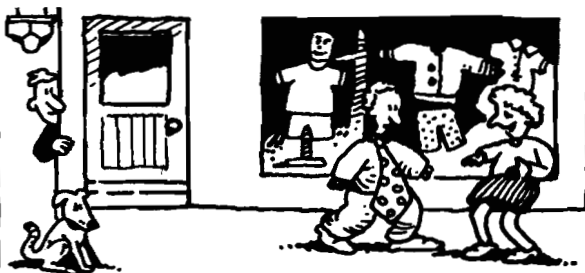
a pair of jeans £20.00
a T-shirt £6.00
a jacket £15.60



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



THE COLOUR CLOTHES SHOP



THE NEW NEWSAGENT



grapes 70p



bananas 70p



apples 45p



lemons 50p



pears 85p



oranges 65p



THE GENEROUS GREENGROCER



THE GREEDY GREENGROCER



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

Shopping list 1

☐ apples _____☐ oranges _____☐ some milk _____☐ a notebook _____☐ a T-shirt _____☐ a gameboy _____

Shopping list 2

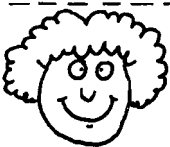
☐ grapes _____☐ lemons _____☐ 6 eggs _____☐ a bottle of Coke _____☐ a magazine _____☐ a pair of jeans _____

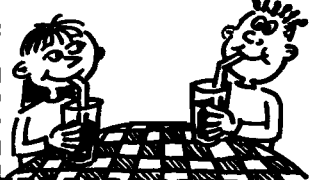
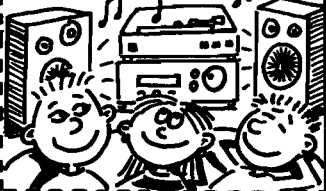
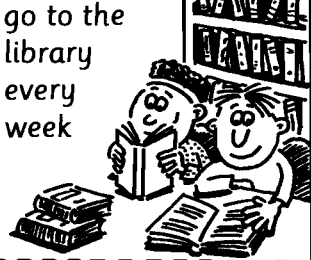
Shopping list 3

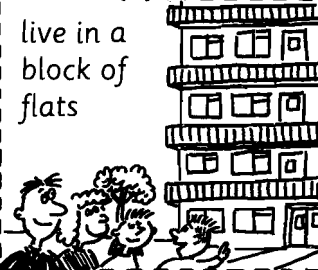
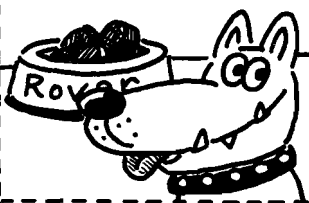
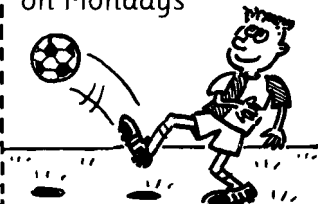
☐ pears _____☐ hamburgers _____☐ chocolate _____☐ a pencil _____☐ a ball _____☐ a toy aeroplane _____

Shopping list 4

☐ bananas _____☐ a pizza _____☐ a yoghurt _____☐ a newspaper _____☐ a model car _____☐ a jacket _____

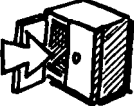
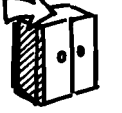
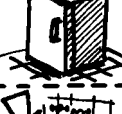
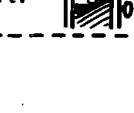
Name Wendy  Age 10 Address 19 Yellow Road	Name Steve  Age 8 Address 2 Fall Road
Name Greg  Age 10 Address 5 Bed Street	Name Pat  Age 10 Address 8 Moon Road
Name Ken  Age 10 Address 1 Fig Street	Name Pete  Age 11 Address 12 Ford Road
Name Mike  Age 11 Address 23 Beacon Road	Name Helen  Age 11 Address 18 Angel Road
Name Anne  Age 8 Address 12 Diver Road	Name Tim  Age 11 Address 24 Clean Road
Name Claire  Age 9 Address 24 Bleak Road	Name Nicola  Age 9 Address 9 Vale Road
Name Kate  Age 10 Address 30 Bond Road	Name Penny  Age 8 Address 8 Deal Road
Name Martin  Age 10 Address 5 Ham Road	Name Fred  Age 9 Address 43 Oak Road

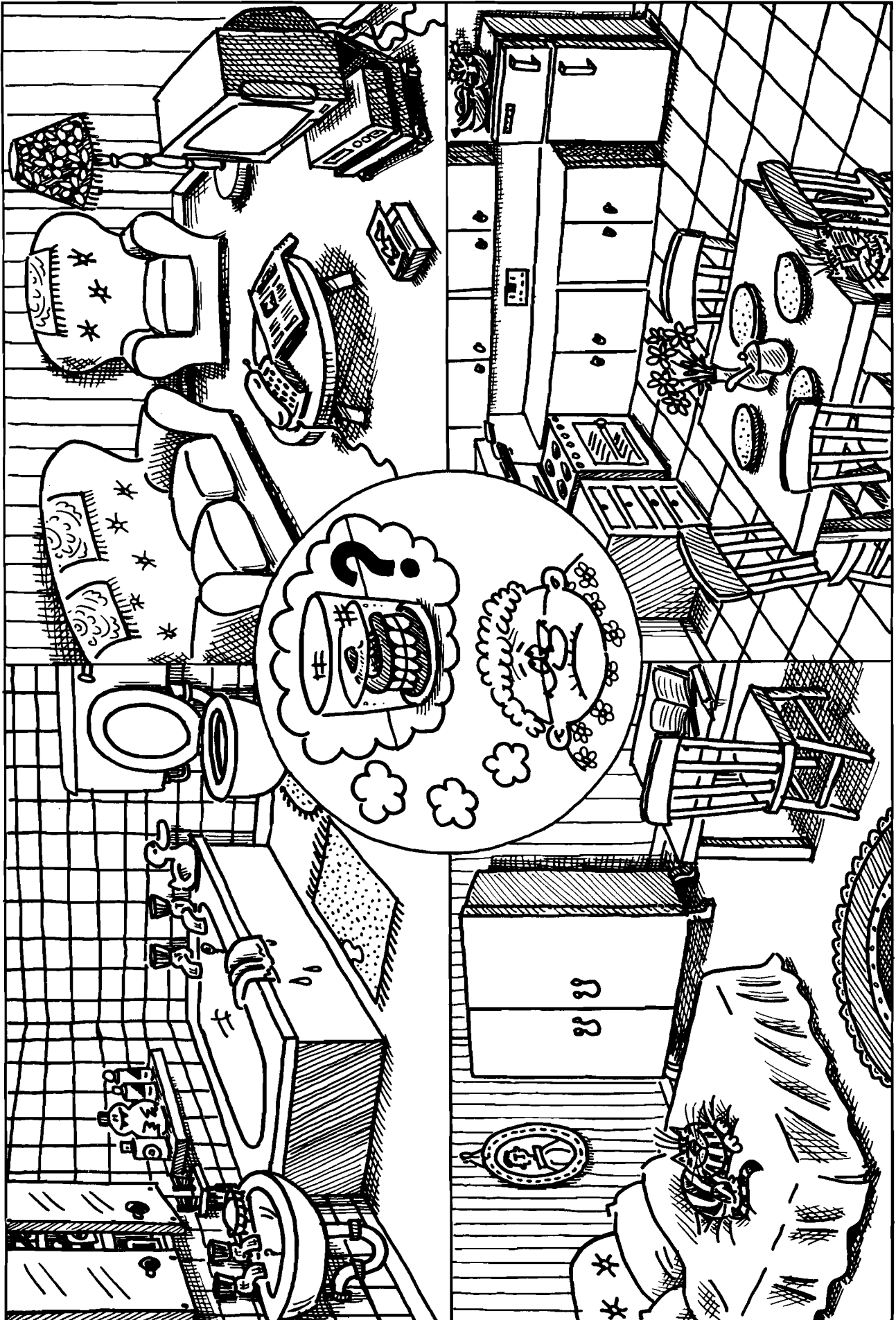
goes to bed at 10 o'clock every day 	She	does ballet on Thursdays 	He
go to karate class on Tuesdays 	He	has a shower every morning 	They
goes to piano classes on Fridays 	She	plays tennis on Sundays 	She
drink coke every day 	It	goes dancing every Saturday evening 	They
goes swimming every week 	They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

reads a newspaper every day 	He	watch television every day 	She
listens to the radio every morning 	He	watches television every evening 	He
eats fish every day 	She	live in a block of flats 	It
eats meat for dinner 	He	lives in a house 	He
likes cheese 	They	plays football on Mondays 	She
plays the guitar 	They	eat sandwiches for lunch every day 	She
play basketball every Saturday 	They	does homework every day 	They





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



ELIMINATION



10
9
8
7
6
5
4
3
2
1

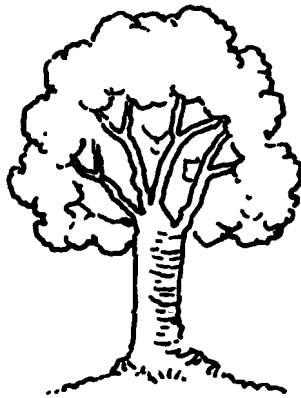


1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

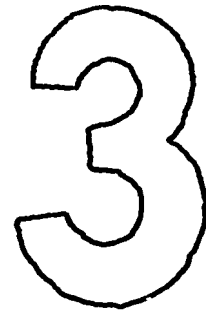
tea



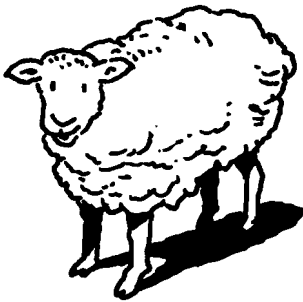
tree



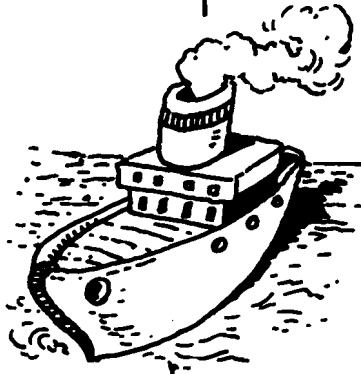
three



sheep



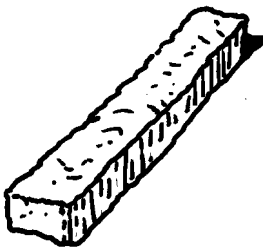
ship



shop



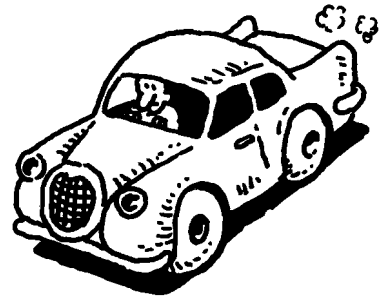
chip



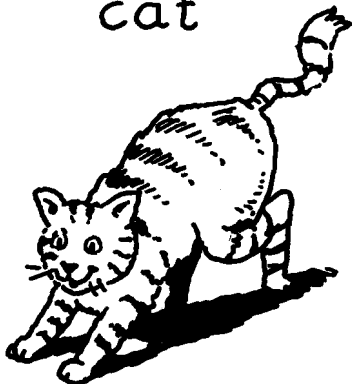
card



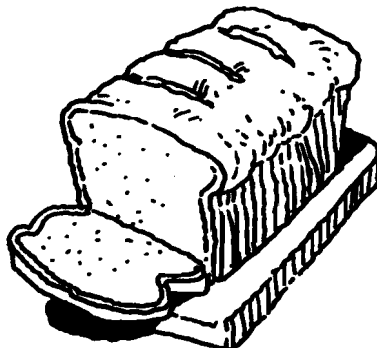
car



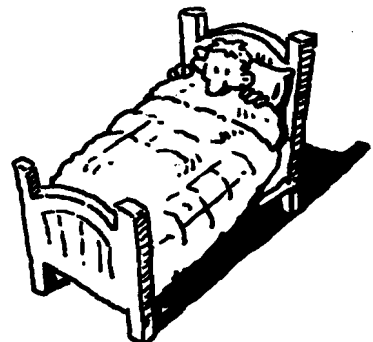
cat



bread

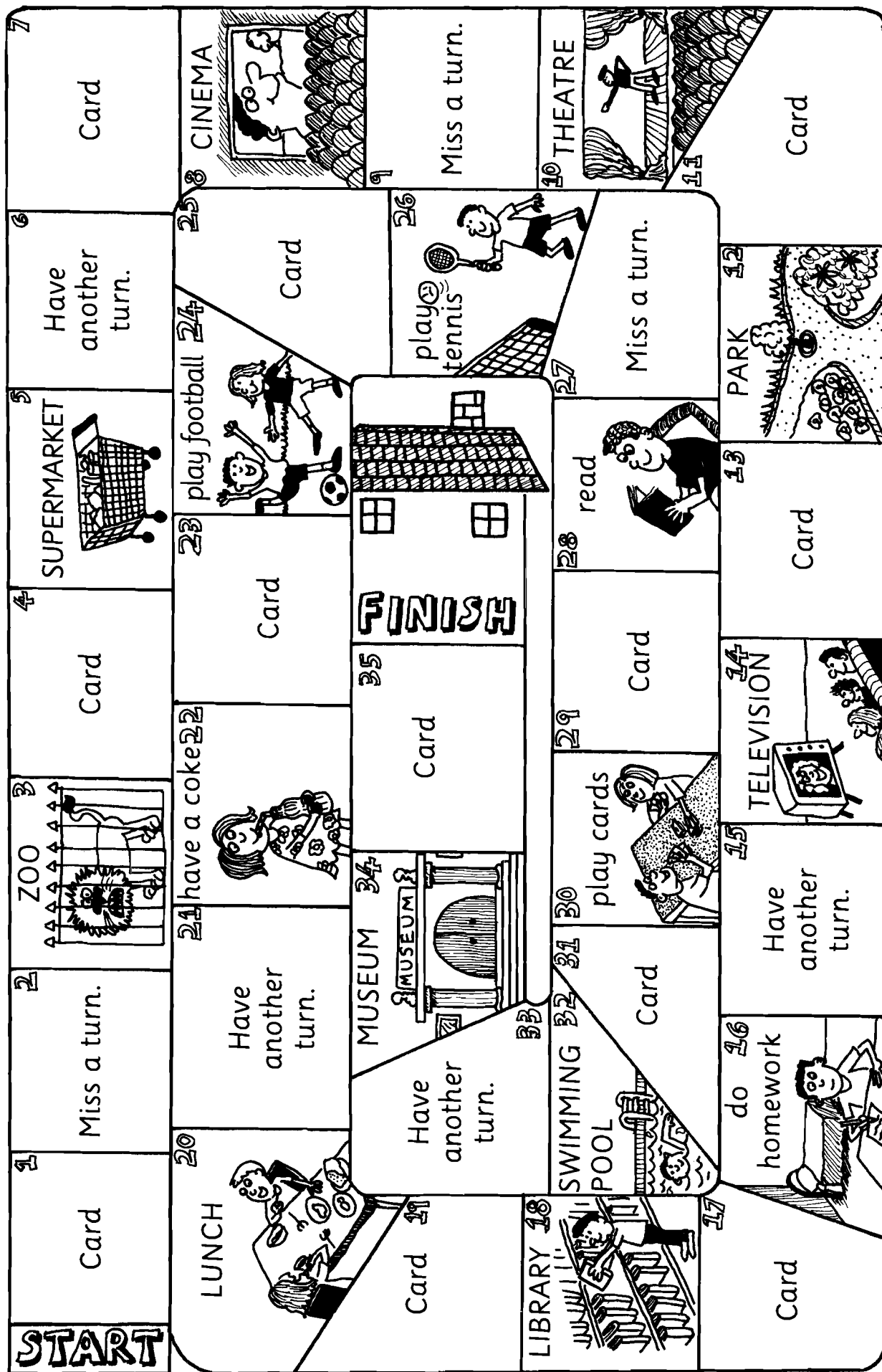


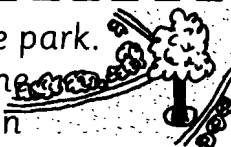
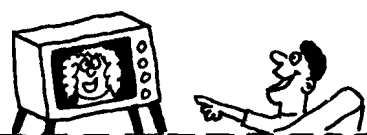
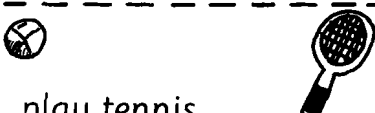
bed

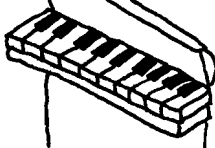
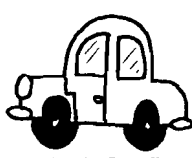
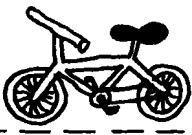
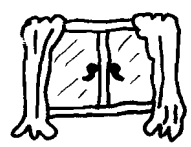


TRYING TO GET HOME

SHEET 34



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

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

THE SHOPS

The pet shop is on Red Street.

The greengrocer is on North Street.

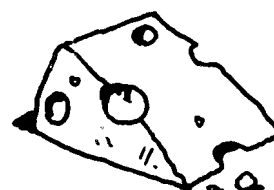
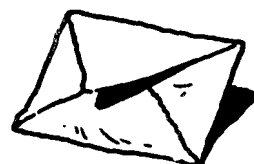
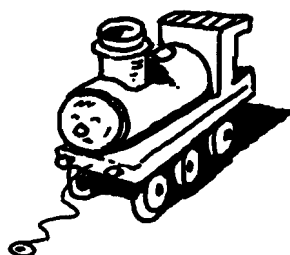
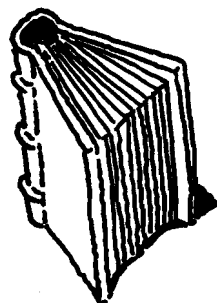
The book shop is on Bridge Road.

The sweet shop is on Ham Street.

The supermarket is on Lavender Street.

The post office is on Corner Road.

The toy shop is on Market Street.



THE DIRECTIONS

Go along North Street.

Turn right into Glen Road.

Turn left into Market Street.

Turn right into Red Street.

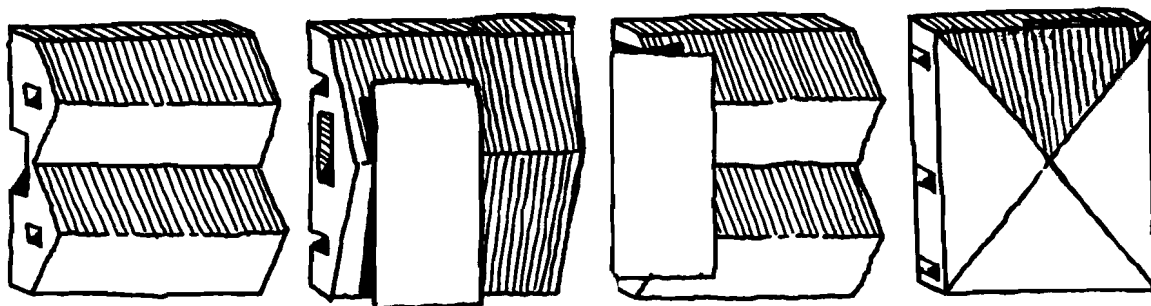
Turn left into Bridge Road.

Turn left into Corner Road.

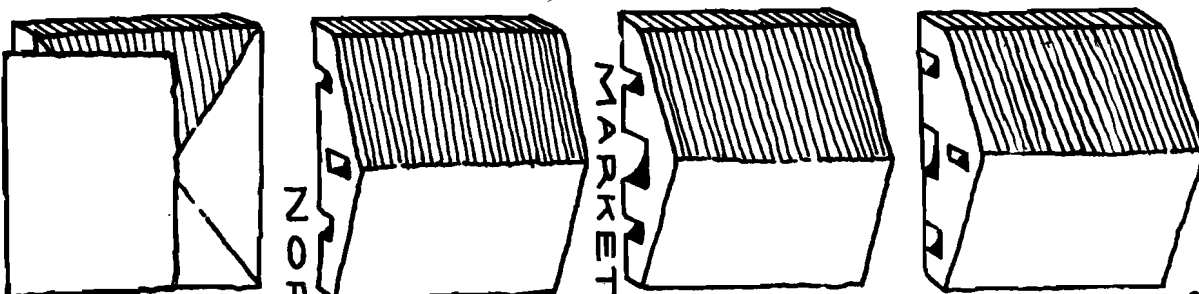
Turn right into Market Street.

The shop is on the right.

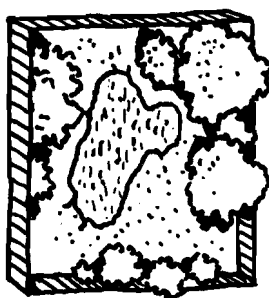
PARK ROAD



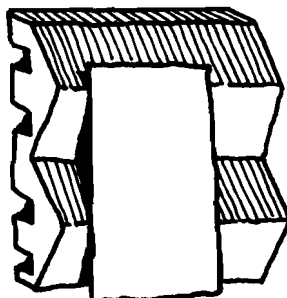
CORNER ROAD



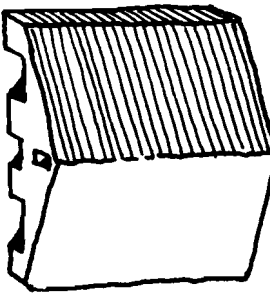
LAVENDER STREET



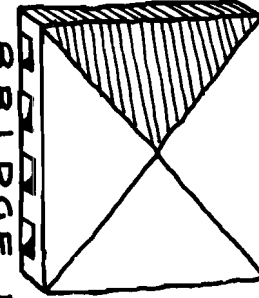
NORTH STREET



MARKET STREET

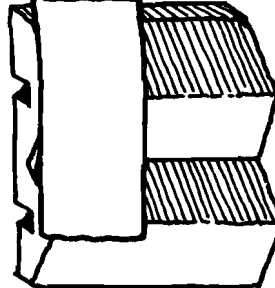
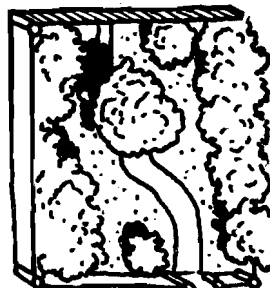
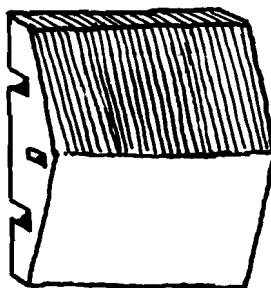
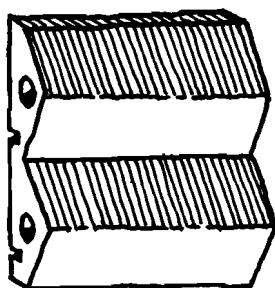


GREEN STREET

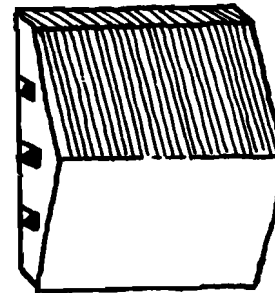
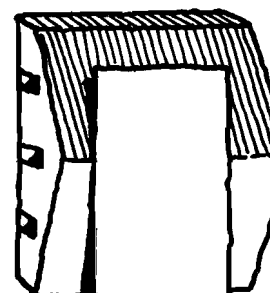
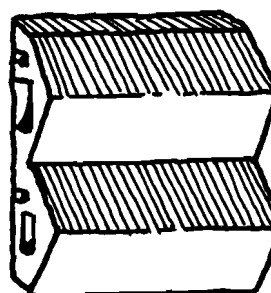
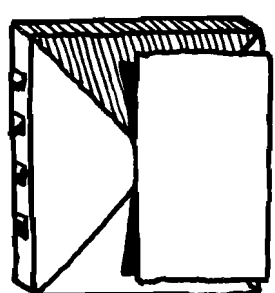


CROSS STREET

RED STREET



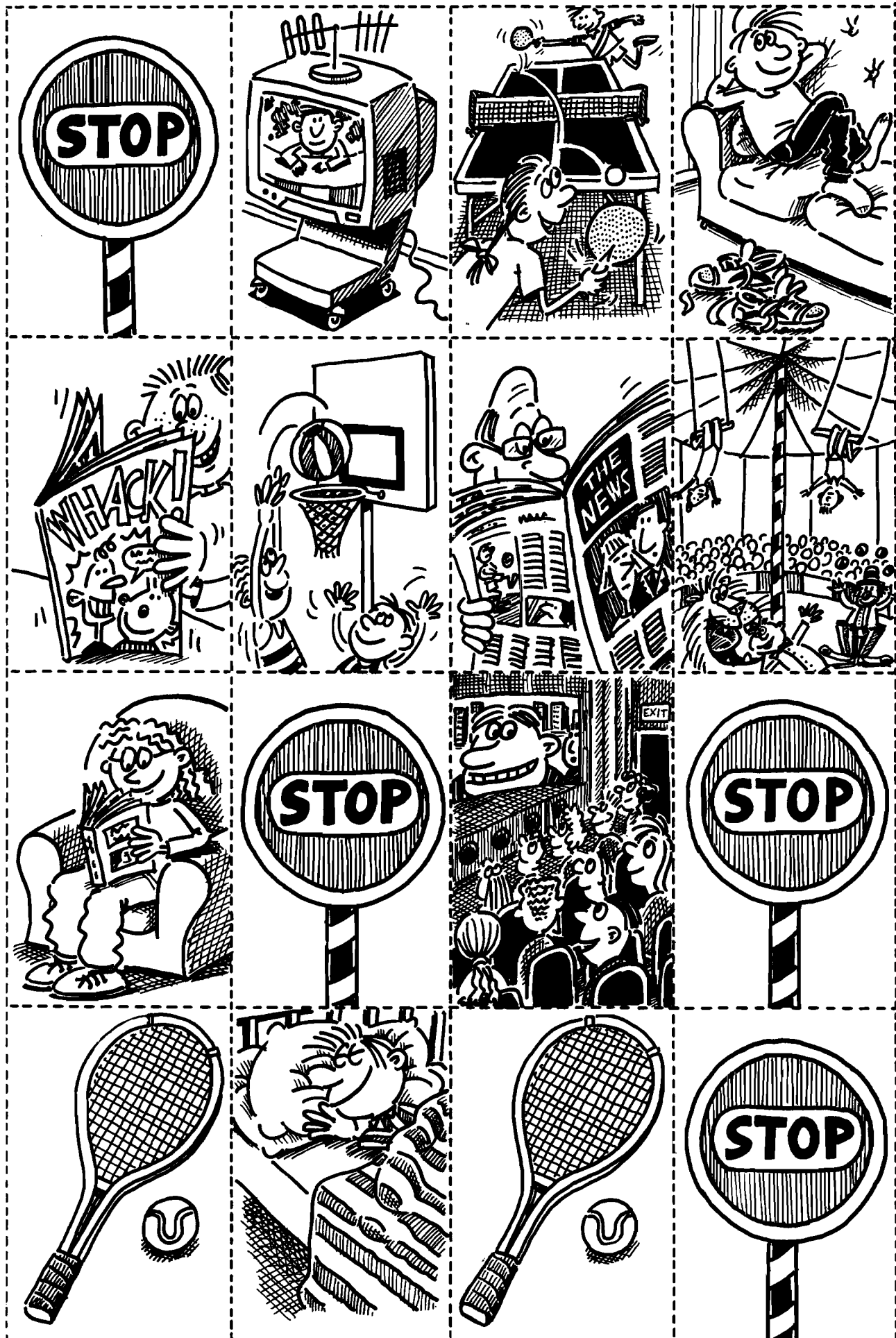
GLEN ROAD

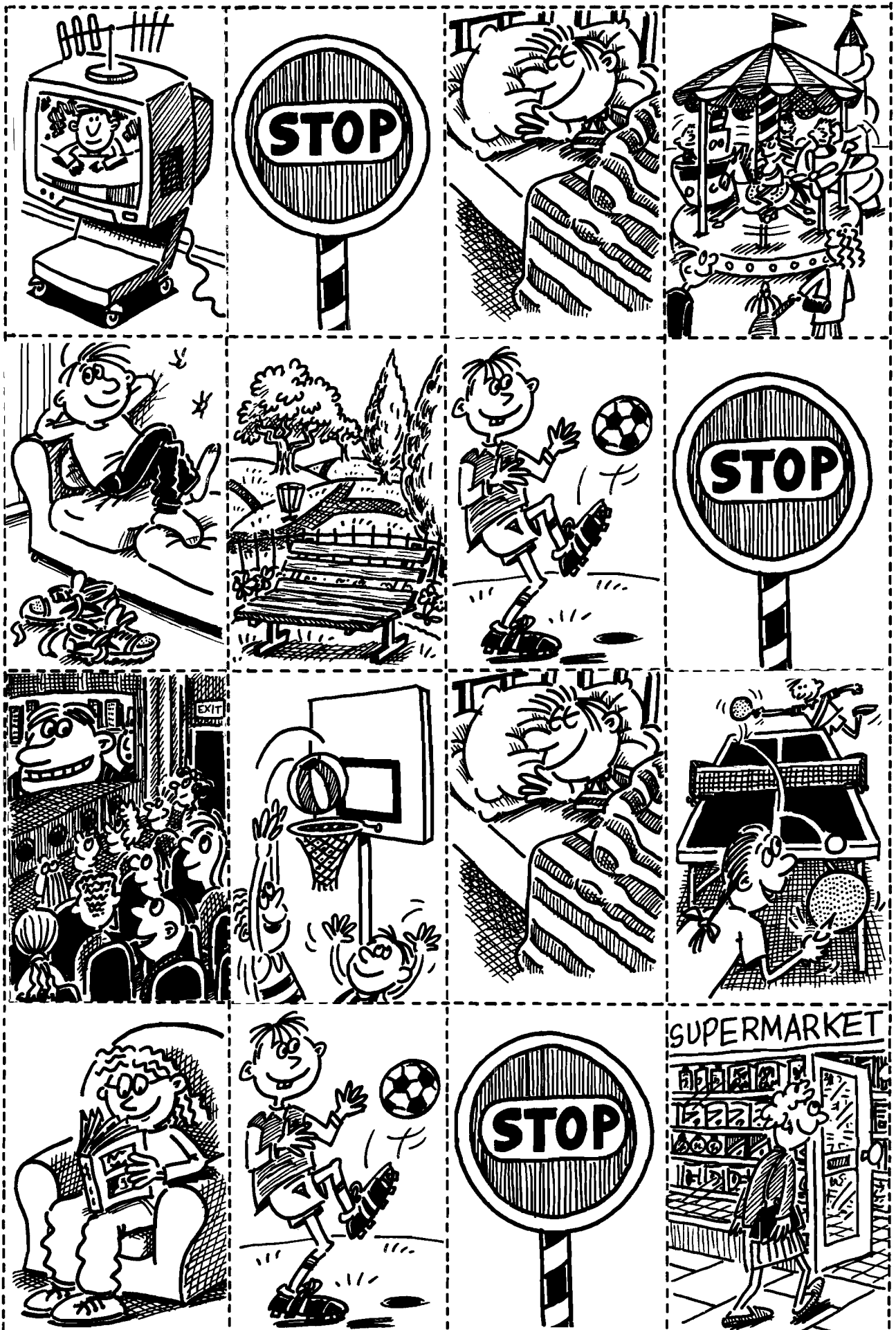


START



HAM STREET





© Heinemann Publishers (Oxford) Ltd 1995

16

PHOTOCOPIABLE

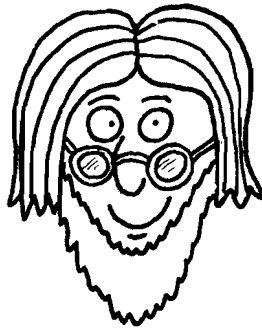


You have got a new shop. Take THE NEW NEWSAGENT.	Give a shop to the person on your left.	Take a shop from the person on your right.
Give the food on your shopping list back to the shops.	You have got a new shop. Take THE SURPRISE SUPERMARKET.	Have another turn.
This is a fruit card. You can have any fruit. Ask How much are they?	THE COLOUR CLOTHES SHOP is closing. Tick all the clothes on all the shopping lists and write the prices.	This is a SECRET WINNER CARD. You can buy all the things on your shopping list and win the game!!!
Go shopping in any shop.	Give all the toys back to the toy shops from Shopping lists 1 and 4.	Have another turn.





FRED



JOHN



BILL



RICHARD



ANDREW



TIM



MARK



GEORGE



CHRIS



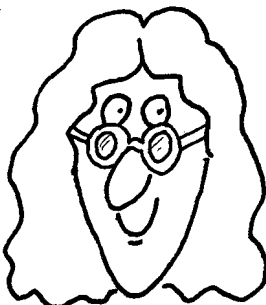
PETER



PAUL



STEVE



ALAN



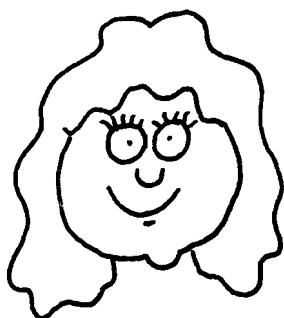
TONY



JULIAN



DAVID



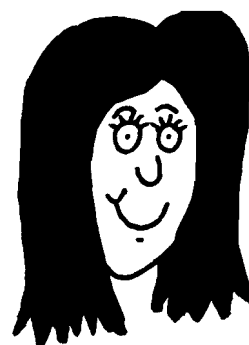
MARIA



HELEN



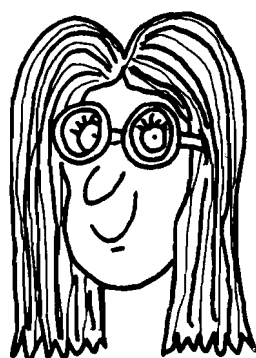
SANDRA



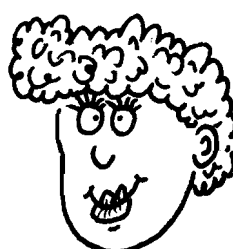
KATHY



LESLEY



SARAH



SUE



CLAIRE



ANNA



GILLIAN



ANGELA



ALISON



ANITA



CHRISTINE

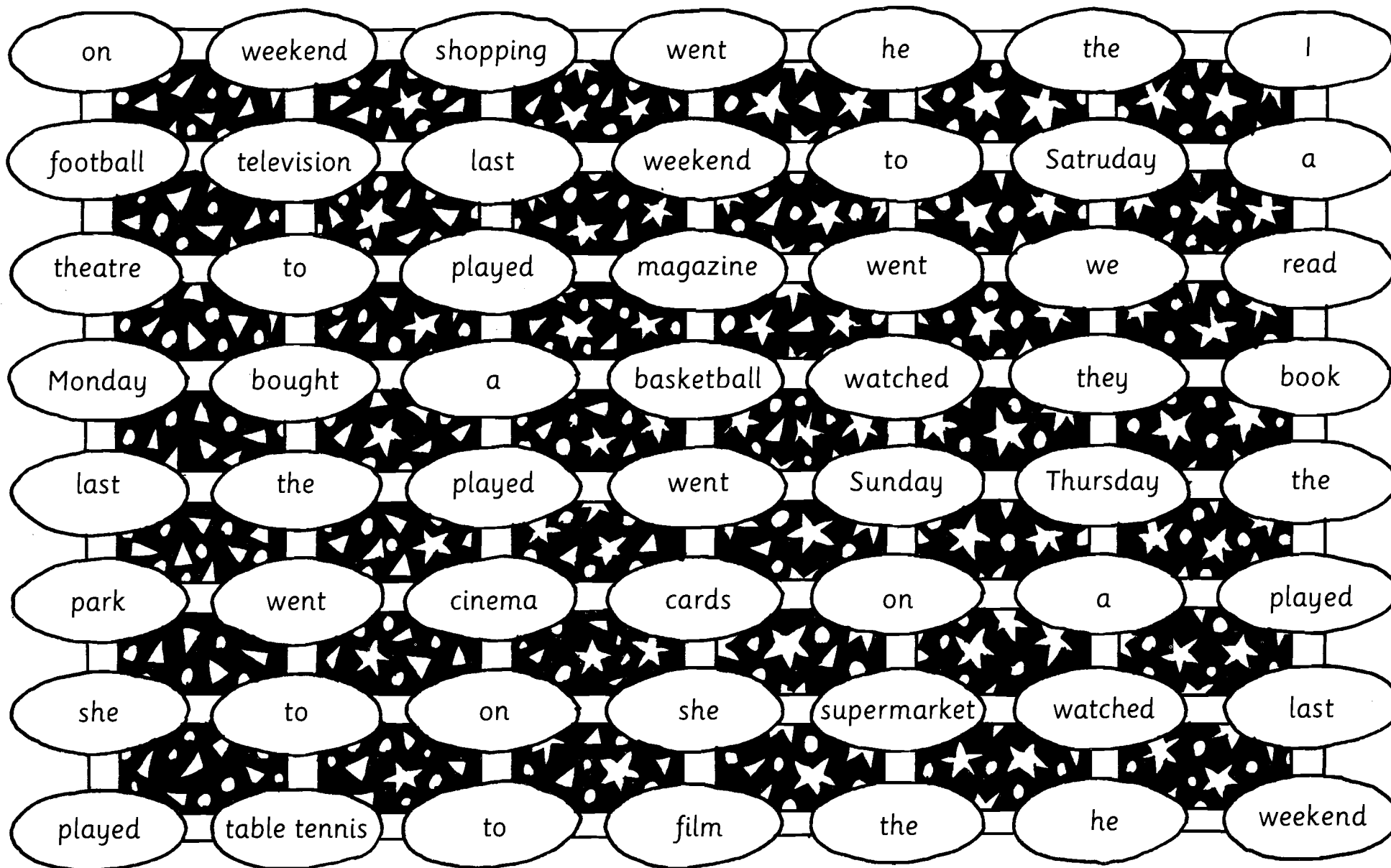


JANE



BRENDA

START



RACING PAST

SHEET 46