

jet PRIMARY TEACHERS' RESOURCE BOOK 2

Welcome
to *jet* Primary
Teachers' Resource
Book 2

Aims

Our main aim is to provide primary school teachers with easy-to-prepare materials which can be used as one-off revision activities or as part of a fuller theme-based project. As all primary EFL teachers know, children need to have new language constantly recycled and these Photocopiable Pages provide a fresh way of doing just that. In addition, the preparation of these materials (most of which can be done by the pupils themselves) allows for free and spontaneous language practice.

The Book

This book includes 46 Photocopiable Pages accompanied by Teacher's Notes on facing pages. Where an idea requires two Photocopiable Pages to be used together, the Notes face the first of the two Photocopiable Pages. The ideas contained here have been tried and tested by Primary teachers through *jet* magazine and have been selected to include a variety of activities, such as games, art and craft, worksheets and songs.

Themes

The Photocopiable Pages in this book are topic-based. The themes for this volume are **Homes**, **Transport** and **Food**, chosen because of their relevance and interest to children,

while also including the cultural input teachers so often request. The Photocopiable

Pages are referred to by the first 2 letters of the themes plus page number (e.g. **Homes**, page 1 = HO/01 and **Transport**, page 1 = TR/01).

Language Level

We have not specified a target age or language level for these materials as each activity is designed as a starting point from which individual teachers can meet their own classroom needs. As well as including all the basic language structures, we have also extended the range of language introduced in **Resource Book 1** which means there are activities suitable for both beginners and more advanced learners. Our Teacher's Notes suggest one way of using the Photocopiable Pages, but these can be easily adapted to suit different age groups and language levels. The notes also often include follow-up ideas for future lessons. Throughout the notes the following symbols have been used to indicate whether activities are for individual work ☺, pair work ☺☺, or group work ☺☺☺.

Photocopiable Rights

The 46 Photocopiable Pages provided can be photocopied freely for use in the classroom and do not need to be declared.



CONTENTS

	Language	Photocopiable material	Page
Homes			
Jigsaw Homes	homes vocabulary, alphabet	Jigsaw cards template	HO/01
My Home	personal information, adjectives, <i>is, has got</i>	Information to complete	HO/02
Our Home Town	giving information, <i>has/hasn't got</i>	Information to complete	HO/03
My Room	listening for information, prepositions, furniture vocabulary	Room plans	HO/04
Our Mixed-up House	colours, prepositions, room vocabulary	Cross-section of a house	HO/05
Find the Ghost	following instructions, imperatives, directions	House plan	HO/06
Who Lives Where?	listening comprehension, <i>lives, has got</i>	Street plan	HO/07
My Ideal Home	numbers, colours, adjectives, <i>there is/are, would like</i>	Dice game	HO/08
Ben's Walk Home	vocabulary of places, directions, comparatives/superlatives	Map worksheet	HO/09
At Home	hobbies, present simple	Survey chart	HO/10
Camping Out	story-telling, present tense	Story pictures & sentences to sequence	HO/11
Paradise Island	reading skills, <i>there is/are</i> , present simple	Island map & cards	HO/12 HO/13
Our Island Home	group discussion, writing skills, <i>has got, need</i>	Island worksheet	HO/14
The Three Little Pigs	story-telling, present simple <i>made of + materials</i>	Cut-outs for puppets	HO/15
Transport			
Transport Cards	transport vocabulary	Word & picture cards	TR/01 TR/02
A Transport Scene	transport vocabulary, <i>has got, on land/sea</i> , categorising transport	Transport worksheet	TR/03
Going Places	present perfect tense with <i>Have you been ...? Yes, I have/No, I haven't</i>	Survey chart & grid	TR/04
The Travel Game	transport vocabulary, imperatives, instructions	Boardgame	TR/05 TR/06
Rocket Rhyme	present continuous, prepositions	Sentences to match & write	TR/07

	Language	Photocopiable material	Page
Wheeled Vehicle Survey	numbers, counting, present/past tense	Survey chart	TR/08
<i>The Wheels on the Bus Song</i>	present simple, action verbs	Song lyrics & music	TR/09
<i>The Wheels on the Bus Game</i>	numbers, colours	Bus outline Bus parts to cut out	TR/10 TR/11
Journey to School	present continuous, story-telling	Pictures & sentences to match & order	TR/12
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<i>Mrs Armitage on Wheels</i>	past tense, <i>needs</i> , story-telling	Shortened version of story	TR/14
Design a Super-vehicle	vocabulary of vehicle parts, numbers, colours, shapes	Spinners template	TR/15
Food			
What's in the Fridge?	food vocabulary, colours, numbers, alphabet	Food picture	FO/01
The Balloon Game	food vocabulary, cutlery, containers, <i>it's a</i>	Boardgame	FO/02
Fruit & Vegetable Surveys	numbers, present simple <i>with like</i>	Survey chart & graph	FO/03
<i>Ten Fat Sausages</i>	numbers, action song	Song words & music	FO/04
Let's Go Shopping	shopping dialogue with <i>Can I have ...?</i>	Boardgame	FO/05 FO/06
Mealtimes	<i>good/bad for you</i> , present simple	Meal plans to complete	FO/07
My Lunch Box	present simple, time, story-telling	Story pictures to sequence	FO/08
Dinner Time	money/costs	Card game	FO/09 FO/10
<i>Greedy George</i>	food vocabulary, days, numbers, past tense, story-telling	Food pictures Story outline	FO/11 FO/12
The Big Shake Company	past tense, listening comprehension	Worksheet to complete	FO/13
Learning about Food	adjectives, shape, colours	Chart to complete	FO/14
Who Ordered What?	<i>I'd like a ..., Can I have?</i> <i>Where's my ...?</i> reading comprehension	Picture puzzle	FO/15
At the Monster Café	restaurant role-play	Menu	FO/16

Where an idea
requires two Photocopiable
Pages to be used together, the Notes
face the first of the two
Photocopiable Pages.



HOMES

This topic is best started at the beginning of the year as it is the most personal in nature and will thus help your pupils get to know each other. It starts off with pupils giving simple information on their own home/town and progresses in difficulty until they are telling stories in the past tense and imagining their

own ideal homes. As with all the topics in this pack, the materials pupils produce can be bound together in a cover with a title (e.g. *My Home*). These booklets can then be displayed at the end of term and taken home to show parents.

Jigsaw Homes



Language Focus

- ★ vocabulary of different homes
- ★ alphabet
- ★ spelling

Materials

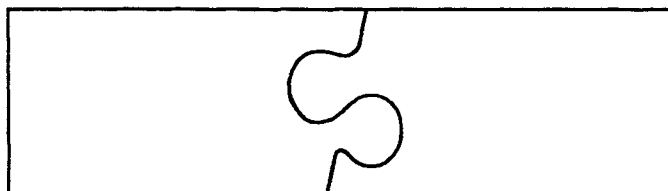
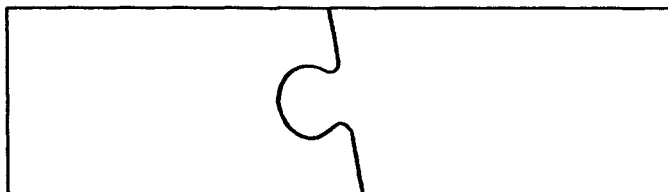
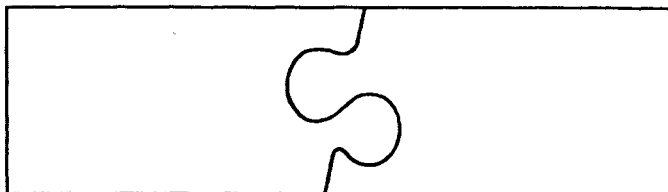
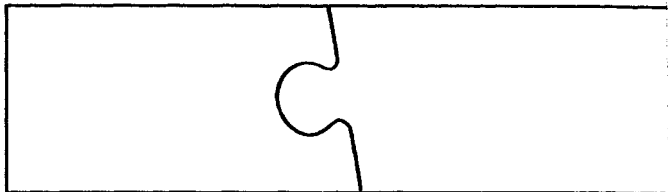
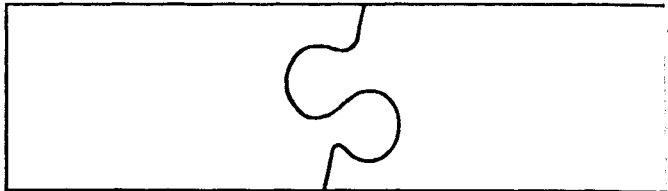
- ★ a copy of HO/01 for each pupil
- ★ thin card
- ★ coloured pencils/crayons
- ★ glue and scissors
- ★ envelopes/plastic bags

Warm-up

- 1 Revise the alphabet (e.g. using flashcards or the alphabet song).
- 2 Either pre-teach or revise the names of different homes using the pictures on HO/02 or magazine pictures. Ask individual pupils to come out and draw a home on the board, then get another pupil to come out and write the name underneath. You could do this as a team game.
- 3 Point to a name on the board and ask a pupil to spell it, e.g. *That's F-L-A-T.*

Procedure

- 1 Give each pupil a copy of HO/01 and ask them to glue this onto thin card.
- 2 Explain that they are going to make some jigsaw alphabet cards of homes. On the left side they draw and colour a picture of a different home. On the right side they draw the letter this home begins with (e.g. if they draw a castle on the left, they draw the letter C on the right). They complete the 5 different cards. Go round helping where necessary.
- 3 They now cut out their 5 alphabet cards and put them in an envelope or plastic bag for safe-keeping.
- 4 Pupils swap cards and do each other's jigsaws.



My Home



Language Focus

- ★ *is/are*
- ★ *has/hasn't got*
- ★ *adjectives*

Materials

- ★ a copy of HO/02 for each pupil

Procedure

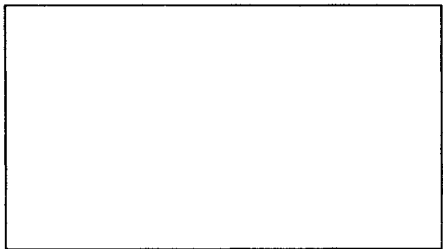
- 1** Pupils draw a picture of their home on the worksheet on HO/02 and then complete the information. (Alternatively, give out the worksheets and ask pupils to complete them at home.)
- 2** Pupils work in pairs asking and answering questions such as *Is your home a castle?* *Is your home big?* *Has it got a garden?* If necessary, ask a few sample questions to the class first.
- 3** Pupils should note down their partner's answers then complete the sentences at the bottom of their worksheet.

Follow-up















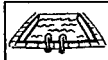





You could now do a class survey on the board in order to find out how many pupils live in a flat/house/bungalow and then discuss which is the most common type of home in your area (in mother tongue if necessary).

My Home

Draw a picture
of your home →



1 Tick the correct boxes

- a
- | | | | |
|--|--|--|--|
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
| bungalow | hotel | cottage | caravan |
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
| flat | tent | church | castle |
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
| house | cave | villa | mansion |
- b big small old new cold warm untidy tidy
- c
- | | | | |
|--|--|--|--|
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
| a garden | a garage | a swimming pool | a chimney |
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
| an entry phone | windows | a front door | an attic |

2 Ask and write about a friend

My friend's home is a

It's

It's got

Our Home Town



Language Focus

- ★ present tense with *live*
- ★ *has/hasn't got*
- ★ place names (e.g. *swimming pool, cinema, airport, park, library, etc*)

Materials

- ★ a copy of HO/03 for each pupil

Procedure

- 1 Pupils work in pairs to complete the information in the worksheet on HO/03.
- 2 Ask them to change pairs and to check their answers.
- 3 Go through the answers with the class.
- 4 Ask pupils to bring in a photo of their home town (or a picture from a tourist brochure) to stick onto the worksheet.

Follow-up

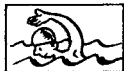
This can lead into a class discussion on whether pupils like their home town, what would they like their town to have, what would they change about their town, etc. If you wish to introduce an element of British culture, you could get them to compare their home town with a British town that they know, e.g. there may be a British town featured in their coursebook or if they have been on holiday in Britain.

Our Home Town

We live in a

It's called

Tick ✓ the places in your town. Cross ✗ the places not in your town.
Then write sentences below.



swimming pool



theatre



beach



airport



library



park



supermarket



railway station



cinema



church



restaurant



school

Our home town has got a

Our home town hasn't got a

This is a picture of
our home town.

Stick your picture or photo here

My Room



Language focus

- ★ furniture vocabulary
- ★ prepositions (e.g. *next to, beside, between, on the left of, opposite*)
- ★ giving and listening for information

Materials

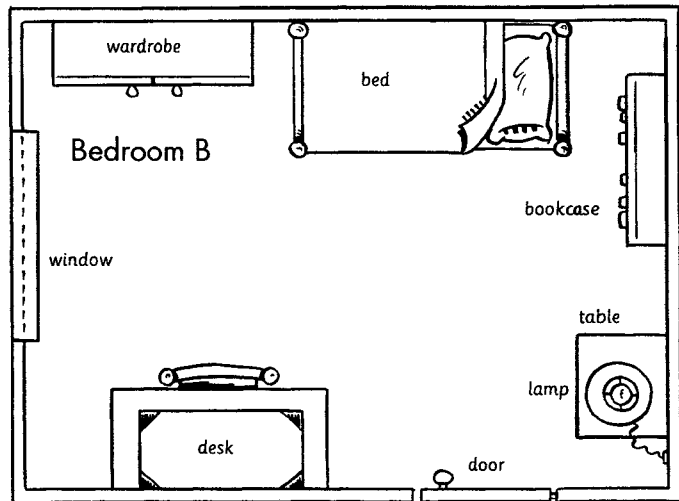
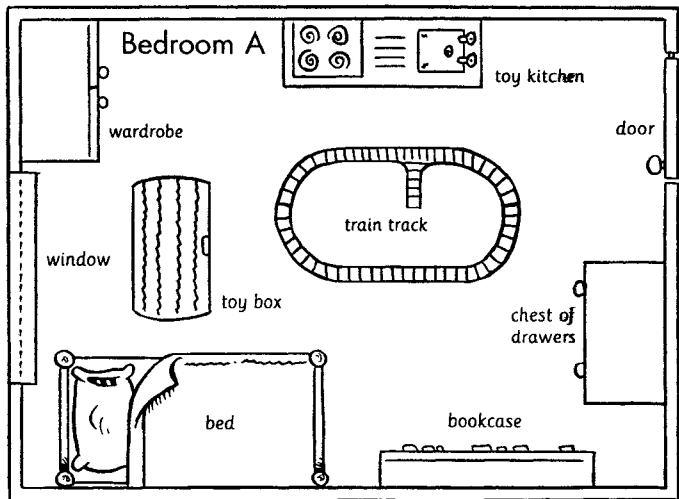
- ★ a copy of HO/04 for each pair
- ★ a sheet of paper for each pupil

Procedure

- 1 Cut page HO/04 in half and give one pupil Bedroom A and his/her partner Bedroom B. Pupils should not let their partner see their room plan so encourage them to place a book between them or to sit back-to-back. Also give each pupil a blank sheet of paper.
- 2 Pupil A describes the layout of Bedroom A (e.g. *The bed is next to the bookcase. The toy box is between the window and the train track*) and Pupil B tries to draw a plan of it. Encourage Pupil B to ask questions like *Where is the bookcase? Can you repeat that?* You may need to pre-teach the items of furniture or practise the use of prepositions first.
- 3 When they have finished, get pupils to swap roles – Pupil B describes Bedroom B while Pupil A draws a room plan.
- 4 Pupils compare their two plans of Bedrooms A and B.

Follow-up

Pupils can now draw and colour a plan of their own bedrooms and then write a few sentences below, e.g. *In my bedroom there is/are... The bookcase is next to the window.* These can then be displayed on the classroom walls or included in their **Homes** booklets.



Our Mixed-up House



Language Focus

- ★ vocabulary of rooms
- ★ prepositions (e.g. *on, under, in, next to*)
- ★ *Is it in the ...? Yes, it is/No, it isn't*
- ★ colours

Follow-up

The houses can be used for colour work: put pupils into groups of 5 and get each pupil to colour in one room and then dictate the colours to the others in the group.

Materials

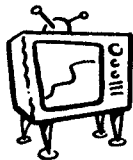
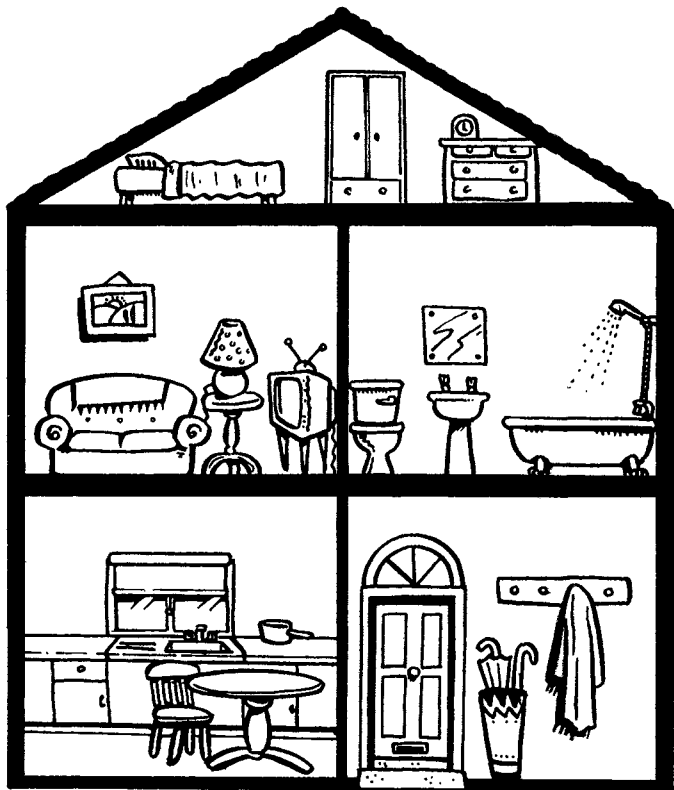
- ★ a copy of HO/05 for each pupil

Warm-up

- 1 Give a copy of the worksheet on HO/05 to each pupil.
- 2 Ask them to name the different rooms, then brainstorm the names of things you would usually find in these rooms.
- 3 Ask them to label the items in the picture, e.g. *sofa, bed*.

Procedure

- 1 Working individually, pupils draw each of the objects at the bottom of the page in one of the rooms. (Alternatively, they could cut out the objects and glue them on.) Tell them that the objects shouldn't be in their usual location (e.g. the cup shouldn't be in the kitchen).
- 2 In pairs, pupils try to guess where their partner's objects are by asking questions such as *Is the book in the kitchen? Is it in the bath? Is it under the bed?* If they use more than 10 questions they give up and ask *Where's the book?* You can make this more competitive by getting pupils to count the number of questions they have to ask for each object and the one with the least is the winner.



Find the Ghost



Language Focus

- ★ room vocabulary
- ★ imperatives
- ★ directions

Materials

- ★ a copy of HO/06 for each pupil

Procedure

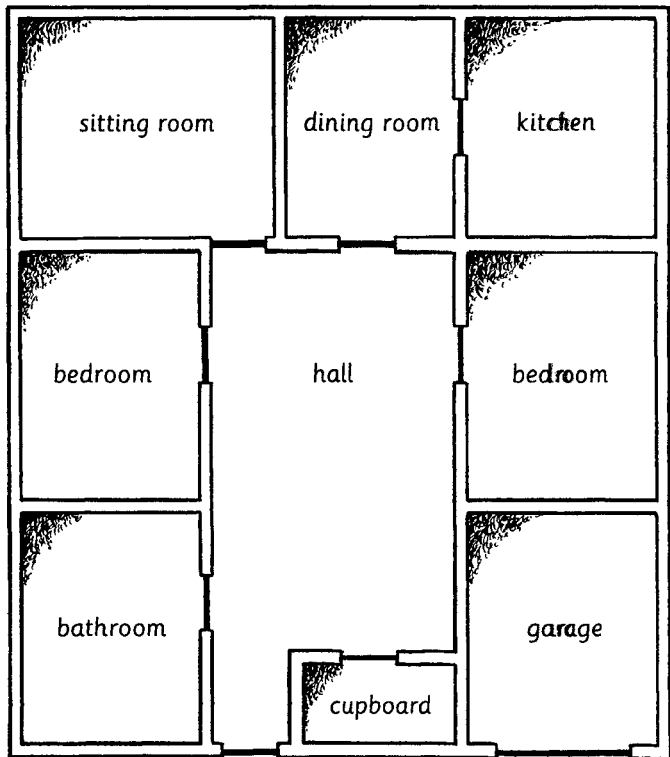
- 1 Give each pupil a copy of HO/06.
- 2 Tell pupils that they are going to hear a story about a ghost and that they have to write the name of the room the ghost is in. Read the following story or pre-record it onto a cassette and play the tape.

Mr and Mrs Funnybones have got a ghost in their house. Can you find it?
Go in the front door. Turn left, open the door and go in. It isn't there.
Go into the hall. Walk across the hall and go into the bedroom. It isn't there. Go into the hall again. Turn right and go into the room on the right. It isn't there. Go through into the kitchen. It isn't there. Go into the hall. Go through the door opposite the kitchen. There it is. Wooooohhh!
Where's it going? It's hiding behind the door!

- 3 Read the story again if necessary.
- 4 Ask pupils to tell you where the ghost is. (Answer = in the cupboard.)

Follow-up

- 1 Pupils could design and draw a house for the ghost or for Mr and Mrs Funnybones. Display these on the classroom walls.
- 2 If you do this activity near the end of October you could link it to cultural work on Hallowe'en. (In Britain/USA this festival is celebrated by children dressing up as ghosts, skeletons, witches, etc, and going round houses 'trick or treat'-ing).



front
door

The ghost is in the



Who Lives Where?



Language Focus

- ★ listening comprehension
- ★ present simple with *lives* and *has got*

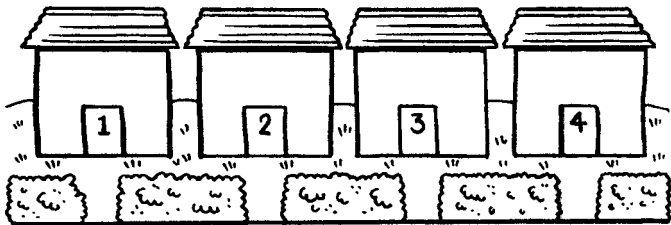
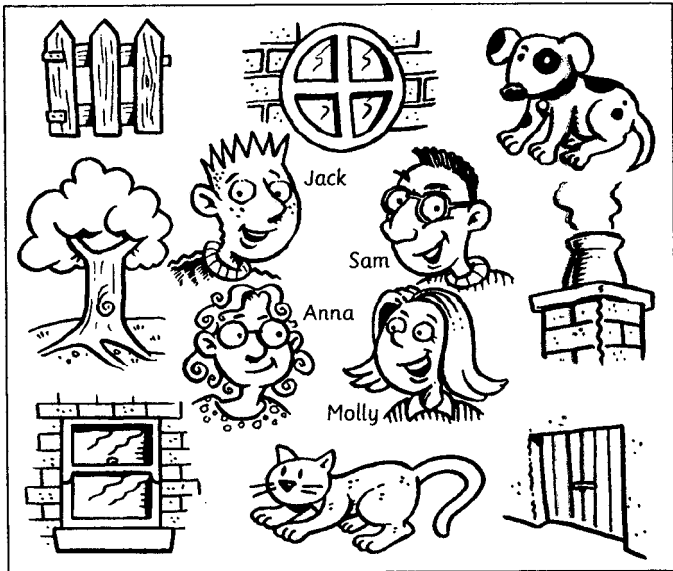
Materials

- ★ a copy of HO/07 for each pupil

Procedure

- 1 Give each pupil the worksheet on HO/07.
- 2 Read the listening comprehension opposite (or pre-record it onto a cassette and then play the tape). Pupils draw a line between the child and the items which identify his/her home.
- 3 Read the text as often as pupils want.
- 4 Pupils then write the child's name under their house and draw in the identifying features (e.g. house no. 3 has the big window).
- 5 Let pupils compare their answers, then go over them in class.

In our street there are four houses. Jack's house has got a big chimney. It is next to Anna's house. Her house hasn't got a round window, it's got one large window. The cat also lives next to Anna's house. It lives in the house with the garage. This is Sam's house. It is number 4. The house with the round window is not Molly's. Her house has got a large gate. She lives next to Jack and she's got a dog. Anna's house has got two trees and it is between Jack's and Sam's houses.



's

's

's

's

house

house

house

house

My Ideal Home



Language Focus

- ★ adjectives
- ★ colours
- ★ numbers
- ★ *it's got*
- ★ *there is/there are*
- ★ *would like*

Materials

- ★ a copy of HO/08 for each pupil
- ★ dice (one between two would do)
- ★ blank paper
- ★ crayons or coloured pencils

Procedure

- 1 Give each pupil a copy of HO/08. They read the story and when they come to the letters A-F they throw the dice and write the corresponding word in the gap. They can do this individually or in pairs.
- 2 When they have finished, they work in pairs, reading their descriptions of their ideal homes while their partner draws it.
- 3 These pictures can then be displayed on the classroom walls with a title (e.g. Anna's ideal home) and with the description below.

Follow-ups

- 1 Pupils could now play a version of *Consequences*: give each of them a sheet of paper and ask them to write the name of a famous person/character + *ideal home is* (e.g. *Superman's ideal home is*) then fold it over. They pass the paper to the pupil on their right who writes an adjective + a type of home (e.g. *a square tent*), folds this over then passes it to the next pupil. This pupil then writes *Its walls are* + a colour, folds this over and passes it on. Continue using the phrases *it's got* and *there is/there are* for as long as you wish. Finally, each pupil unfolds and reads out one of the 'ideal homes'. Try to encourage them to make their descriptions as amusing as possible.
- 2 These activities can lead to a class discussion on 'My ideal home'. Encourage pupils to use the structure *I'd like* when talking about what they'd really like e.g. *I'd like a villa near the beach. I'd like a tennis court in the garden.* You could also ask pupils to draw and colour a picture of their ideal home for display or for inclusion in their **Home** booklets.

My ideal home is a (A)

(B) Its walls are (C)

and the door is (D)

It's got (E) windows and

there's a (F) in the garden.



A	 tidy	 big	 haunted	 little	 modern	 beautiful
B	 castle	 caravan	 bungalow	 flat	 cave	 palace
C	yellow	pink	green	orange	black	grey
D	red	white	brown	purple	silver	blue
E	two	three	four	six	eight	ten
F	 dinosaur	 boat	 tennis court	 clown	 lion	 bed

Ben's Walk Home



Language Focus

- ★ vocabulary of places
- ★ comparatives/superlatives
- ★ directions

Materials

- ★ a copy of HO/09 for each pupil
- ★ different coloured pens or pencils

Procedure

- 1 Give out a copy of the worksheet on HO/09 to each pupil.
- 2 Ask pupils to draw a line for Ben's shortest and longest walks home from school using different colours.
- 3 Pupils compare their answers in pairs, then go through the correct answers with the class.

Answers

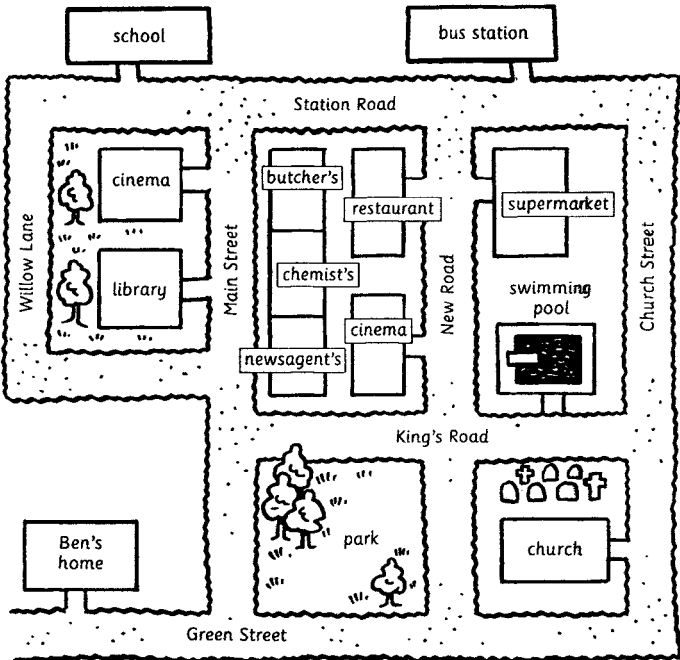
Shortest walk = along Green Street, then straight up Main Street.

Longest walk = along Green Street, up Church Street and along Station Road.

- 4 You can extend this to further practise superlatives by asking pupils to draw a green line to show Ben's most interesting walk home, draw a black line to show his most boring walk home, etc.
- 5 To further practise comparatives, copy the map onto the board and draw in various routes from the swimming pool to Ben's home in different colours. Then pupils can work in pairs to make up sentences like *The blue route is shorter than the red route. The red route is quicker than the green route.*

Follow-ups

- 1 Ask pupils to complete part B of their worksheet by writing in the places Ben passes on his way home. They can then write down the places they pass on their way home after school and even draw a map of their route.
- 2 Finally, the map can be used to do work on directions. In pairs, pupils can take turns describing a route that Ben takes from his home (e.g. *First walk along Green Street, take the second turn on the left, walk across King's Road, it's on your left*). Their partner has to guess the place (e.g. *Is it the hospital?*).



A What's Ben's shortest walk home? Draw a red line.
 What's Ben's longest walk home? Draw a blue line.

B Which places does Ben pass on his shortest walk home?

.....

Which places does Ben pass on his longest walk home?

.....

At Home



Language Focus

- ★ present simple
- ★ hobbies

Materials

- ★ a copy of HO/10 for each pupil

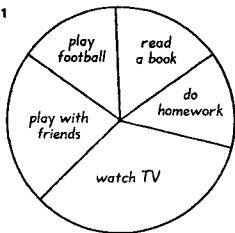
Preparation

- 1 Brainstorm different hobbies by asking pupils what they do when they get home from school. Write their ideas on the board.
- 2 Give a copy of HO/10 to each pupil. Ask them to write the names of 8 friends in the class down the left-hand column. Then ask them to complete the 2 empty boxes along the top with 2 other hobbies (ones which are popular in your class).

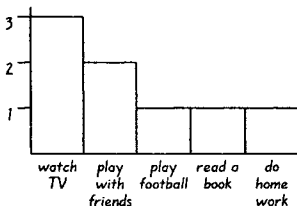
Procedure

- 1 Pupils now go round the class asking their 8 friends *What do you usually do when you get home from school?* and ticking the appropriate activity in their chart.
- 2 They now collate their information and present it on a sheet of paper e.g. as a pie chart, bar graph, table, etc. (see fig 1).
- 3 Display these on the wall and let pupils wander around reading the results.

Fig 1



do homework		1
read a book		1
play football		1
play with friends		2
watch TV		3



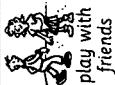
Name Class



watch TV



play
football



play with
friends



do
homework



read
a book



play
computer
games

HOBBIIES

NAMES

Camping out



Language Focus

- ★ present tense
- ★ story-telling

Materials

- ★ a copy of HO/11 for each pair
- ★ scissors

Preparation

- 1 Cut HO/11 in half.
- 2 Then cut out the pictures and the sentences (or let pupils do this themselves).

Procedure

- 1 Put pupils into pairs. Give each pair a set of sentences and a set of pictures. Pupils work individually to try and arrange the pictures or the sentences in order. They should not look at what their partner is doing.
- 2 The pairs now work together to check if they are correct, and to decide which picture matches which sentence.
- 3 Go through the answers with the class.
- 4 (Optional) Pupils could now colour in the pictures, glue them onto a larger sheet of paper in the correct order and either write or glue the sentences below.

Answers

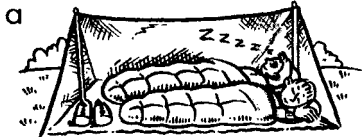
Sentences: 6 2 4 7 5 1 3

Pictures: e d a g c f b

Variation

A simpler way to do this is to give each pair a set of pictures and sentences and then ask them to work together. First they match the correct sentence to the correct picture, then they re-order the story.

1 They run into the house.



2 Phil and Marie put up a tent in the garden.



3 'Home sweet home,' they say.



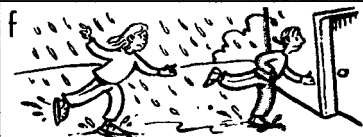
4 Then they go to sleep in it.



5 Phil and Marie wake up.



6 It is a sunny evening.



7 It starts to rain.



Paradise Island



This activity has been split into 2 parts, both intended for group work. The first is much simpler and can be done with low level groups; the second involves more group discussion and can be done as a follow-up to part 1 or with classes at a higher level.

Language Focus

- ★ present tense
- ★ *there is/are*
- ★ reading comprehension

Materials

- ★ a copy of HO/12 for each group
- ★ a copy of HO/13 for each group
- ★ scissors

Warm-up

- 1 To introduce this activity, read the following story to the class.

You are on a boat going to Australia. You are in the middle of the ocean. Suddenly there are big, black clouds in the sky. It starts to rain. It is very, very windy. The waves rock your boat and water comes into it. Suddenly, you see an island. You jump out of the boat and swim to this island.

- 2 Ask them to suggest the kind of things they might find on their new island home.

Procedure

- 1 Put pupils into groups of 3 or 4 and give each one a copy of the island map on HO/12 and the cards on HO/13. Ask them to cut out the instruction cards (e.g. *You find treasure in ...*) and the position cards (e.g. *A1*) and to place them face down on the table in two piles (you may prefer to prepare the cards beforehand yourself). Tell them they are now going to find out what is on their island.
- 2 Still in their groups, pupils take turns picking up an instruction and a position card and reading this to the group (e.g. *There's a palm tree in B2*).
- 3 The pupil on their right draws the item in the correct square on the map and then picks 2 cards. They read these out and the pupil on their right draws the item.
- 4 Continue like this until the cards are finished and all 10 items have been drawn on the map.
- 5 Put 2 groups together and get them to ask each other where the things are on their map.

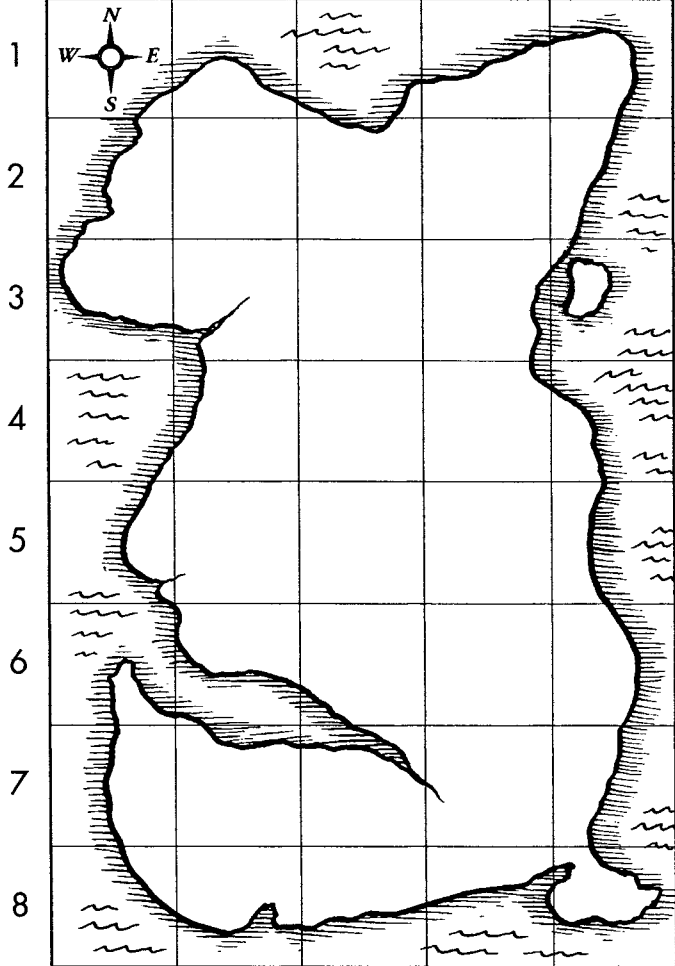
A

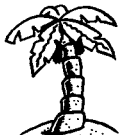
B

C

D

E





There's a
palm tree
in ...



There are
volcanoes
in ...



There's a
lion
in ...



There are
parrots
in ...



You find
treasure
in ...



You see
a lake
in ...



You meet
a pirate
in ...



You meet
a bear
in ...



You see
a monkey
in ...



You find
a skull
in ...

A1

A2

A3

A4

A5

A6

A7

A8

B1

B2

B3

B4

B5

B6

B7

B8

C1

C2

C3

C4

C5

C6

C7

C8

D1

D2

D3

D4

D5

D6

D7

D8

E1

E2

E3

E4

E5

E6

E7

E8

Our Island Home



Language Focus

- ★ *there is/are*
- ★ *has got*
- ★ present simple
- ★ group discussion/writing practice

Materials

- ★ a copy of HO/12 per group (they can use the ones from the previous activity)
- ★ a copy of HO/14 per pupil
- ★ a sheet of paper each

Procedure

- 1 Give each pupil a copy of HO/14 and arrange them into groups. Make sure each group has a copy of the island map from HO/12 (if your class has done activity HO/12 & 13, you could put them in the same groups with the same maps).
- 2 Ask them to do Part A together, jotting down their agreed answers on a sheet of paper. Go through any difficult questions first and then go round the class helping where necessary. Remind the groups to discuss and decide on their answers in English.
- 3 Ask each group to prepare 4 questions to ask another group, e.g. *What's the name of your island? What animals are there on it? What can you do on it?*

- 4 Now get one group to ask another group their questions (or pair pupils from different groups and get them to ask questions in pairs).
- 5 Finally, ask pupils to complete Part B and thus write a short description of their island. They can accompany these with a coloured-in map for display.

Follow-up

You can finish by discussing with the class (in mother tongue if necessary) why they chose the things they did from their boat, and also why they need the things they wrote in number 6 on their island home.

A 1 Choose a name for your island

.....

2 Draw a river, mountain and forest on your map.

3 You find 3 things to eat on your island. What are they?

.....

.....

4 You find 4 different animals on your island. What are they?

.....

.....

5 You rescue 4 things from your boat. What are they?

.....

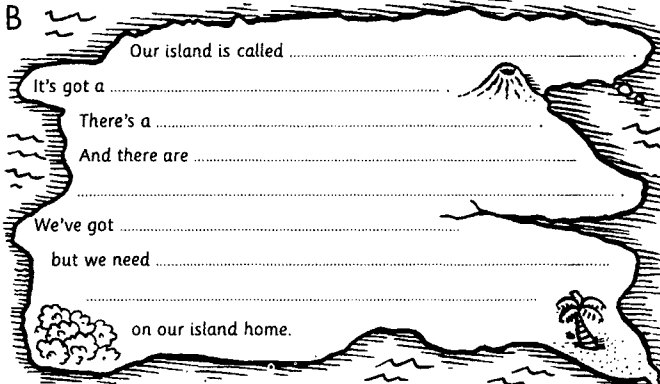
.....

6 Name 4 other things you need on your island home.

.....

.....

B



Our island is called

It's got a

There's a

And there are

We've got

but we need

.....
.....
.....
.....
.....
.....
on our island home.

The Three Little Pigs



Language Focus

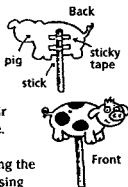
- ★ present tense
- ★ *made of* + materials
- ★ story-telling

Materials




- ★ a copy of HO/15 for each group
- ★ coloured pencils/crayons
- ★ scissors
- ★ 7 lollipop sticks per group
- ★ sticky tape


Procedure


- 1 Pre-teach any necessary vocabulary, then tell pupils the story of *The Three Little Pigs* drawing pictures on the board as you go along. See the story outline opposite.
- 2 Tell the story again, eliciting words from the pupils and asking them to join in with the phrases they know.
- 3 Arrange the class into groups of 4. Give each group a copy of HO/15 and ask them to decide who is going to be the first pig, second pig, third pig and the wolf. Note that each pig must also prepare the appropriate 'stick' house.
- 4 Each pupil colours in the picture of their pig/house/wolf and then cuts it out. Finally, they attach a stick to the back of their puppet with sticky tape.
- 5 They now practise telling the story in their groups, using their stick puppets. Go round the class helping where necessary.
- 6 Ask each group to come to the front of the class and perform their story.




This is the story of three little pigs.


 The first pig's house is made of straw.  The second pig's house is made of wood. 




The third pig's house is made of bricks. 

One day the big, bad wolf is very hungry.  He goes to the first pig's house and says, 'I'll huff and I'll puff and I'll blow your house down.'

 The pig runs to his brother's house.

The wolf goes to the second pig's house and says 'I'll huff and I'll puff and I'll blow your house down.'

 The two pigs run to their brother's house. The wolf goes to the third pig's house and says, 'I'll huff and I'll puff and I'll blow your house down.'

But he can't blow it down.  He climbs onto the roof and down the chimney.  He falls into the fire, then runs far away.  The three pigs live happily ever after.

Follow-up

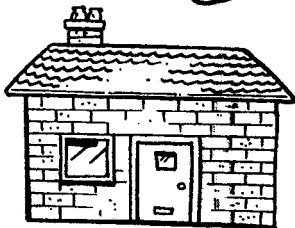
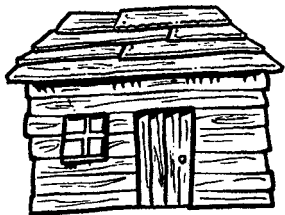
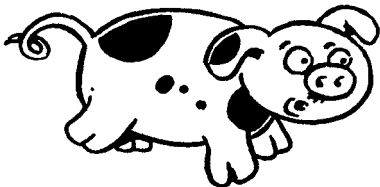
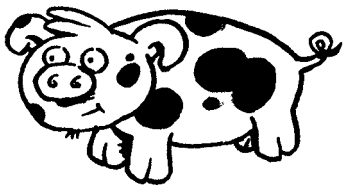
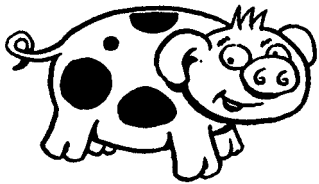
- 1 Each group could now prepare a story booklet: pupils choose a scene to draw and write a sentence about, then staple their scenes together in the correct order, and add a cover.



- 2 This activity can lead to a discussion of the properties of homes. Ask them *Why can the wolf blow down the straw and wood houses but not the brick house? Which material is stronger? What are your houses made of? Why?*

Variation

You can tell the story in the past tense if your pupils are familiar with irregular endings.



TRANSPORT

Although the activities in this theme progress from simple card games (which practise transport vocabulary) to story-telling (in the past tense), they do not have to be completed

in the order laid out below. Indeed, these activities can be chosen to revise particular language and structures at any point in the term.

Transport Cards



Language Focus

- ★ transport vocabulary

Materials

- ★ a copy of TR/01 and TR/02 for each pupil
- ★ card
- ★ glue
- ★ scissors
- ★ crayons or coloured pencils

Preparation

- 1 Pupils glue their copies of TR/01 and TR/02 onto card and then colour in their picture cards. You can make this into a colour dictation by giving them instructions, e.g. *Colour the train blue.*
- 2 They now cut out the cards and separate them into 2 sets: word cards and picture cards.

Procedure

Pupils can now play various card games in pairs:

- 1 **Matching:** Pupil 1 holds up a word card and pupil 2 holds up the corresponding picture card. Award points for each correct match. Pupil 1 continues until all the word cards have been used. Then they swap roles with Pupil 2 now holding up the word cards and Pupil 1 trying to match it with a picture card. The winner is the player with the most correct points.

- 2 **Snap:** The picture and word cards are placed in 2 piles face down and side-by-side (each pair can mix their sets together). Pupil 1 turns over a card from each pile. If they match, the first pupil to shout the name of the item of transport, e.g. *helicopter*, wins the cards. If they don't match, Pupil 2 turns over 2 cards on top of the first 2, and so on. The winner is the player with most cards at the end.

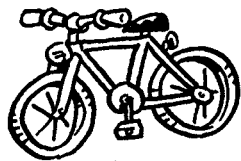
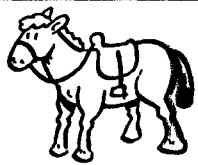
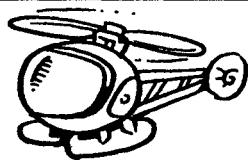
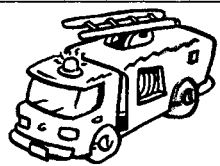
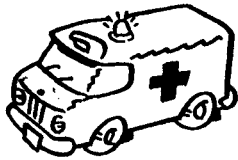
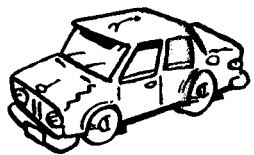
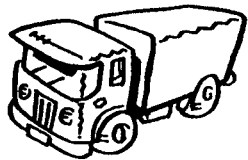
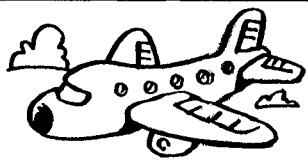
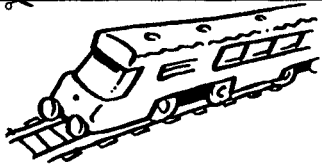
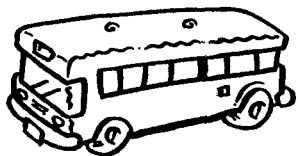
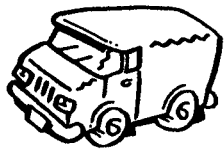
- 3 **Memory:** Each pair mixes their set of picture cards and lays them out face down on the table. Pupil 1 turns over 2 cards saying *a train and a bike*. If they are the same, he/she keeps the cards and has another turn. If not, the 2 cards are turned face down again and Pupil 2 has a turn. The winner is the player with the most cards at the end. You can also play this using the word cards instead.

Follow-up

Brainstorm the names of other means of transport (e.g. see list below) and write them on the board. Pupils can now make other cards to add to their sets.

More transport names

hot-air balloon	yacht	boat
caravan	coach	hovercraft
tram	pram	police car
tractor	space ship	motor bike
truck	minibus	submarine



van

bus



train

plane

lorry

car

ambulance

fire engine

helicopter

horse

bike

ship

A Transport Scene



Language Focus

- ★ categorising transport
- ★ *has/have got*
- ★ *goes + on land/sea, in the air*

Materials

- ★ a copy of TR/03 for each pupil
- ★ a sheet of poster paper for each group
- ★ transport pictures (from magazines / comics / newspapers)
- ★ glue

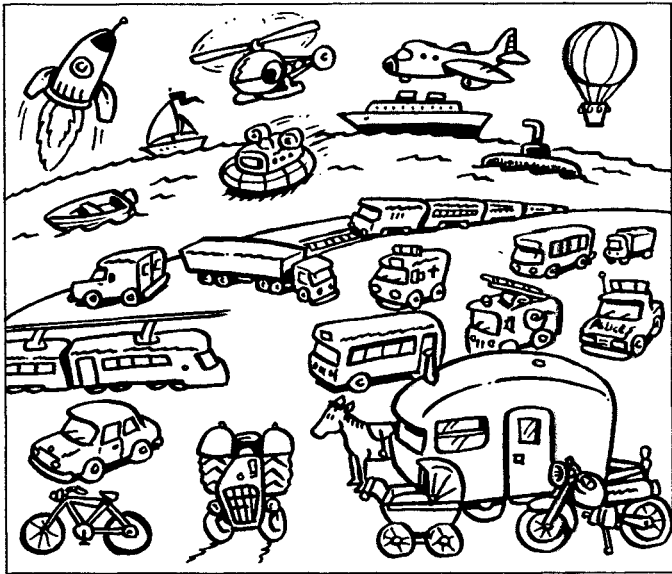
Preparation

In the preceding lesson ask pupils to bring pictures of transport (from magazines, etc.) to the next class.

Procedure

- 1 Split the class into groups of 3 or 4 and give out copies of TR/03.
- 2 Pupils work together to complete the information in the worksheet.
- 3 Go through the answers with the class.
- 4 Ask each group to take out their magazine pictures and to sort them out using one method of categorisation, e.g. how many wheels they've got, whether they go on land/sea/air, etc.

- 5 They now prepare a collage by gluing their selected magazine pictures onto their poster paper.
- 6 Finally, they write a heading for their collage, e.g. *They've got 4 wheels* or *They go on the sea* or *They haven't got any wheels*.
- 7 Display these in the classroom and let pupils wander around looking at the other collages.



- 1 How many wheels has a bus got?
- 2 How many wheels has a motorbike got?
- 3 Circle 2 things beginning with b.
.....
- 4 Circle 2 things beginning with t.
.....
- 5 Name 2 things which go on land.
.....
- 6 Name 2 things which go on the sea.
.....
- 7 Name 2 things which go in the air.
.....

Going Places



Language Focus

- ★ *Have you been on/in a...?*
Yes/I have/No, I haven't
- ★ numbers

Materials

- ★ a copy of TR/04 for each pupil

Procedure

- 1 Give each pupil a copy of TR/04.
- 2 Practise first by asking individual pupils questions, e.g. *Have you been on a ship?*
- 3 Pupils go round the class asking 6 friends their questions. If the friend answers *Yes, I have*, the pupil puts a tick in the appropriate box; if the friend answers *No, I haven't* they put a cross (see fig 1).
- 4 Each pupil writes in the total for each type of transport (see fig 1).
- 5 Ask them to complete a bar chart for their survey (see fig 2). These could be displayed on the classroom walls or in a **Transport** booklet.
- 6 Finally, ask the class which means of transport is the most popular.

Transport	Have you been ... ?	Total
plane	✓ X X X ✓ ✓	3
bus	✓ ✓ ✓ ✓ ✓ ✓	6
train	✓ ✓ X X ✓ ✓	4
ship	X X ✓ X ✓ X	2

Fig 1

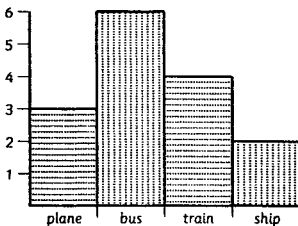
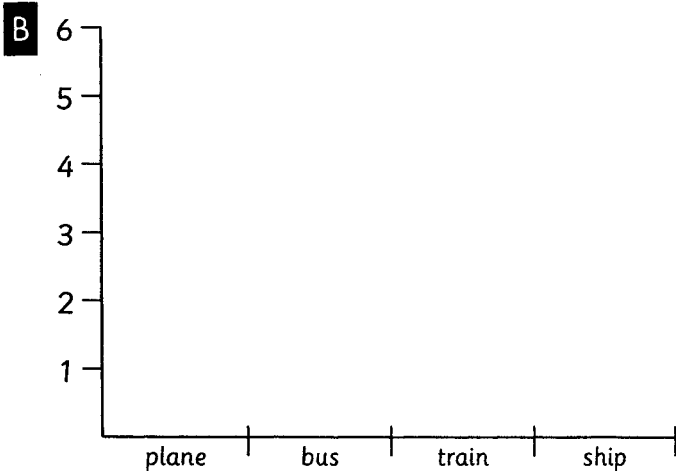


Fig 2

A	Transport	Have you been ... ?	Total
	plane		
	bus		
	train		
	ship		



The Travel Game



Language focus

- ★ transport vocabulary
- ★ Imperatives
- ★ understanding instructions

Materials

- ★ a copy of TR/05 and TR/06 for each group
- ★ dice
- ★ scissors/sticky tape

Procedure

- 1 Arrange pupils in groups of 3-5.
- 2 Give each group a copy of TR/05 and TR/06 and ask them to select and cut out a counter each.
- 3 They then tape the 2 pages together to make one boardgame. Pre-teach any difficult vocabulary.
- 4 Groups play the game following the rules opposite.

Place your counters on START.

Throw the dice once each in turn.

The player with the highest number goes first.

Take it in turns to throw the dice and move your counter around the board.

If you land on a square with instructions, read these out then do what they say.

If you throw a 6, have another go (a maximum of 3 times).

The winner is the first player to reach FINISH.

The Travel



STATION

Train stops at the station.
Miss a go.

43

44

45

Walker hitchhikes.
Go on 4.

Walker stops for an ice cream.
Miss a go.

42

41



Bike moves quickly.
Go on 4.

38

39

40

33

Horse stops for water.
Miss a go.

37

36

35

34

Fog.
Throw a 6
to continue.

18

19

20

21

17

An accident on the road.
Go back 2.

16

15

14

START

1

2

3

Game



46

Level crossing.
Train go on 4.

47



32

Walker falls
in the water.
Go back 3.

31

30

Car, bus and
horse go
down the hill.
29 Go on 3.

29

28

Steep hill.
Walker, horse
and bike miss
a go.

23

24



27

Horse stops
for a rest.
Go back 2.

26

Puncture. Car,
bus and bike
22 go back 2.

13

12

11

10

9

Car and bus
stop for petrol.
Miss a go.

10

Traffic lights.
Bike, bus,
car and train
4 miss a go.

5

6

The tunnel is
blocked. Train
go back 2.

7

8

FINISH!



49

50

48

4 ★

Rocket Rhyme



Language Focus

- ★ present continuous
- ★ prepositions

Materials

- ★ a copy of TR/07 for each pupil

Procedure

- 1 Give each pupil a copy of TR/07 and explain any difficult vocabulary.
- 2 Ask pupils to complete the worksheets (individually or in pairs).
- 3 Check the answers, then tell pupils that they have now written a rhyme.

Answers: 1 e 2 d 3 a 4 c 5 b

- 4 Practise chanting the rhyme – try to get a rhythm going with the main emphasis on the verb (e.g. *whooshing*).
- 5 Get pupils to suggest sound effects for each of the verbs.
- 6 Once pupils feel confident enough with the rhyme, split the class into 2 groups: the first chants the rhyme while the other group makes sound effects, then they swap roles.

Join the phrases, then write sentences below.

1 The rocket is

speeding down the road.

a

2 The ship is

chugging across the field.

b

3 The car is

bumping along the path.

c

4 The bike is

splashing through the waves.

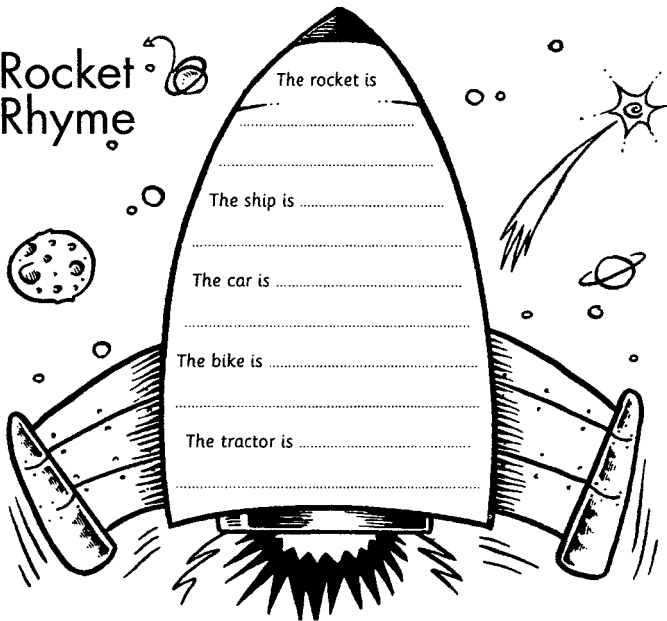
d

5 The tractor is

whooshing to the moon.

e

Rocket Rhyme



Wheeled Vehicle Survey



Language Focus

- ★ numbers/counting
- ★ present/past tenses with *see/saw*

Materials

- ★ a copy of TR/08 for each pupil











Procedure

- 1 Give each pupil a copy of TR/08 and make sure they each have a pen/pencil.
- 2 If possible, take pupils outside where they can view traffic from a safe position.
- 3 Give them a set time limit, e.g. 10 minutes (this will depend on how busy the traffic is) and ask them to put a tick under the picture of the vehicles each time they see one pass. Encourage them to say *I see a lorry*, etc., perhaps by making it into a game with the first pupil to spot a new vehicle getting a point.
- 4 Alternatively, if it is not possible to view traffic from outside your school, ask pupils to take their worksheets home with them and complete them by looking out their bedroom window, etc.

Follow-up

- 1 Back in the classroom ask pupils to count up the total for each vehicle in the survey. Then ask individual pupils to tell you their results, e.g. *How many cars did you see? I saw twenty-four.*
- 2 Put pupils into pairs to compare their totals, then ask for feedback, e.g. *I saw five vans but (partner's name) saw seven.*
- 3 Finally, ask the class which vehicles were the most common and if they saw any other items of transport which were not included on their worksheet.

Name Class

	car		
	bus		
	police car		
	motorbike		
	bike		
	ambulance		
	fire engine		
	lorry		
	mini-bus		
	van		
		TOTALS	

The Wheels on the Bus Song



Language Focus

- ★ present simple
- ★ action verbs

Materials

- ★ copies of TR/09 (one between two is enough)

Procedure

- 1 Introduce the song by singing it to the class and explaining any new words.
- 2 Ask pupils to join in and sing it with you.
- 3 When they are familiar with the words, get them to sing it doing the actions at the same time.
- 4 Pupils can now work in groups to make up their own verse and actions. They can then perform this for the rest of the class.

Follow-up

Arrange the seats in the classroom like a bus and get groups to make up role-plays, with one being the bus driver (taking money, ringing bell, etc) and the others being passengers.

The Wheels on the Bus

(pupils circle hands)



1 The wheels on the bus go round and round,
Round and round, Round and round,
The wheels on the bus go round and round,
O - ver the ci - ty streets.

2 The horn on the bus goes peep, peep, peep ...

(press nose 3 times)



3 The wipers on the bus go swish, swish, swish ...

(move hands from side to side)



4 The people on the bus bounce up and down ...

(bounce up and down in seat)



5 The children on the bus go chatter, chatter, chatter ...

(open and close hands like a beak)



6 The driver on the bus says 'tickets please' ...

(hold hand out)



The Wheels on the Bus Game



Language Focus

- ★ numbers
- ★ colours

Materials

- ★ a copy of TR/10 and TR/11 for each group
- ★ scissors
- ★ coloured pencils/crayons
- ★ dice
- ★ glue/Blu-tack

Preparation

- 1 Put pupils into groups of 4 and give each group a copy of TR/10 and TR/11.
- 2 Ask them to cut out the 9 boxes and 4 wheels on TR/11.
- 3 Meanwhile, write up the following key on the board:

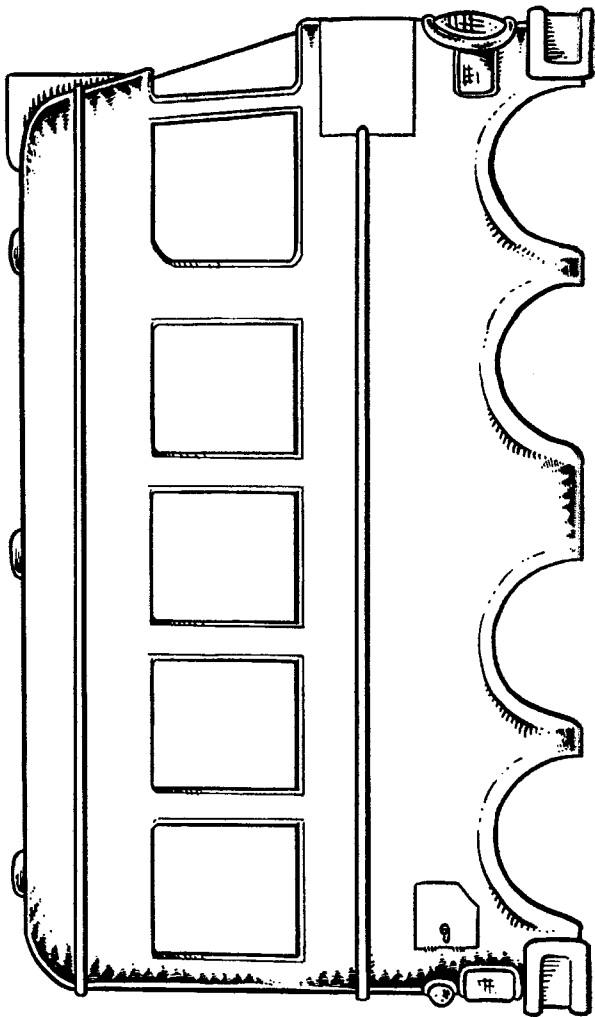
- | |
|------------|
| 1 = driver |
| 2 = wheel |
| 3 = horn |
| 4 = child |
| 5 = wipers |
| 6 = people |

Procedure

- 1 In their groups, pupils take turns to throw the dice and try to complete their bus, e.g. if a pupil throws a 1 he/she sticks the picture of the driver in the correct space, if they throw a 2 they stick a wheel in place. If a pupil throws a number which has already been done (e.g. if a second pupil throws a 1), they miss that turn. Note that they have to get 4 wheels, and that the windows can be filled by children or people.
- 2 The first group to complete their bus is the winner.

Follow-up

- 1 The winning group prepares a colour dictation for their classmates. Help them to work out instructions for colouring in their bus, e.g. *The bus is green. The driver's hat is red. The children's faces are pink. The horn is purple.* (While they are doing this give the other groups an activity to do, e.g. they could play with the Transport Cards from TR/01 and TR/02, or sing *The Wheels on the Bus* song again).
- 2 When they are ready, ask the winning group to take turns to read out their colouring instructions, a line at a time.
- 3 When they have finished, they can check pupils' colouring-in by asking *What colour's the horn?*
- 4 Display the finished buses on the classroom walls if possible.





wheel



wheel



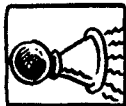
wheel



wheel



driver



horn



wipers



child



child



child



people



people



people

Journey to School



Language Focus

- ★ present continuous
- ★ simple story-telling

Materials

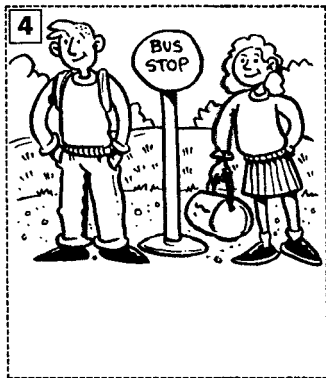
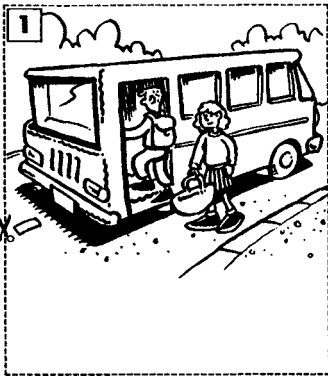
- ★ a copy of TR/12 for each pupil
- ★ scissors/crayons (optional)

Procedure

- 1 Give each pupil a copy of TR/12.
- 2 Ask pupils to look at the pictures and to describe what they can see, e.g. *There's a boy and a girl. The boy is getting on the bus. The girl is wearing a hat.*
- 3 Now ask them to complete numbers 1 and 2 on the worksheet. Then check that the pictures should be ordered 4, 1, 2, 3.

Follow-ups

- 1 Pupils can colour in their pictures and then staple them together in the correct order or glue them into their **Transport** booklets.
- 2 If your pupils can manage it, ask them to write a short paragraph about their own journey to school using the present tense.



1 Write the correct sentence under each picture.

Then Jim and Helen are getting off the bus.
Finally, they are crossing the road to school.
First, Jim and Helen are waiting for the bus.
They are now getting on the bus.

2 Put the pictures in the correct order.

Coming to School



Language Focus

- ★ present tense with *come/comes*
- ★ prepositions + transport e.g. *by car/on foot*

Materials

- ★ a copy of TR/13 for each pupil

Preparation

- 1 Pre-teach vocabulary by drawing the stick figures opposite on the board (see fig 1).
- 2 Tell pupils that these are teachers coming to school and ask them to suggest a name for each, try to make these humorous, e.g. *Mr Lazy* for the one in a taxi.
- 3 Tell pupils how each of these teachers comes to school, e.g. *Mr Lazy comes to school by taxi*. Write the relevant phrase below each picture and get pupils to repeat it chorally.

Procedure

- 1 Give each pupil a copy of the questionnaire on TR/13.
- 2 Ask them to go round the class asking the first question (i.e. *Do you come to school by car?*). They should write the names of pupils who answer *Yes, I do* in the first speech bubble. If a pupil answers *No, I don't*, the questioner should then ask the second question (i.e. *How do you come to school?*) and write the mode of transport in the second speech bubble.
- 3 Pupils then work individually or in pairs to record their findings, e.g. *Twelve pupils come to school by car. Six pupils come to school by bus.*

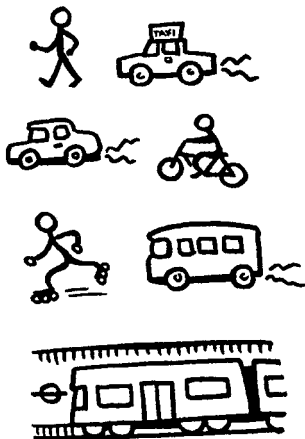
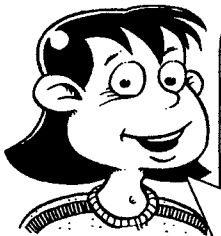


Fig 1



Do you come to school by car?



How do you come to school?

Mrs Armitage on Wheels



Language Focus

- ★ past tense
- ★ needs
- ★ story-telling

Materials

- ★ copies of TR/14 (one between two is enough)

Procedure

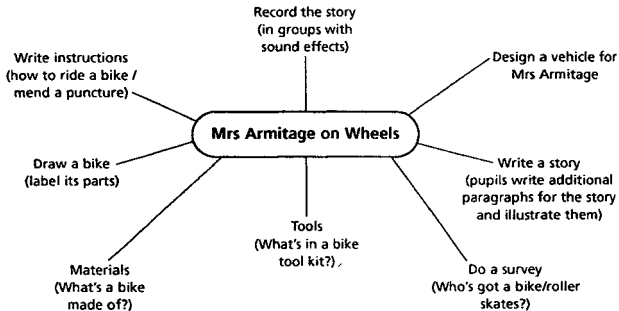
- 1 Read the story to the class, using mime, sound effects and board drawings to explain any difficult parts. (At this stage they do not need to understand every word, only the gist of the story.)
- 2 Read the story again, encouraging pupils to join in when they can.

- 3 Hand out copies of TR/14 and read the story another time. Pupils can read the parts that Mrs Armitage says, e.g. *This bike needs a horn.*
- 4 If necessary, use the pictures to explain any other vocabulary pupils don't understand.

Follow-ups

- 1 Pupils can work in groups writing their own paragraphs for this story which they could illustrate and attach together with a cover, thus making their own booklet.
- 2 There are a number of other ways you can exploit this story. See the flow chart below for further ideas.

Mrs Armitage on Wheels by Quentin Blake is available from Collins Picture Lions.



Mrs Armitage on Wheels

Mrs Armitage was out on her bicycle.



A hedgehog walked across the road.



'This bike needs a horn,' said Mrs Armitage.

So she fixed a horn to her bicycle.



Mrs Armitage had a puncture.



'This bike needs a tool kit,' she said.

So she fixed a tool kit to her bicycle.



Mrs Armitage was hungry.

'This bike needs a lunch box,' she said.

So she fixed a lunch box to her bicycle.



Mrs Armitage was bored.

'This bike needs a radio,' she said.

So she fixed a radio to her bicycle.



Mrs Armitage was tired.

'This bike needs a motor,' she said.

So she fixed a motor to her bicycle.



Mrs Armitage's bicycle went faster and faster.

Then CRASH! CRUNCH! CLATTER!

'I need a pair of roller skates!'

said Mrs Armitage. WHOOSH!



Design a Super-vehicle



Language Focus

- ★ vocabulary of vehicle parts
- ★ numbers/colours
- ★ *it's got, there is/are*
- ★ future tense

Materials

- ★ a copy of TR/15 for each group
- ★ scissors
- ★ 4 cocktail sticks for each group
- ★ crayons/coloured pencils

Preparation

- 1 Put pupils into groups of 4-5.
- 2 Give each group a copy of TR/15 and ask them to cut the four spinners out.
- 3 They now make a small hole in the centre of the spinner and push their cocktail stick through so that about two thirds of it is below and one third above the writing.
- 4 Get them to practise spinning their spinners.

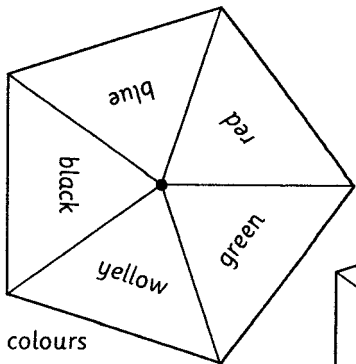
Procedure

- 1 Still in their groups, the first pupil spins the 'parts' spinner and writes down the part they get, e.g. *wheel*, they then spin each of the other 3 spinners and write what they get from these, e.g. *green, two* and *square*.
- 2 The other pupils in the groups each do the same. They now have a list of the items in their 'super-vehicle', e.g. pupil 1 has two square, green wheels.

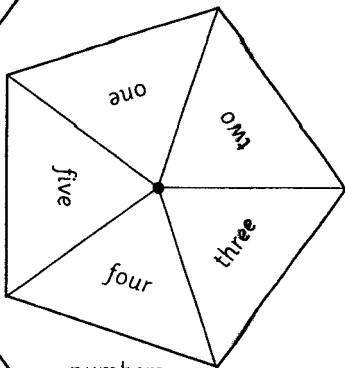
- 3 Pupils work together to draw a design of their 'super-vehicle', incorporating all the parts.
- 4 Finally, they colour in their vehicle and write a brief description of it using *It's got* and *There is/are*.
- 5 Display these on the classroom walls.

Follow-up

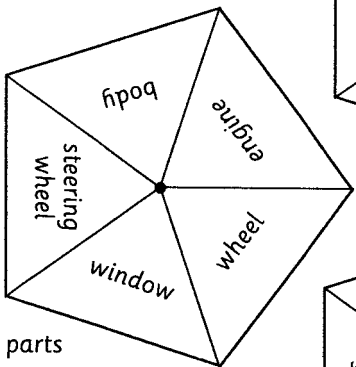
- 1 This can lead to a discussion of 'Transport in the future'. Ask pupils if they think there will still be cars/buses/trains/bikes, etc. What will these look like? Will they have wheels/engines/windows? What fuel will they use?



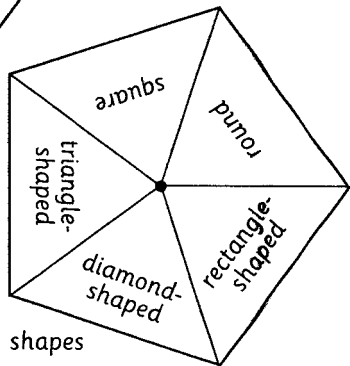
colours



numbers



parts



shapes

FOOD

The activities in this theme are designed to revise particular language and structures, while teaching pupils about food and nutrition, allowing them to plan menus, and to carry out art and craft work. Depending on when you do

these activities, you can incorporate work on 'seasonal' foods (e.g. special food eaten at Easter) and on cultural differences between Britain and your country (e.g. comparing food eaten at Christmas).

What's in the Fridge?



Language Focus

- ★ food vocabulary
- ★ colours, numbers, alphabet
- ★ *there is/are + some/any*

Materials

- ★ copies of FO/01 (one between two would do)

Procedure

- 1 Give out the copies of FO/01 and ask pupils what they can see (a fridge). Use the picture to pre-teach /revise food vocabulary.
- 2 Write the following instructions/questions on the board and ask pupils to work in pairs to write down the answers.

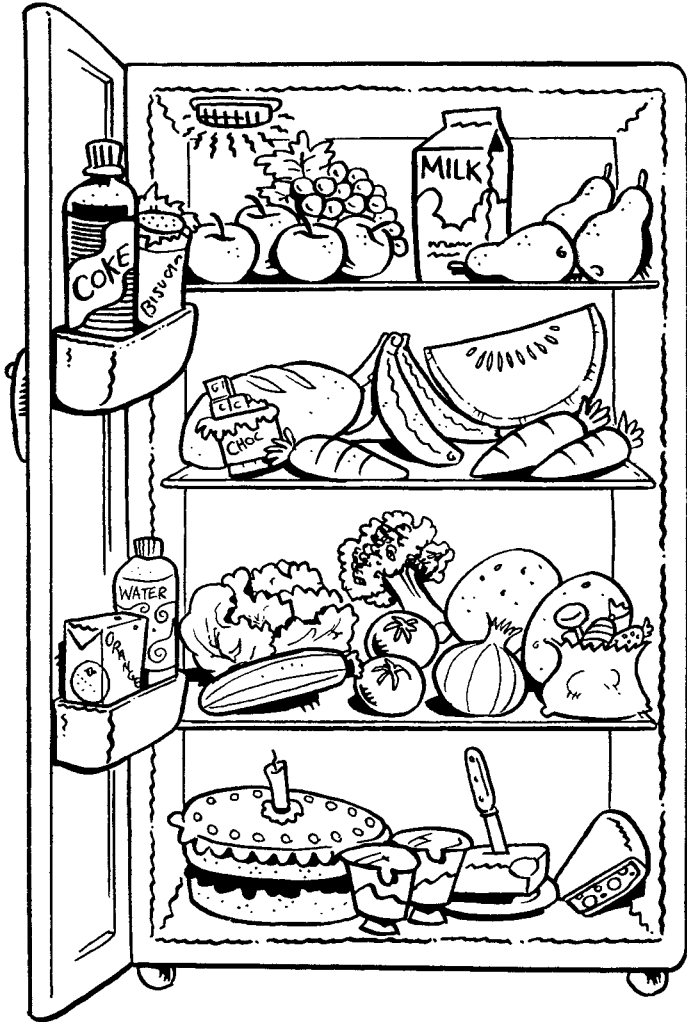
Fridge worksheet

- 1 Find 3 things beginning with *b*.
- 2 How many apples are there?
- 3 Find 5 things beginning with *c*.
- 4 How many green vegetables are there?
- 5 Find 2 yellow fruits.

- 3 Check the answers.
- 4 Pupils work in pairs asking each other similar questions, using *How many ...?* or *Can you find something beginning with ...?*

Follow-up

- 1 Use the picture either to present or revise *some/any* with foods. Say examples like *There's some milk. There isn't any jam. There are some apples. There aren't any peaches.* Get the pupils to repeat these phrases chorally then write them on the board. Ask individual pupils questions with *Is there/Are there?*
- 2 Pupils can now play a memory game round the class: one pupil says *In my fridge there's a melon.* The next pupil says *In my fridge there's a melon and some grapes.* The next says *In my fridge there's a melon, some grapes and some bread.* Continue with each pupil adding a phrase. Pupils are 'out' if they can't remember the correct order or can't think of a phrase. The game ends when all the foods in the fridge have been included or when there is only one pupil left playing. If your class is large, play this in groups.



The Balloon Game



Language Focus

- ★ vocabulary of food, cutlery and containers
- ★ *it's a*
- ★ colours

Materials

- ★ a copy of FO/02 for each group
- ★ paper to make cards
- ★ crayons/coloured pencils
- ★ dice & counters

Preparation

- 1 Give groups of 2-4 pupils a copy of the boardgame.
- 2 Do a colour dictation, e.g. *Colour the banana yellow. Colour the fork blue.*
- 3 Ask pupils to make a set of 18 cards (5 with 1 balloon, 4 with 2 balloons, 4 with 3 balloons, 5 with a pin).

Procedure

- 1 Pupils play the game following the rules opposite.

Variations

This game can be played again later in this theme to practise other structures, e.g. when pupils land on a square they could say what meal they eat or use this thing for; they could say if they *like/don't like* a food; what a food tastes like; if it is *good/bad* for you, etc.

Choose a counter and place it on a corner square.

Shuffle the cards and place them face down next to the board.

Throw the dice each. The player with the highest number goes first.

Take it in turns to throw the dice and move around the board (counting out the number in English as you do so).

When you land on a square you name the item and its colour, e.g. *It's a red knife.* If you are correct you pick up a card.

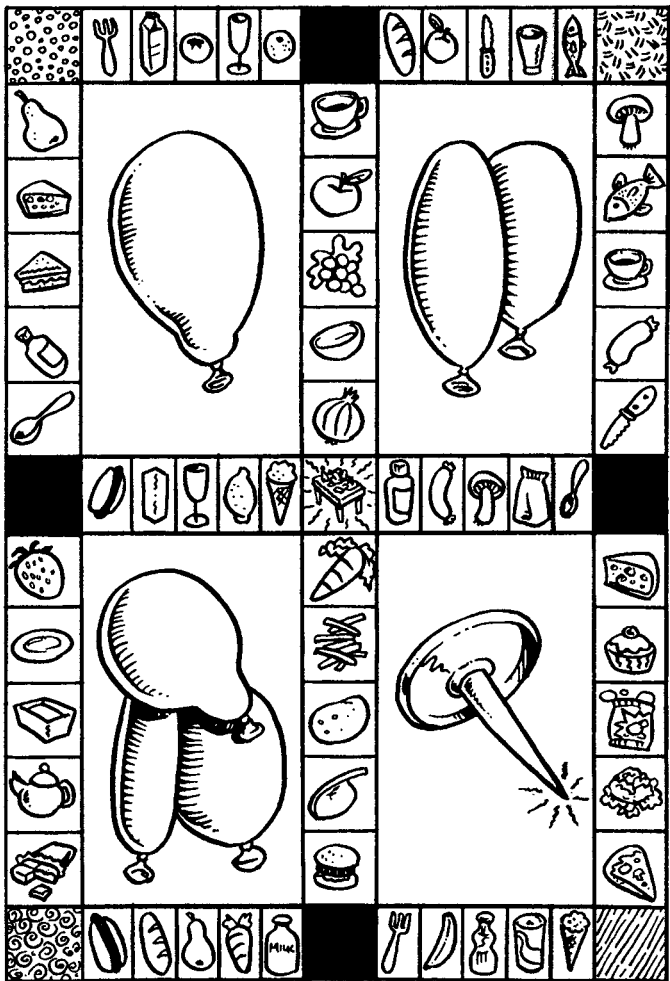
If the card is a balloon card, you keep it and place it in front of you.

If it is a pin card you can use it to 'burst' one of the other player's balloons (i.e. they have to return their balloon card to the pile) then you return the pin card. If none of the other players has a balloon card, you must return one of your own to the pile.

If you name the item on the square incorrectly, you do not pick up a card.

The winner is the first player to collect 10 or more balloons and reach the party table at the centre of the board.

The Balloon Game



Fruit and Vegetable Surveys



Language Focus

- ★ present simple with *like*
- ★ numbers
- ★ art and craft work

Materials

- ★ a copy of FO/03 for each pupil
- ★ some fruit and vegetables
- ★ paint
- ★ paper

Procedure






- 1 Give each pupil a copy of FO/03, then put them into groups. Each group member chooses 4 pupils (not in their group) whom they have to question.
- 2 Pupils circulate round the class, asking each of their 4 chosen pupils questions like *Do you like apples?* If a pupil answers yes, the questioner ticks the chart; if the answer is no they put a cross in the chart. When they have finished, they write the total number of ticks in the right hand column of their chart.
- 3 Pupils work in their groups again to write final totals in the boxes below the charts i.e. they add their totals together for *apples*, then for *bananas*, etc.
- 4 Get class feedback on their results. What is the most popular fruit? Which one do they like least?

Follow-ups

- 1 **Vegetable survey:** In their groups, or individually, pupils prepare a similar questionnaire for vegetables. However, this time they take it home over a weekend and ask 3 members of their family (or friends) which vegetable they like best. In the next lesson get each pupil to tell you their results, e.g. *My mother likes potatoes, my brother likes tomatoes and my granny likes carrots.* As they do this, keep a record on the board (e.g. draw each vegetable and put a tick next to it each time it is mentioned). You can then let the class decide which is the most and least popular vegetable.
- 2 **Fruit and vegetable printing:** Bring some fruit and vegetables to class (e.g. apples, oranges, carrots, courgettes). Pupils cut them in half and paint over the open section. They then press this onto paper to make a pattern. Let them use different fruit and vegetables to make up pictures, then in pairs they can show each other their picture and ask questions about it. Finally, ask pupils to see if the pattern is different if the food is cut another way.



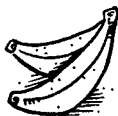
Do you like bananas?

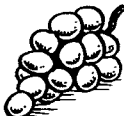
	Total
	
	
	
	
	

How many children like these fruits?











Ten Fat Sausages



Language Focus

- ★ numbers

Materials

- ★ copies of FO/04 (one between two would do)

Procedure

- 1 Give out copies of the song.
- 2 Sing the first few verses of the song until pupils are able to sing along.
- 3 Sing it again doing the following actions: start each verse holding up the correct number of fingers, at *POP* snap fingers, at *BANG* clap hands, then hold up two fingers less.
- 4 Pupils can sing the song again in groups.

Follow-up

Other good food songs and rhymes include:

Five Currant Buns in the Baker's Shop

One Potato, Two Potatoes

Hippity Hop to the Candy Shop

Oranges and Lemons

... Ten Fat Sausages ...



1 Ten fat sau - sa - ges ___ sizz - ling in the pan,



Ten fat sau - sa - ges ___ sizz - ling in the pan.



One went 'POP!' and a - no - ther went ___ 'BANG!'



There were eight fat sau - sa - ges ___ sizz - ling in the pan.



2 Eight fat sausages sizzling in the pan.
Eight fat sausages sizzling in the pan.
One went 'POP!' and another went 'BANG!'
There were six fat sausages sizzling in the pan.

3 Six fat sausages sizzling in the pan ...

4 Four fat sausages sizzling in the pan ...

5 Two fat sausages sizzling in the pan ...



Let's Go Shopping



Language Focus

- ★ shopping dialogue e.g. *Can I have ..., please? Yes, here you are.*
- ★ reading instructions

Materials

- ★ a copy of FO/05 and FO/06 for each group
- ★ sticky tape
- ★ a counter for each player
- ★ dice
- ★ pencil/paper

Procedure

- 1 Put pupils into groups of 4 and give each group a copy of FO/05 and FO/06. Ask them to tape these together to make one board.
- 2 Revise a simple shopping dialogue, e.g. *Can I have some apples, please? Yes, here you are. Thank you.*
- 3 Look at the pictures on the board of the different shops and make sure pupils know what each item is.
- 4 Pupils play the game following the rules opposite.

Variation

You can make this game more difficult by extending the shopping dialogue pupils must use, e.g. *Have you got any...? I'd like a ... How much is that?* etc.

Choose one shop where you are the shopkeeper.

Make a 'shopping list': write down 3 things you wish to buy, one from each of the other shops.

Place your counter on HOME.

Throw the dice each in turn. The player with the highest number goes first.

Take it in turns to throw the dice and move round the board in a clockwise direction.

If you land on a square with instructions, read these out and do as they say.

If you land on the entrance to one of the shops, you can go in, buy the item on your list and then cross it off. (Note: you do not buy items from your own shop.)

You move around the board as many times as necessary to buy all 3 items.

The winner is the first player to return HOME with everything crossed off their shopping list.

Let's Go

You catch the bus.
Move on 10 squares.



You stop for a drink.
Miss a turn.



ENTRANCE

BUS STOP

BAKER'S

Move back 2 squares.



ENTRANCE



You stop and talk to a friend.
Miss a turn.



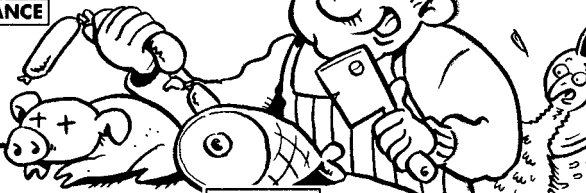
You lose your money.
Go home again.

BUTCHER'S

ENTRANCE



Move back 2 squares.

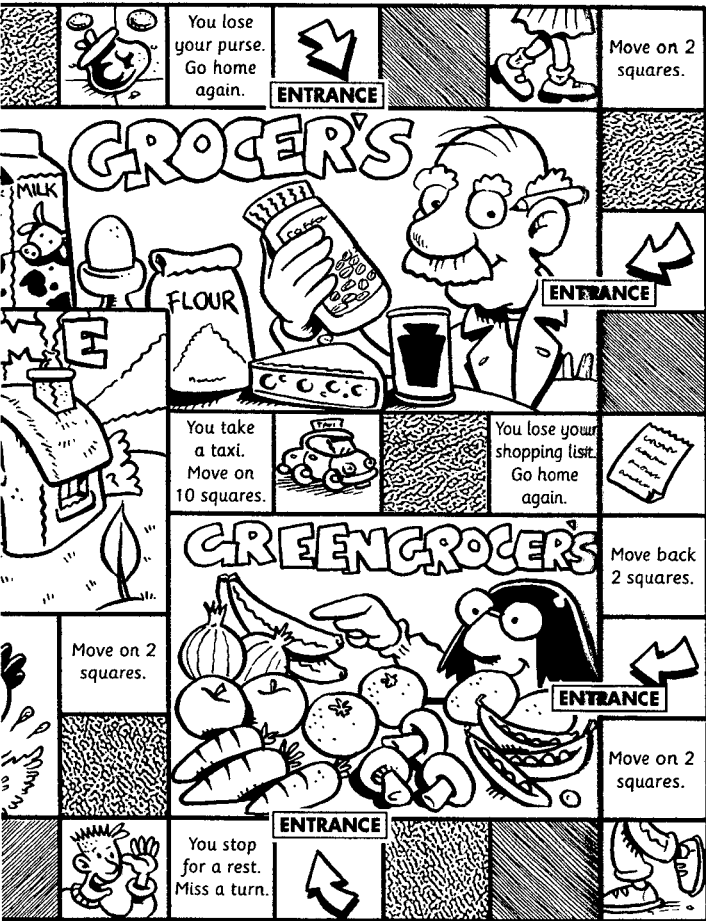


ENTRANCE

You take your bike.
Move on 10 squares.



Shopping



Mealtimes



Language Focus

- ★ mealtime vocabulary
- ★ *good/bad for you*
- ★ present tense

Follow-up

Pupils could carry out a class survey on what they eat for breakfast/lunch/dinner and then decide who has the healthiest diet.

Materials

- ★ a copy of F0/01 and F0/07 for each pupil

Procedure

- 1 Start by revising different meals with the pupils, e.g. *breakfast, lunch, dinner, tea, supper*, etc.
- 2 Ask pupils to look at F0/01 again. Write two headings on the board 'Good for You' and 'Bad for You'. Ask pupils to shout out foods from F0/01 and to tell you which column they should go in, e.g. apples = good for you; sweets = bad for you.
- 3 Now give out copies of F0/07 and ask pupils to complete the meal plans for Freddy Fat and Tommy Thin. Encourage them to make these as amusing as possible, e.g. *Freddy Fat eats 6 eggs, 3 cakes and drinks a litre of milk.*
- 4 In pairs, pupils ask each other questions about their meal plans, e.g. *What does Freddy Fat drink for breakfast? Does he eat apples?*
- 5 Still in their pairs, ask them now to complete the meal plan for Norman Normal. Tell them the aim is to create a balanced and healthy meal. Go round the class helping where necessary.
- 6 Pairs can display their finished plans on the walls or in a **Food** booklet.



Freddy Fat's breakfast

Food

.....

.....

Drink

.....

.....



Tommy Thin's lunch

Food

.....

.....

Drink

.....

.....



Norman Normal's dinner

Food

.....

.....

Drink

.....

.....

My Lunch Box



Language Focus

- ★ present simple
- ★ time
- ★ story-telling

Materials

- ★ a copy of F0/08 for each pupil
- ★ crayons
- ★ scissors
- ★ glue

Procedure

- 1 Give out a copy of the story to each pupil.
- 2 Ask them to colour and cut up the pictures, then put them in the correct order.
- 3 Now ask them to decide upon a time for each picture and draw the hands on the clocks.
- 4 Pupils suggest a sentence for each picture – try to get as many suggestions as possible and write some of these on the board, e.g. *At half past seven Alice takes an apple, some bread and some cheese out of the fridge.* Alternatively, you could write four sentences on the board yourself and get pupils to match them to the pictures.
- 5 Finally, get them to make a zig-zag book: they fold a strip of paper into four then stick a picture onto each page and write a sentence below it (see fig 1).

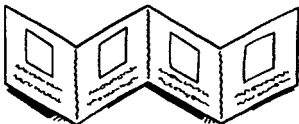
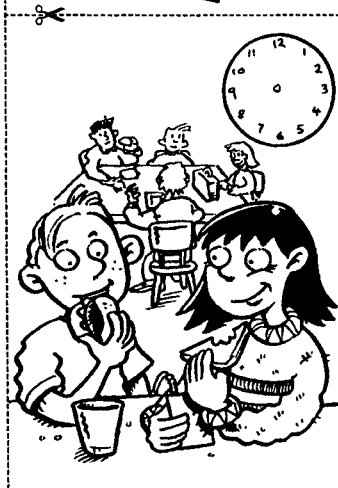
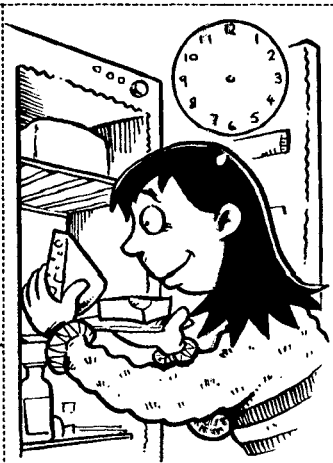
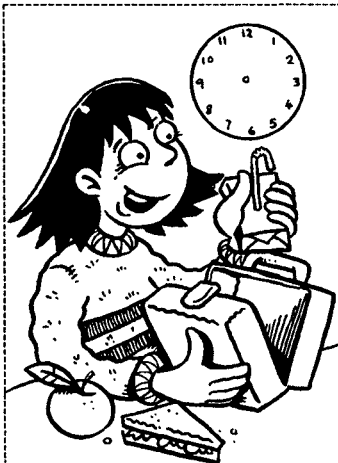


Fig 1

Follow-ups

- 1 Pupils draw a picture of their lunch box and label the food and drink. They could then write a sentence below, e.g. *I usually have sandwiches and orange juice for lunch.*
- 2 Play 'Find Someone Who': Each pupil prepares a list of 4 people to find based on what they eat/drink at lunch time, e.g. *Find someone who drinks milk.* They give their lists to a partner, then pupils mill around the class asking questions, e.g. *Do you drink milk at lunch time?* If the answer is *yes*, then they can write down that pupil's name; if it is *no*, they have to ask that question again. Pupils continue until they have found four pupils to fit their categories. Do class feedback.

My Lunch Box



Dinner Time



Language Focus

- ★ money/costs
- ★ courses in a meal

Materials

- ★ a copy of FO/09 and FO/10 for each group
- ★ card
- ★ scissors
- ★ glue
- ★ crayons/coloured pencils

Preparation

- 1 Put pupils into groups of three and give them a copy of the playing cards on FO/09 and FO/10.
- 2 They stick these onto card before cutting them out.
- 3 They can then colour the cards in if they wish.
- 4 Ask them to sort the cards into 4 piles: drinks, main courses, vegetables and puddings. Then check the answers.

Procedure

- 1 Still in groups, one player shuffles the cards, deals out four to each player and places the rest in a pile face down on the table.
- 2 Pupils take it in turns to pick up a card from the pile, look at it and decide whether to keep it or put it at the bottom of the pile. If they keep it they must discard a different card from their hand. Players must only have four cards at a time.

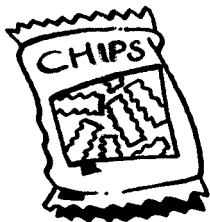
- 3 If they pick up the Tummy Ache card they show it to the others, lose 2 points and then put it at the bottom of the pile. If they pick up the Full Tummy card they show it to the others, gain 2 points and then return it to the bottom of the pile.
- 4 The round ends when a pupil collects a complete meal of one drink, a main course, a vegetable and a pudding. This pupil scores 2 points plus a further 4 points if the meal costs less than £3.
- 5 Pupils play another few rounds (or give them a time limit) then they count up the points to see who is the winner.



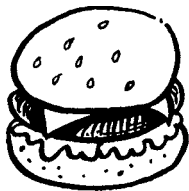
Peas
60p



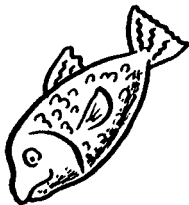
Baked beans
30p



Chips
60p



Burger
£1.00



Fish
£1.20



Pizza
£1.10



Apple pie
£1.00



Tummy Ache



Sausages
95p



Yoghurt
35p



Chocolate
mousse
55p



Fruit salad
65p



Milk
75p



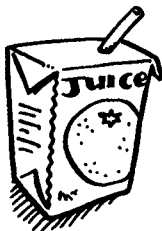
Full Tummy



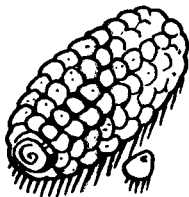
Cola
65p



Lemonade
45p



Orange juice
40p



Sweetcorn
50p

Greedy George



Language Focus

- ★ food vocabulary
- ★ days of the week
- ★ numbers
- ★ past tense
- ★ story-telling

Materials

- ★ a copy of FO/11 and FO/12 for each pupil
- ★ paper and crayons/coloured pencils

Procedure

- 1 Give each pupil a copy of FO/11. Divide them into two teams and play a quick game to revise vocabulary: shout out a letter (e.g. A), the first pupil to shout out the corresponding food wins their team a point. If they are incorrect the other team gets a turn.
- 2 Tell them they are going to hear a story about a greedy boy called George and they have to tick the food on FO/11 that he eats.
- 3 Read the story opposite, then check the answers.
- 4 Tell them you are going to read it again, but this time they have to number the foods in the order that he eats them e.g. chocolate = 1, lollipops = 2. Read the story as often as necessary before checking the answers.
- 5 Read the story again but change some words e.g. *On Tuesday he bought six lollipops*. Pupils shout *Stop!* when they hear a mistake and then tell you the correct word, e.g. *two*.
- 6 Finally, ask some simple comprehension questions, e.g. *What did he eat on Tuesday?*

Greedy George

George was very greedy.

On Sunday his grandma gave him some money.

On Monday he bought one bar of chocolate and ate it all up.

On Tuesday he ate two lollipops and ate them all up.

On Wednesday he bought three ice creams and ate them all up.

On Thursday he bought four cakes and ate them all up.

On Friday he bought five biscuits and ate them all up.

On Saturday he bought one sandwich, one sausage, one pizza, one apple pie and one melon.

He ate them all up and then he had a tummy ache!

On Sunday his grandma gave him some money. He put it in his piggy bank!

Follow-up

- 1 Put pupils into pairs and give each a copy of FO/12.
- 2 They now write their own version of the story by filling in a child's name plus days, numbers, prepositions and foods (these don't have to be in the same order as in the original story).
- 3 When they have finished, ask them to draw pictures to illustrate their story. Then each pair goes to the front of the class, reads their story while they hold up their drawings.



Greedy George

Greedy

On Sunday 's grandma

gave some money.

On

bought

and ate all up.

On

bought

and ate all up.

On

bought one

one

one

and one

Then had a tummy ache!



The Big Shake Company



Language Focus

- ★ listening comprehension
- ★ past tense
- ★ writing recipes

Materials

- ★ a copy of FO/13 for each pupil

Procedure

- 1 Give each pupil a copy of the worksheet on FO/13.
- 2 Explain that they will hear some information about the Big Shake Company and that they have to record the points each child gave in the chart. They don't have to understand every word. They should then fill in the totals for each flavour.
- 3 Read the text below (or pre-record it onto a cassette), as often as necessary.

- 4 Go through the answers. Then pupils work individually, or in pairs, to complete numbers 2 and 3 on the Worksheet.

Answer key

- 2 a True b False c False d True
3 a strawberry b strawberry c Lisa
d Paul e orange

Follow-up

If you have suitable facilities, you or your pupils could bring in the necessary ingredients for making milkshakes i.e. milk, ice cream and flavourings (banana, chocolate powder, etc). You could then make the four different types and conduct your own class survey to see which is their favourite flavour. Pupils could then follow this up by writing out recipes for making their favourite milk shake.

The Big Shake Company has made some new flavours of milkshake. The flavours are strawberry, chocolate, banana and orange. Five children tasted the milkshakes and gave each flavour points out of 5.

Alan gave 3 points for strawberry, (pause) 3 points for chocolate, (pause) 2 points for banana, (pause) and 4 points for orange. (pause)

Megan gave no points for strawberry, (pause) 5 points for chocolate, (pause) 2 points for banana, (pause) and 4 points for orange. (pause)

Paul gave 5 points for strawberry, (pause) no points for chocolate, (pause) 4 points for banana, (pause) and 1 point for orange. (pause)










Lisa gave 3 points for strawberry, (pause) 2 points for chocolate, (pause) 1 point for banana, (pause) and 5 points for orange. (pause)

Josh gave 3 points for strawberry, (pause) 2 points for chocolate, (pause) no points for banana, (pause) and 1 point for orange. (pause)

1

THE BIG SHAKE COMPANY

Milkshake flavours test

	 strawberry	 chocolate	 banana	 orange
 Alan				
 Megan				
 Paul				
 Lisa				
 Josh				
TOTAL				

2 Write True or False.

- a Alan gave chocolate 3 points.
- b Lisa gave banana no points.
- c Paul gave orange 3 points.
- d Megan gave chocolate 5 points.

3 Write the answers.

- a Which flavour did Paul like best?
- b Which flavour did Megan like least?
- c Who liked orange best?
- d Who liked chocolate least?
- e Which flavour got the most points?

Learning about Food



Language Focus

- ★ adjectives
- ★ colours/shapes
- ★ tastes

Materials

- ★ a copy of FO/14 for each pupil

Preparation

- 1 Put pupils into groups of about four.
- 2 Ask them to decide on a fruit or vegetable which they should bring in to the next class i.e. so that each group has 4 different items of food to examine.

Procedure

- 1 Pupils get into their groups again.
- 2 Give out copies of FO/14 and go over the chart. Explain what each section means and ask for some suggested answers, e.g. *What's inside?* = seeds, pips, a large seed, nothing.
- 3 Pupils work together to complete the chart for their own food items. Go round the class helping where necessary.
- 4 Groups now work together to compare and ask questions about their charts.

Follow-up

- 1 Bring in a few different tasting foods. Chop these up onto plates, place these on a table and cover them with cloths.
- 2 Pre-teach some necessary adjectives to do with taste, e.g. *sour, sweet, bitter, fresh*.
- 3 Pupils work in pairs: first one pupil is blindfolded, tastes each of the food items, guesses what they are, and their partner writes down the guess. They then change roles.
- 4 Tell pupils what food is on each plate and see how many got them all right.

Name Class

NAME	shape	colour	grown above or below ground	eat it raw or cooked	taste	What's inside?



Who Ordered What?



Language Focus

- ★ *I'd like a ...*
- ★ *Can I have ...?*
- ★ *Where's my ...?*
- ★ reading comprehension

Materials

- ★ a copy of FO/15 for each pupil or pair

Procedure

- 1 Give out copies of FO/15 and ask a few questions: *Who can you see in the picture? Where are they? What are they doing? Are they happy?*
- 2 Pupils work individually or in pairs to try and solve the puzzle. First, they must match the correct tray to the table, and then draw on the missing item.
- 3 Pupils can work in different pairs to compare their answers before you check the answers with the class.

Answer key

1 d 2 a 3 b 4 e 5 c

a witch's potion

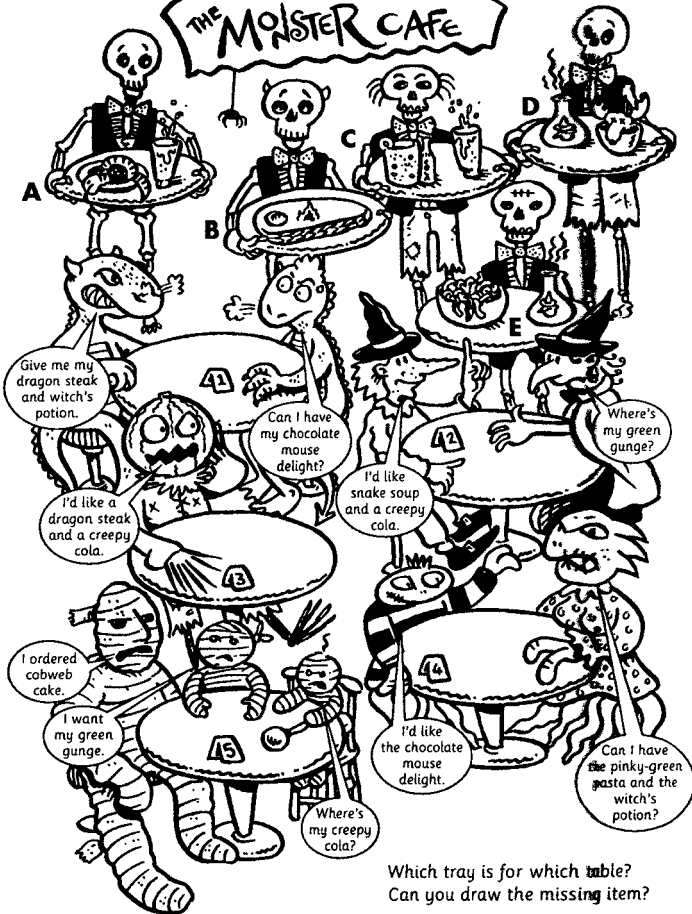
b creepy cola

c cobweb cake

d dragon steak

e chocolate mouse delight

THE MONSTER CAFE



Which tray is for which table?
Can you draw the missing item?

At the Monster Café



Language Focus

- ★ restaurant role-play

Materials

- ★ a copy of FO/16 for each group
- ★ props for the role-play

Preparation

- 1 Ask pupils if they can remember the name of the café from the last activity. Tell them they are now going to visit this café for a meal. Can they remember the names of any of the meals?
- 2 Give out copies of FO/16 and go through the items asking pupils to predict what might be in the meal, what colour it might be, etc.
- 3 Put pupils into groups of 3-5 and get them to choose roles (one must be the waiter, the others are customers).
- 4 If possible, get them to prepare simple props:
 - table and chairs
 - cutlery and plates (these can be real or made from paper)
 - pretend food (pupils can draw meals from the menu)
 - a tray, glass, cups, etc. for the waiter
 - clothes/ hats/ accessories

Procedure

- 1 Go through a simple restaurant role-play with a pupil as your partner (see the example opposite).
- 2 Pupils work in groups to prepare a similar role-play. Then let them act it out in front of the class.

Waiter: Good morning, madam.
Here's your table.
Are you ready to order?

Customer 1: Yes. I'd like the Snake Soup and a Dragon Steak.

W: Would you like anything to drink?

C1: Yes, please. The Green Gunge.

W: What about you?

C2: Can I have The Monster Special.

W: Would you like a sweet?

C2: No, thank you.
(pause)

W: Here are your meals.

C1: Thank you.
(pause)

C2: Excuse me!

W: Can I help you?

C2: Can I have the bill, please?

Follow-ups

- 1 Pupils could make up their own Monster Café menus.
- 2 Pupils could write recipes for making one of the dishes on the menu.
- 3 If you have the facilities, pupils could prepare their own Monster Tea Party. They could make up invitations and then prepare suitable food, e.g. green jelly, unusual coloured cakes, biscuits with spiders/mice iced on them, etc.



MONSTER MENU

STARTERS

Snake soup
Purple pâté
Fish eyes

MAIN COURSES

Dragon steak
Pinky-green pasta
The monster special
Loch Ness monster stew

SWEETS

Chocolate mouse delight
Spider's surprise
Cobweb cake

DRINKS

Witch's potion
Green gunge
Creepy cola