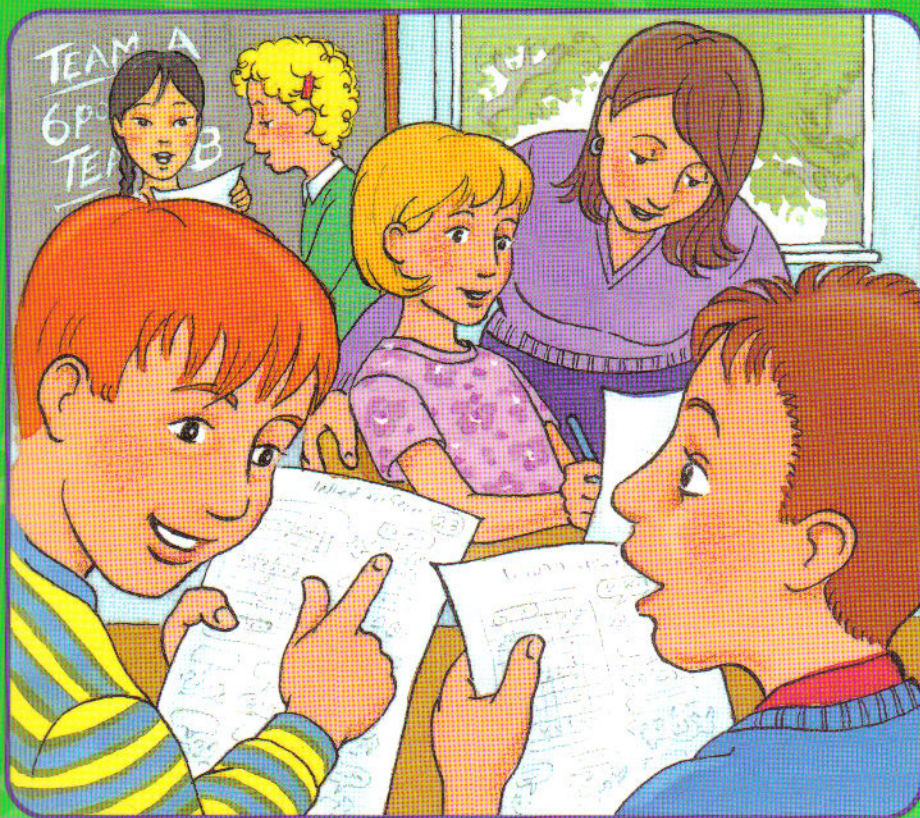


puzzle time FOR movers



Photocopiable activities for
young learners of English

By Jon Marks

Based on the
Cambridge
MOVERS
syllabus

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Introduction

Aims

The puzzles in this book are for young learners aged 8 to 10 years who have completed around 100 hours of learning English. The puzzles are easy to use, and have a number of aims:

Motivation

Puzzles are fun. They are graphic, attractive and an enjoyable challenge to complete. Pupils enjoy being able to complete a puzzle in another language.

Learner autonomy

Pupils benefit from developing their own skills and strategies for learning. When young learners are completing one of these puzzles, they are discovering their strengths and weaknesses in English. They are finding gaps in their knowledge, and developing and using skills to fill those gaps.

Classroom management

A whole lesson can be a very long time to expect young learners to focus their attention on the teacher – often their attention wanders and they start chatting in their mother tongue. The puzzles in this book allow pupils to work on their own, and aim to be absorbing and fun. As such, they help to keep the classroom atmosphere constructive, focused and conducive to learning.

Using the puzzles

The puzzles can be incorporated into a classroom lesson in a variety of ways:

As a basis for a whole lesson

- 1 Choose a puzzle which is the right level for your class and which contains at least some language which will be new to them.
- 2 The Teacher's Notes facing each puzzle contain additional activities for both introducing and following up the puzzle. As a rough guide, using the puzzle plus all the activities in the accompanying Teacher's Notes will take 25 – 40 minutes.
- 3 If you wish to expand the lesson further, select one or more activities from the General Activities section following this Introduction. These games and activities can be used to

practise a wide range of language, and so can be used for further practice of the language of the puzzle. They can also be used to extend the language of the puzzle. For example, if a puzzle contained twelve items of food vocabulary, you could use a general activity to revise those twelve items, and to introduce and practise a further six.

As part of a lesson

The puzzles mostly cover themes which are very common in coursebooks. Some have vocabulary aims, (e.g. parts of the body) while others focus on grammar (e.g. the simple past). The puzzles and follow-up activities can be slotted into lessons with the same theme, preferably at the end, when learners are familiar with most or all of the language they will need for the puzzle.

The syllabus on which these puzzles are based (see page 5) may not match perfectly the syllabus of your course material: the Teacher's Notes to each puzzle contain suggestions for introducing/checking the necessary language before commencing the puzzle.

End-of-lesson 'reward'

A popular way of organising young learners' lessons is to divide them into two parts. The first, which constitutes the bulk of the lesson, is specific in its language aim – perhaps a coursebook unit taught more or less as directed in the teacher's notes. This is followed with a more general, revision-based game or activity which students often interpret as being a 'reward' for having worked well in the first part of the lesson. These activities typically include quizzes, hangman, and other favourite games. Some of the puzzles in this book have general revision aims (and, of course, the required element of fun) and can be used in such an end-of-lesson slot. The Teacher's Notes for some of the puzzles contain ideas for using them as team games.

Homework

Teachers have differing opinions on whether or not it is a good idea to give young learners homework. For those in favour, many of these puzzles are suitable as homework assignments, especially if the introductory activities are used to set them up in class beforehand.

Preparation for the Cambridge Young Learners English Tests

The puzzles in this book are based word-for-word on the syllabus of the Cambridge Young Learners English Tests i.e. focussing on the same vocabulary and grammar. Some of them use formats similar to those appearing in the Tests. The syllabus was derived from a survey of a wide variety of young learners course material from around the world, and is intended to be compatible with most young learners coursebooks.

The tests are at three levels: Starters (beginner), Movers (elementary) and Flyers (elementary/pre-intermediate), and the three books in this series correspond to those levels. (Information about the tests is available at www.CambridgeESOL.com, or by post from Cambridge ESOL, 1 Hills Road, Cambridge, CB1 2EU, United Kingdom.)

However, the material in this book aims to be equally useful to classes which are, and to classes which are not, preparing for the Tests.

Using the puzzles in class

Preparation

Preparation for all the puzzles is the same: make one photocopy per pupil. For a few of the puzzles, colouring pens or pencils are required.

Procedure

The puzzles can be completed by groups of 2 to 4 working together, or individually with each learner likely to be collaborating on an unstructured basis with her/his neighbours. When the class is working in pairs or groups, give a copy of the puzzle to every pupil, otherwise all the work is likely to be done by the more able ones.

The teaching notes for each puzzle suggest how to introduce it. If further clarification is necessary, give a demonstration: perhaps copy a small part of the puzzle onto the board, and fill in the solution. Making sure everybody understands the format of the puzzle will be vital to its success as an activity. (To check that everybody has understood, perhaps ask a pupil to explain or demonstrate how the puzzle should be completed.)

Get the class to complete the puzzles in pencil so mistakes can be legibly corrected. If pencils are not available to all, you may like to make one or

two extra copies in case anybody needs to start again.

Additional games and activities

The teaching notes for each puzzle contain ideas for additional games and activities. These are 'optional extras' to be used if you think the class will benefit from them. They can also be used to expand the puzzles into full-length lessons (see above).

The General Activities following this Introduction can be used for further expansion, and as emergency 'fillers' if the lesson material is completed unexpectedly quickly.

Monitoring and feedback

Make a note of the problems you observe while the puzzle is being completed. Learners are likely to say the answers out loud as they find them. Are there pronunciation problems? Do any of the grammar structures seem to cause difficulty? Was any of the vocabulary confusing?

When the puzzle has been completed go over any problem areas, perhaps using the following techniques:

- Practise pronunciation problems. Create tongue-twister fun by writing on the board a series of words featuring the problem sound (e.g. *this, that, these, those, mother, father, brother*). Get the whole class to shout it out in unison, then ask individual pupils to try.
- Mime problem vocabulary. For example, mime sitting in an armchair (*What am I sitting on?*), or sleeping (*What am I doing?*). The class shouts out the answers.
- With grammar problems, use the information you collect to help plan future lessons.
- If a class has serious difficulty completing the puzzle, give it to them again at a later date. Their initial reaction may be 'We've done this!', but explain that the aim this time is to do it 100% correctly.

Mini-puzzles

The final seven puzzles in this book are quick, self-explanatory puzzles which pupils can do with little preparation and which will take less time to complete. They can be used for quickly practising the target language, as lesson fillers or as additions to other puzzles. They are reproduced twice on each page in order to reduce photocopying.

General activities

The following games can be used for further practice of the language featured in the puzzles. For suggestions on how to incorporate these activities into lessons, see the Introduction. (These activities can, of course, also be used in other lessons to practice language unrelated to the puzzles.)

1 Chinese whispers race

Preparation

Before the lesson, write down about 15 sentences which include words, phrases or grammar from the puzzle. To practice *apple*, for example, the sentence could be *Do you like apples?* To practice the present continuous, the sentence could be *The monkey is eating a banana.*

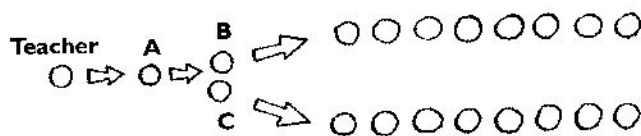
Playing the game

- 1 Organise the class into two teams. Each team stands in a line.
- 2 Stand at the back of the lines. Ask the pupils at the back of each line to come to you.
- 3 Whisper a sentence to them. They return to the back of their respective teams and whisper the sentence to the pupil in front of them. This pupil then whispers to the pupil next to them and so on.
- 4 Meanwhile, the teacher walks to the front of the lines.

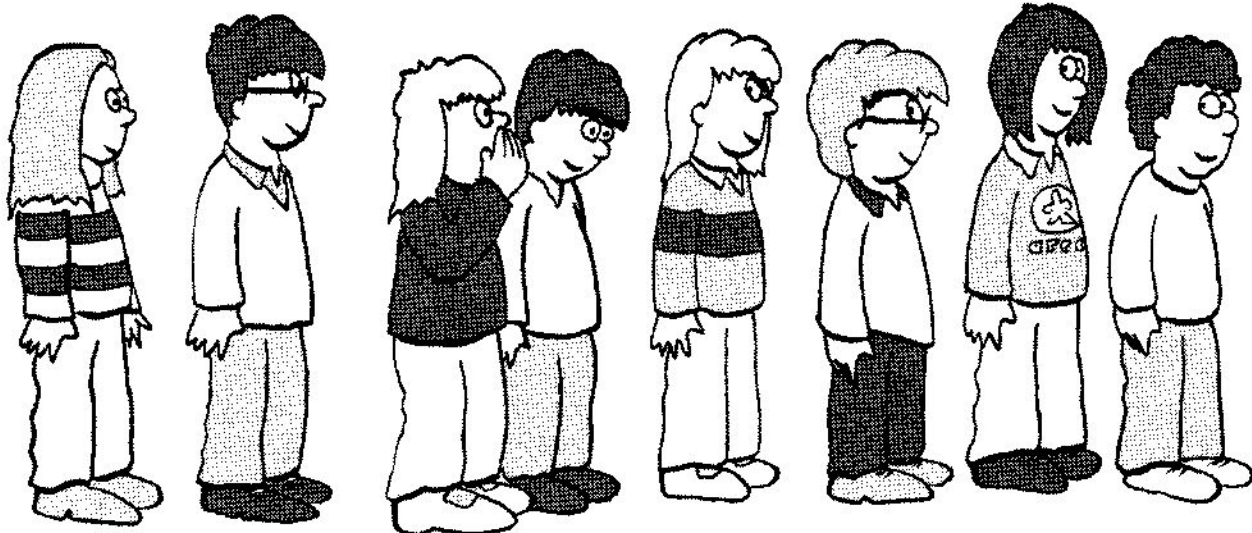
- 5 As soon as the sentence reaches the front of a line, the pupil at the front puts up his/her hand. Wait until both teams have finished. Ask the pupil who put up their hand first to say the sentence: if it is identical to the one the game started with, that team gets a point. If the sentence is not the same, ask the pupil at the front of the other team. If their sentence is correct, award them a point instead.

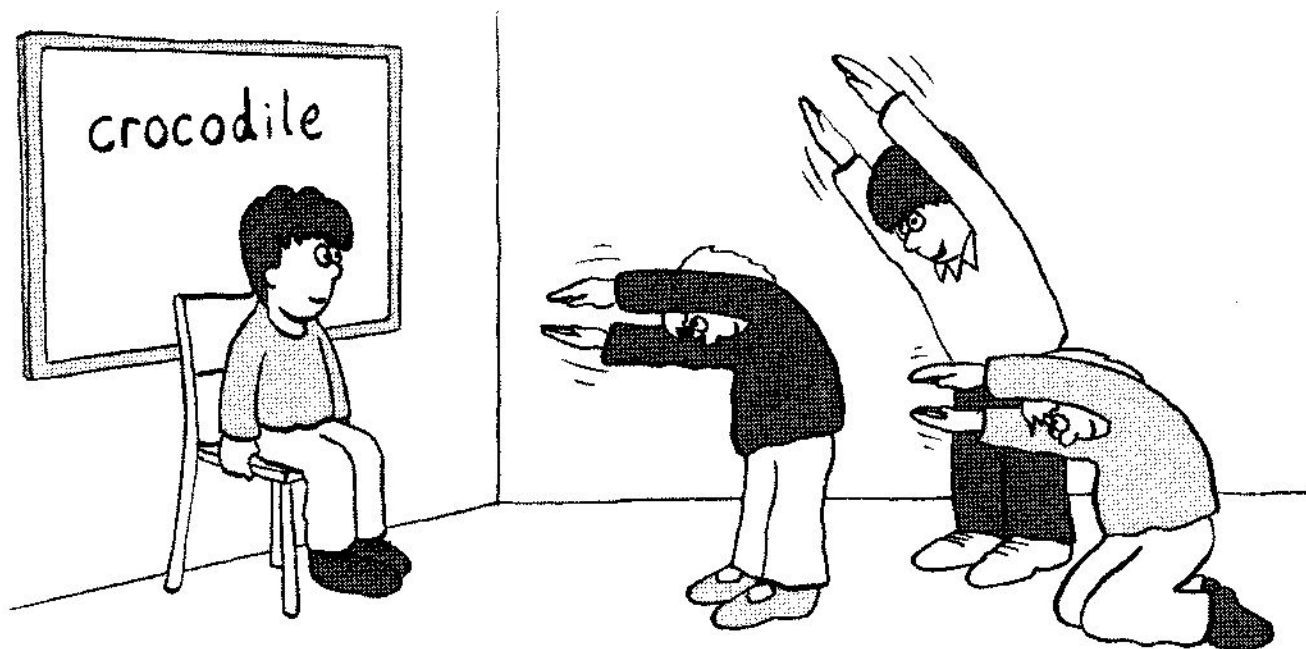
Tips

- If anybody whispers loudly enough for more than one person to hear, give the other team a point.
- Keep the score on the board, using team names such as Cats and Dogs.
- If there is an odd number of pupils, add another stage: whisper the sentence to pupil A then he/she whispers it to pupils B and C; they run to their respective teams and continue the process.



- After a few rounds, get pupils to change their positions in the lines.





2 Back to the board

This version of a favourite ELT game can be used to practice vocabulary with young learners.

Preparation

Make a list of vocabulary. This should include most of the words from the puzzle, plus plenty of other words which the class has learned. Make sure it is possible to mime all the words.

Playing the game

- 1 Put a chair in front of the board. Organise the class into two or three teams.
- 2 Get a member of Team A to come and sit on the chair. He/she must not look round at the board. Write three words on the board.
- 3 The other members of Team A must mime the first word. When the pupil in front of the board guesses it (or gives up), they move on to the next word, and so on. The turn lasts for one minute.
- 4 Award Team A one point for each word correctly guessed. Then it is Team B's turn, and so on.

Tips

- Keep the score on the board, using team names such as Apples and Bananas.
- Make sure your choice of vocabulary is fair – if one team feels their words are more difficult, they may complain vigorously.

- Continue playing until everybody has had at least one turn at the board.

Variations

- Let everybody mime, instead of just the team mates of the pupil at the board.
- In the adult version of the game, teams define the words on the board, rather than miming them. This may work for older, higher level groups of young learners.

3 Simon says

A popular game which can be used to practise parts of the body and other vocabulary.

Playing the game

- 1 Get the class to stand up. Introduce the word *touch*. Practise a few commands such as *Touch your arm, Touch your ear*.
- 2 Then explain they must do the command only if it is preceded by the words *Simon says*.
- 3 Give further commands, some with and some without *Simon says*. Anybody who accidentally follows a command not preceded by *Simon says* is out. The last player remaining in the game is the winner.

Variation

With higher level groups, use commands based on miming target vocabulary: *drive a car, eat a pizza, be a monkey, read a book*, etc.

4 Disappearing elephant

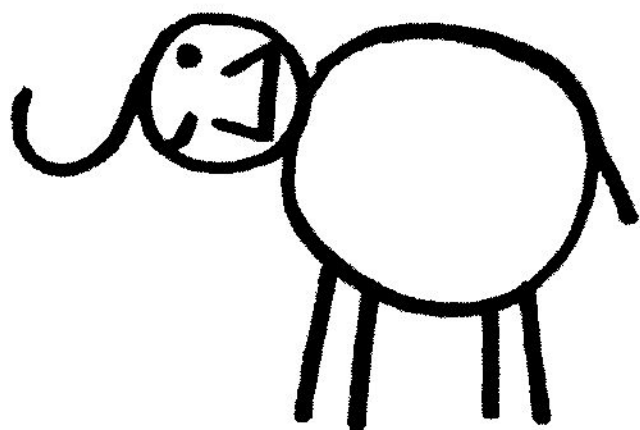
This is an adaptation for young learners of the ever-popular game 'Hangman'.

Preparation

Make a list of vocabulary. This should include most of the words from the puzzle, plus plenty of other words which the class has learned.

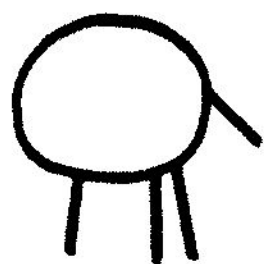
Playing the game

- 1 Draw a picture of an elephant on the board like this:



- 2 Choose a word from your list. Write a line for each letter on the board. Ask pupil A to guess a letter. If the letter is in the word, write it in the appropriate space. If the letter is not in the word, write it elsewhere on the board, and rub out one part of the elephant (begin with the trunk, then the eye, then the mouth, then the ear, then the head, etc.)
- 3 Next it is pupil B's turn and so on. Anybody can put up their hand at anytime and guess the word (but shouting out is not allowed).

h a r



e s m
t p o

- 4 If nobody has guessed the word when all the parts of the elephant have disappeared, reveal the word and start again with another word. If a pupil guesses the word correctly, he/she has won that round.

Variation

Instead of a word, the game can be used to practise sentences. These should be fixed phrases such as *What time is it?* On the board, write the first word, and spaces for the remaining words.

What _ _ _ ?

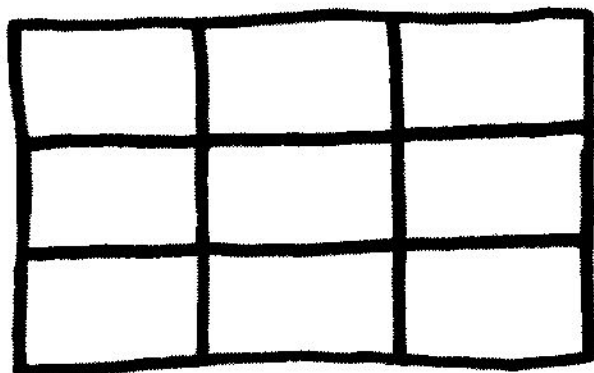
The game then proceeds as described above, but with the class suggesting words rather than letters.

5 DIY bingo

A student-centred version of bingo.

Playing the game

- 1 Get the class to brainstorm vocabulary from the topic featured in the puzzle (e.g. 'Things you can eat'). Write the words on the board.
- 2 Then draw this grid on the board for pupils to copy.



- 3 Each pupil chooses nine of the words to write into his/her grid.
- 4 Pupil A chooses a word from her/his grid and calls it out. He/she can cross out the word, as can other pupils who have the word in their grids. Then it is pupil B's turn to call out a word, and so on.
- 5 The first pupil to cross out all his/her words is the winner.

6 Walking dictation

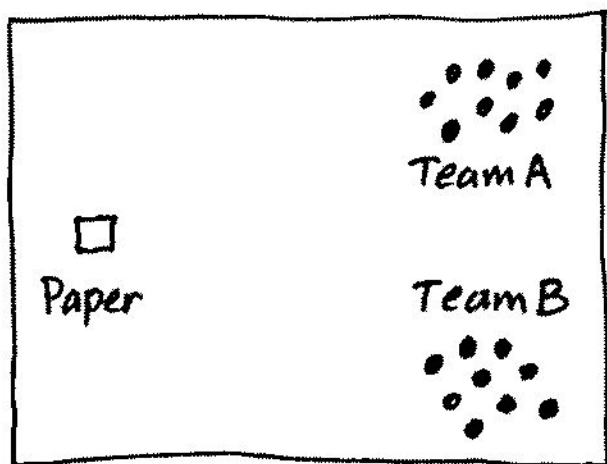
An activity which can be used to practise any language.

Preparation

On a piece of paper write ten or so sentences featuring the target language (e.g. sentences in the present continuous).

Playing the game

- 1 Divide the class into two teams. If necessary, move the tables to the walls. The teams stand at one end of the classroom (not too close together). At the other end there is the sheet of paper containing the sentences.



- 2 A member of each team walks as fast as possible to the paper, memorises a sentence, returns to his/her team, and dictates the sentence. For safety reasons, they are not allowed to run!
- 3 Then another team member has a turn, and so on. Monitor, and disallow any incorrect sentences (the team member must go back and try again).
- 4 The first team to collect a full set of sentences wins.

7 Jumbled sentences

This game can be used to practise word order.

Playing the game

- 1 Divide the class into two or more teams.
- 2 Select some sentences containing the target language (e.g. questions beginning with *do* and *does*). Concealing what you are doing with a piece of paper, write the first sentence on the board with the words in the wrong order:

you ice-cream like do?

- 3 Reveal the words. The first team to say the sentence in the correct order wins a point. Continue with further sentences.

8 Anagrams

This is the same as game number 7 above, but instead of guessing jumbled sentences, teams try to solve anagrams of individual words.

9 Memory test

- 1 Organise the class into groups of three or four.
- 2 Write examples of the target language on the board. This could be about 15 words from a vocabulary group (e.g. things to eat and drink) or about 8 short sentences (e.g. short questions beginning with *what*).
- 3 Give the pupils about a minute to memorise the language, then wipe the board clean.
- 4 Each team must write down as many of the items as they can remember. The team that remembers the most items wins.

10 Spelling competition

- 1 After a puzzle has been completed, get the class to put their copies of the puzzle away.
- 2 Dictate about ten words from the puzzle. The pupil who spells the highest number of words correctly is the winner.

I Fruit

Language aims

- numbers 11 to 20
- fruit vocabulary
- there are ...

Vocabulary

- oranges, watermelons, apples, pineapples, bananas, lemons, coconuts, mangoes, pears

Procedure

- 1 Practise the numbers 11 to 20. Write them as numbers on the board, and get the class to call them out. Then write the numbers as words in random order, and get the class to call them out again.
- 2 Hand out copies of the puzzle to each pupil. When they have completed it, check the answers.
- 3 Use the puzzle for further oral practice of *there are*, e.g. *How many oranges are there?* (There are fourteen).

Key

- 1 oranges
- 2 watermelons
- 3 small apples
- 4 big apples
- 5 pineapples
- 6 bananas
- 7 lemons
- 8 coconuts
- 9 mangoes
- 10 pears

Additional activity

Letter grid

Draw the grid below onto the board, and ask pupils to copy it in **pen**.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.

Give the following instructions, which pupils follow in **pencil**.

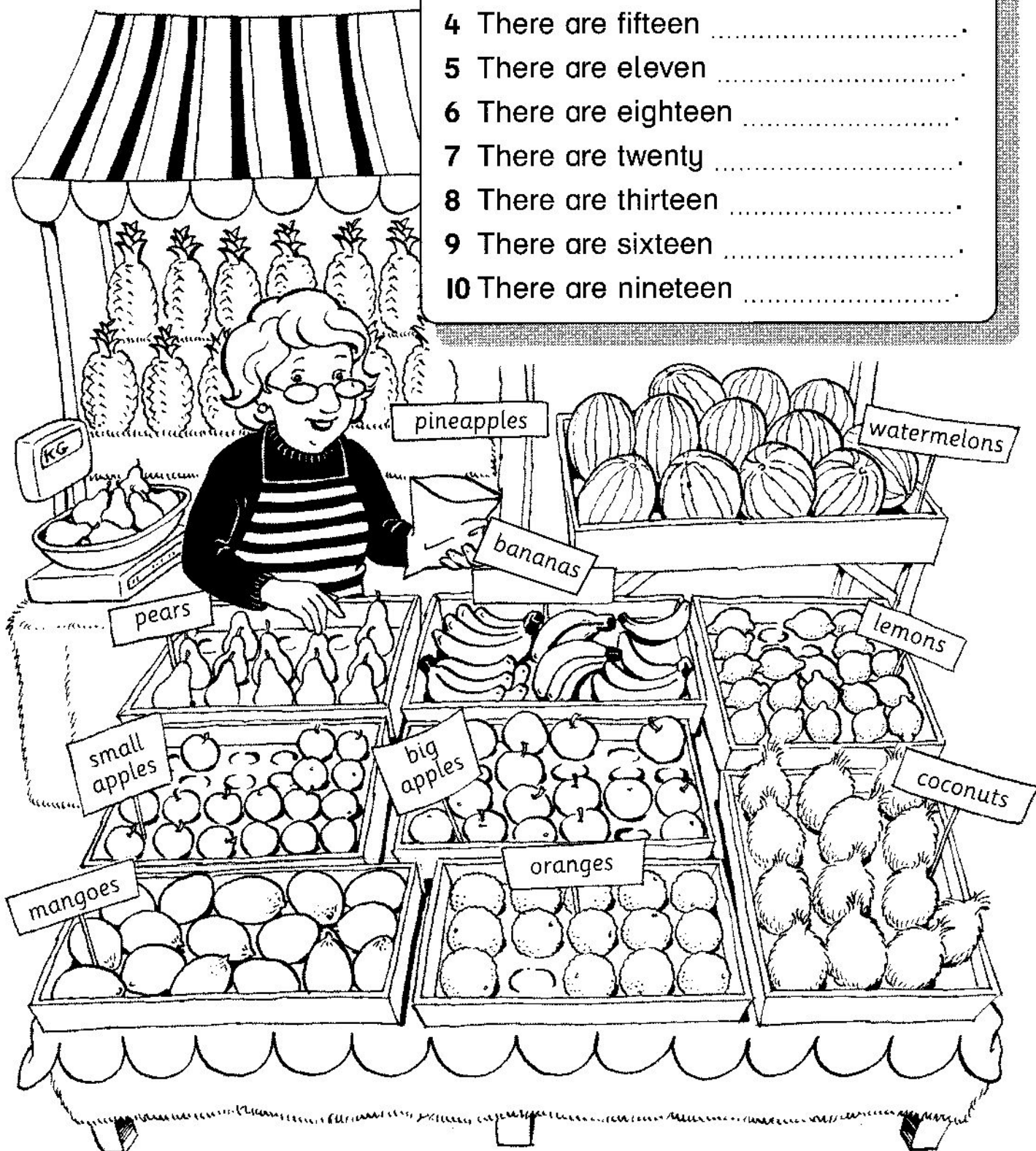
- Draw a line from 18 to 3.
- From 3 to 20.
- From 14 to 16.
- What letter can you see? (A)

Key

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.

Organise the class into pairs. Pupils rub out the pencil lines on their grids. Pupil A chooses a letter and (secretly) draws it onto their grid. They then give instructions similar to the ones above. Pupil B follows these, again in pencil, to find the letter. Pairs then exchange roles. Repeat as required.

- 1 There are fourteen
- 2 There are twelve
- 3 There are seventeen
- 4 There are fifteen
- 5 There are eleven
- 6 There are eighteen
- 7 There are twenty
- 8 There are thirteen
- 9 There are sixteen
- 10 There are nineteen



2

Fred's photographs

Language aim

- vocabulary practice/extension

Vocabulary

- *road, rabbit, grass, toothbrush, moon, fan, sandwich, bat, snow, cinema, mountain, pirate, lake, skate, leaf*

Procedure

- 1 Hand out copies of the puzzle, but tell the class not to write anything yet.
- 2 Go through the photos, encouraging pupils to put up their hands and suggest what each picture shows. Then pupils write the words in the spaces.

Key

Reading from left to right:

road

rabbit

grass

toothbrush

moon

fan

sandwich

bat

snow

cinema

mountain

pirate

lake

skate

leaf

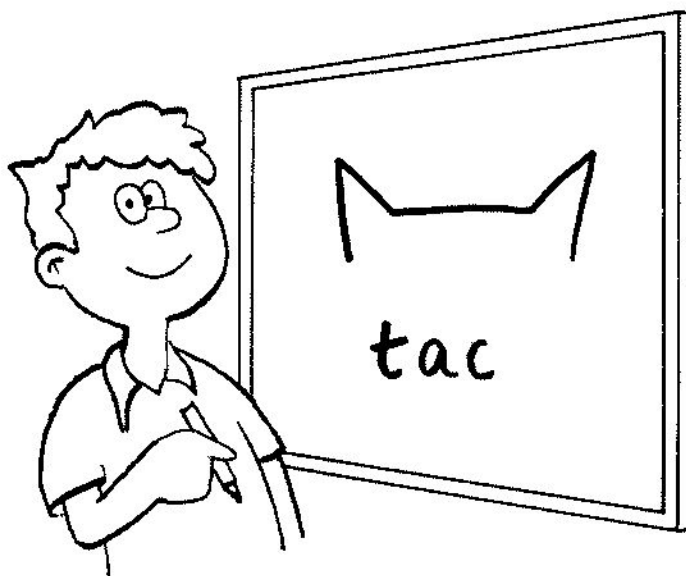
Additional activities

1 More pictures

Pupils draw their own 'photographs' with anagrams. (It doesn't matter if the pictures are not very clear, as long as the anagrams work.) They then exchange pictures with a partner, and solve each other's anagrams.

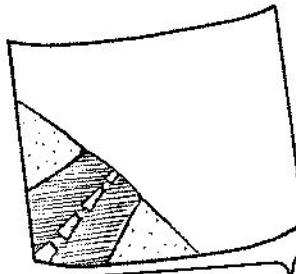
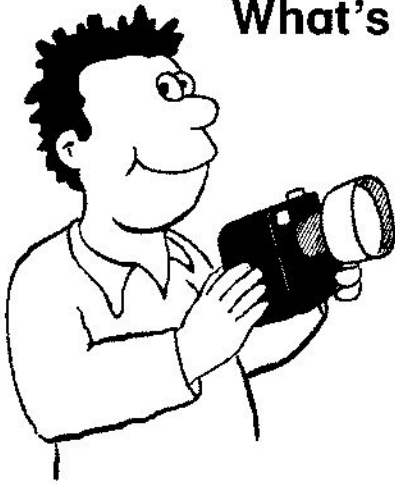
2 How did we spell it?

Ask the class to put their copies of the puzzle away. Dictate the words from it (see Key). Give the pupils who spelt all the words correctly a round of applause from the rest of the class.

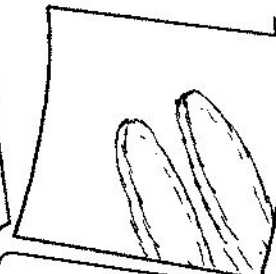


Fred's photographs 2

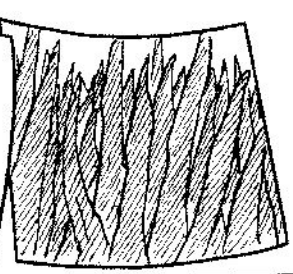
What's in the photographs?



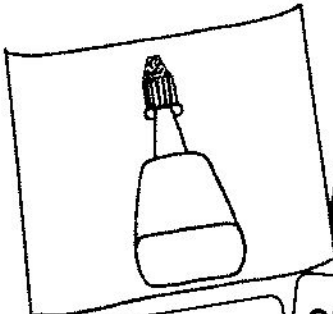
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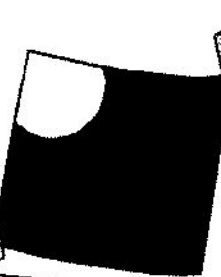
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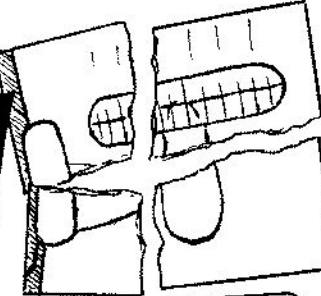
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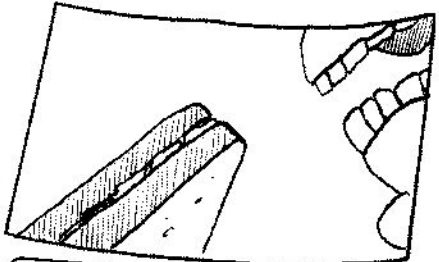
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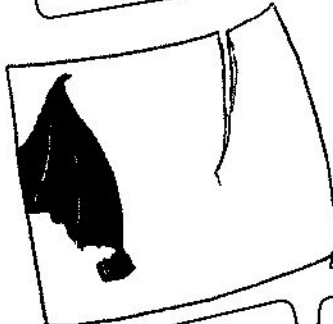
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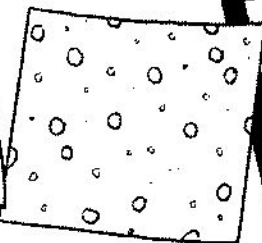
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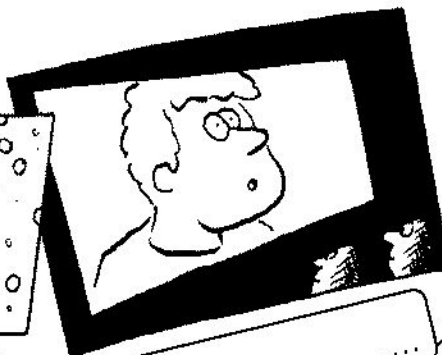
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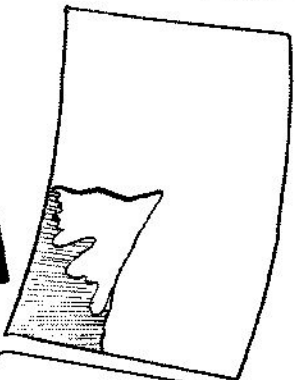
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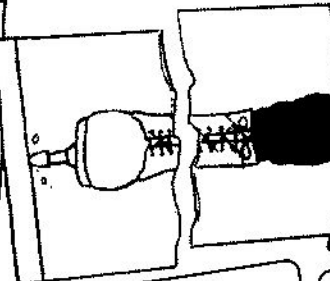
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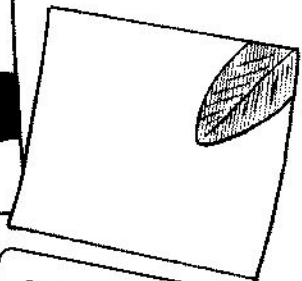
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kale



takes



fale

3 Big elephant

Language aim

- comparatives

Vocabulary

- elephant, cat, hippo, sun, moon, horse, teacher, grandparent, hair, tail, mouse, room, dog, shoes, car, bus, guitar, piano, cow, socks, leg, arm, crocodile, fish, rabbit, baby

Procedure

- 1 Pre-teach any vocabulary which may cause difficulty (*loud, quiet, ugly and strong* may be new to classes at this level).
- 2 Give out copies of the puzzle for pupils to complete. Then go through the answers.

Key

The answers to the general questions are:

- 1 yes
- 2 no
- 3 yes
- 4 no
- 9 yes (usually)
- 11 yes
- 13 it depends on the guitar
- 14 yes
- 18 a matter of opinion, but most people would say yes
- 19 yes
- 20 no

The answers to questions 5, 6, 7, 8, 10, 12, 15, 16, 17 depend on personal circumstances.

Additional activities

1 Comparatives bingo

Tell the class that everybody must think of an animal, and write it down. Next everybody must write down an animal which is *smaller* than their first animal. Then everybody must write down an animal which is *bigger* than their first animal. Continue with *slower, louder, taller, quieter* and *more beautiful*.

Each pupil will now have a list of seven animals. If anybody has an animal repeated in their list, they should replace it with another animal.

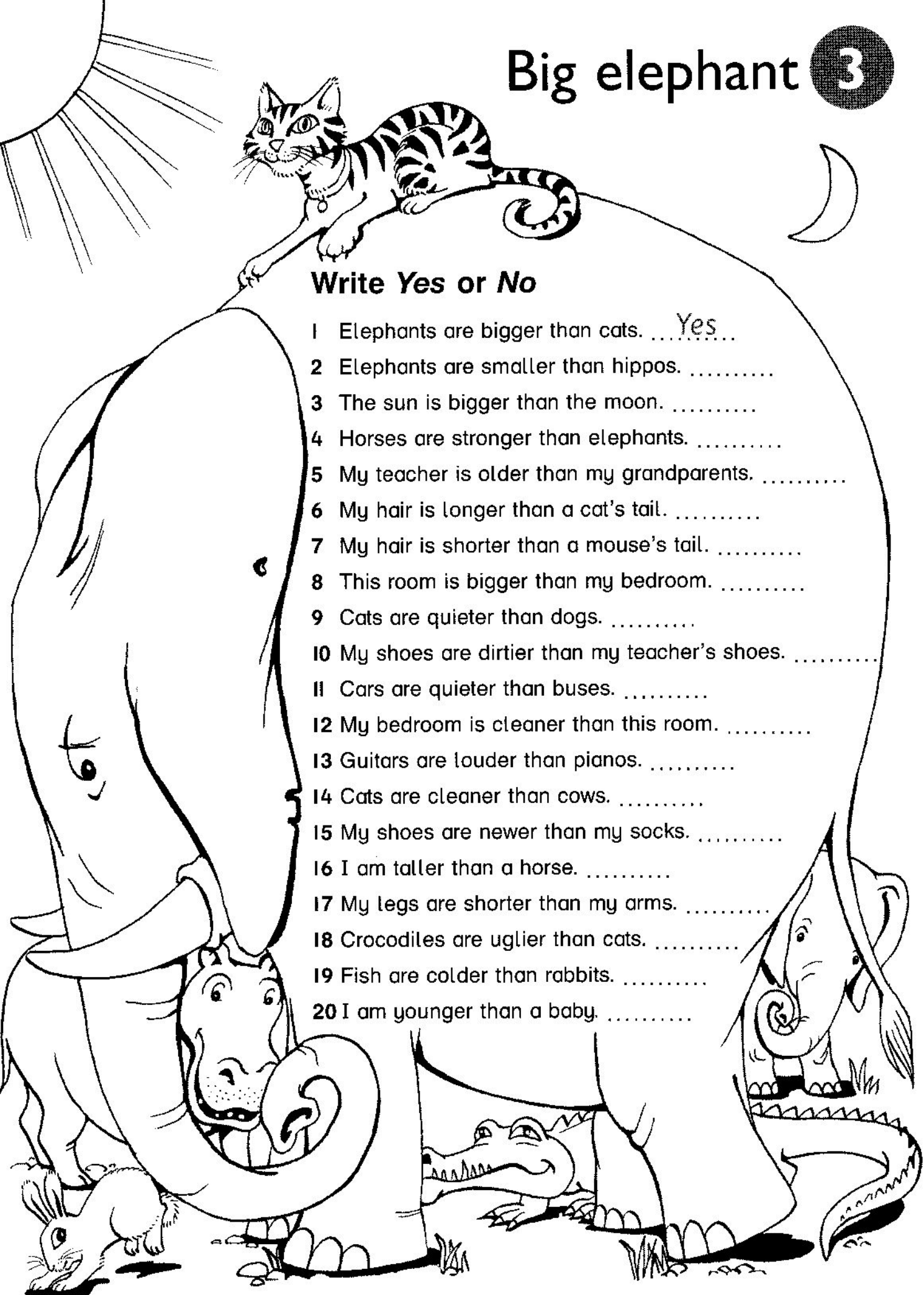
Then play bingo. Pupil A calls out an animal from his/her list and crosses it off. Any other pupils who have that animal in their list can also cross it off. Then it is pupil B's turn and so on. The first pupil to cross off all the animals in their list is the winner.

2 Comparatives tennis

Organise the class into two teams. The first member of team A says an object. The first member of team B must think of something which is *bigger*. The second member of team A must then think of something *bigger still*, and so on. When a team member can't think of an object to continue with, the rest of the team can help. If the team can't think of an object, the opposing team gets a point.

Continue the game with *older, smaller, colder, uglier*. Don't give the adjective until the first object of each round has been given. If suitable first objects are given, you may also be able to use *longer, shorter, louder, quieter, newer* and other comparative adjectives.

Big elephant 3



Write Yes or No

- 1 Elephants are bigger than cats. Yes...
- 2 Elephants are smaller than hippos.
- 3 The sun is bigger than the moon.
- 4 Horses are stronger than elephants.
- 5 My teacher is older than my grandparents.
- 6 My hair is longer than a cat's tail.
- 7 My hair is shorter than a mouse's tail.
- 8 This room is bigger than my bedroom.
- 9 Cats are quieter than dogs.
- 10 My shoes are dirtier than my teacher's shoes.
- 11 Cars are quieter than buses.
- 12 My bedroom is cleaner than this room.
- 13 Guitars are louder than pianos.
- 14 Cats are cleaner than cows.
- 15 My shoes are newer than my socks.
- 16 I am taller than a horse.
- 17 My legs are shorter than my arms.
- 18 Crocodiles are uglier than cats.
- 19 Fish are colder than rabbits.
- 20 I am younger than a baby.

4 Cats, frogs and snakes

Language aim

- superlatives

Vocabulary

- *biggest, fattest, shortest, smallest, oldest, cleanest, dirtiest, saddest, happiest, thinnest, ugliest, tallest, youngest, longest, frog, cat, snake, green, orange, yellow, red, brown, blue, grey*

Movers

Colouring instructions similar to the ones in the puzzle occur in Part 5 of the Listening paper.

Procedure

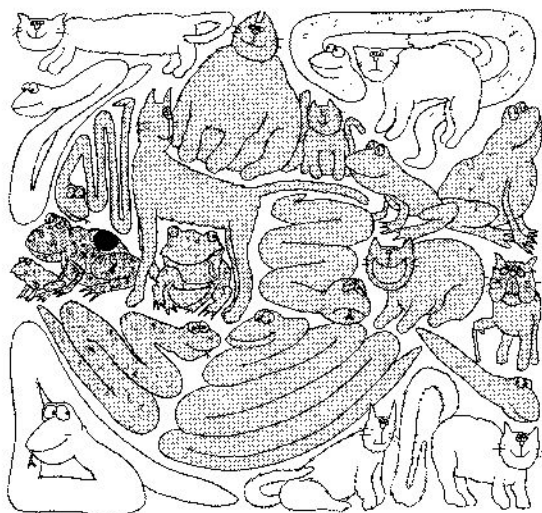
- 1 Pre-teach any words which you think may cause difficulty.
- 2 Hand out copies of the puzzle. Pupils complete it by reading the instructions and colouring the relevant animals.

Alternative method

When copying the puzzle, mask the written instructions. Proceed as above, but the class listen as you read out the instructions.

Key

a fish



Additional activity

World quiz

Organise the class into two or more teams. Using the questions given below, ask team A a question. They can confer and give one final answer. If the answer is correct, they win a point. If not, the opposing/next team has a chance to answer. Then it is team B's turn for a question, and so on. Keep the score on the board.

- 1 Which is the biggest country in the world? (Russia)
- 2 What's the longest river in the world? (The Nile)
- 3 What's the biggest city in the world? (Mexico City, Mexico)
- 4 Which country has the most people? (China)
- 5 What's the oldest building in the world? (The pyramids of Egypt)
- 6 What's the smallest country in the world? (Vatican City)
- 7 Is the hottest country in the world in Asia, Africa or South America? (Africa – Ethiopia)
- 8 What's the highest mountain in the world? (Mount Everest)
- 9 What's the coldest place in the world? (South Pole/Antarctica)
- 10 Is the rainiest place in the world in Europe, Asia, Africa or South America? (It's in Colombia, South America)
- 11 Which language has the most speakers? (English)
- 12 After English, which language has the most speakers? (Chinese)

4 Cats, frogs and snakes

Language aim

- superlatives

Vocabulary

- *biggest, fattest, shortest, smallest, oldest, cleanest, dirtiest, saddest, happiest, thinnest, ugliest, tallest, youngest, longest, frog, cat, snake, green, orange, yellow, red, brown, blue, grey*

Movers

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Procedure

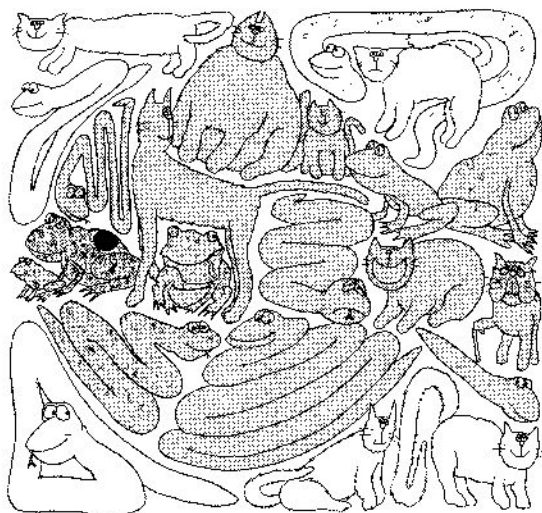
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Alternative method

When copying the puzzle, mask the written instructions. Proceed as above, but the class listen as you read out the instructions.

Key

a fish



Additional activity

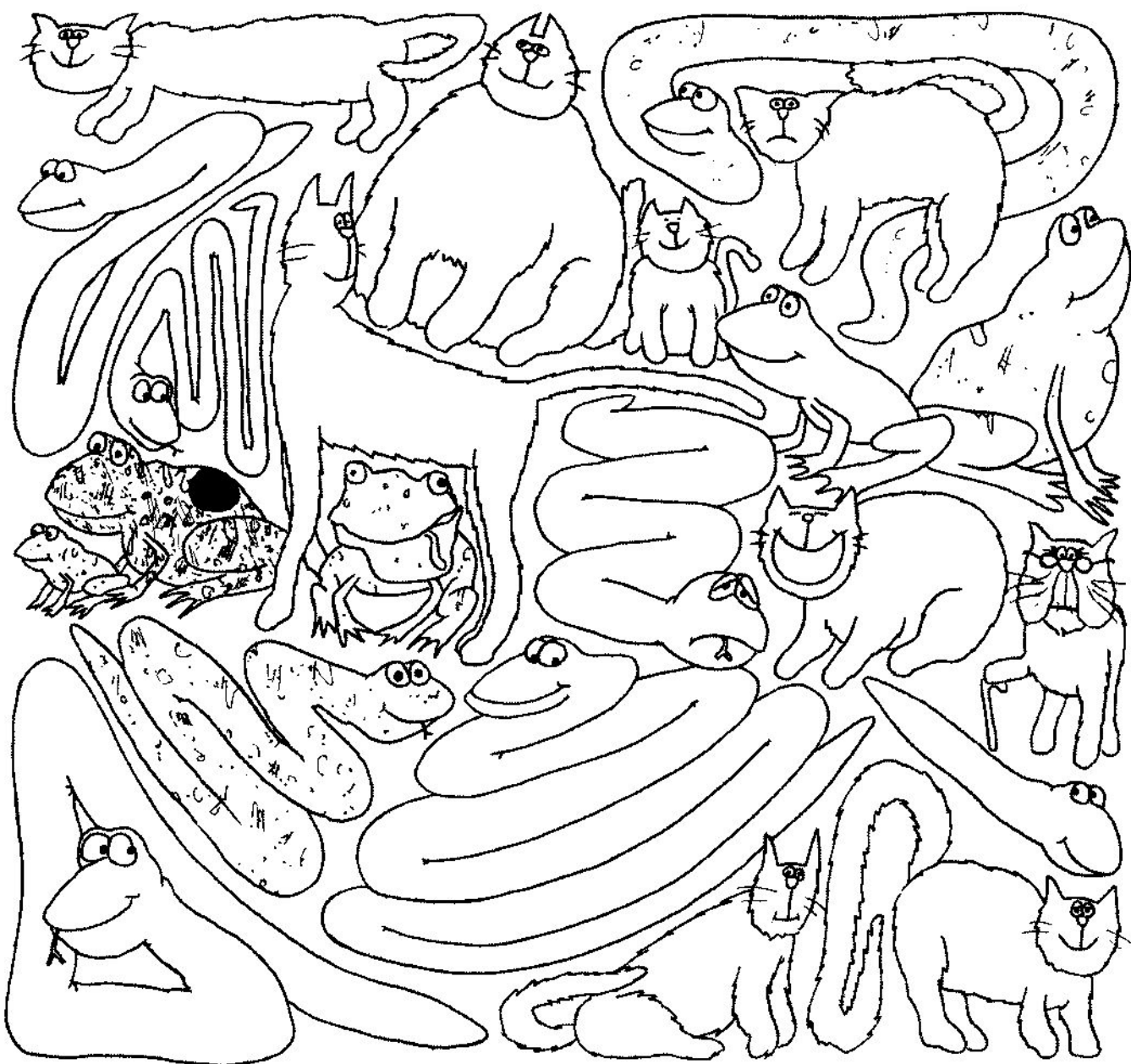
World quiz

Organise the class into two or more teams. Using the questions given below, ask team A a question. They can confer and give one final answer. If the answer is correct, they win a point. If not, the opposing/next team has a chance to answer. Then it is team B's turn for a question, and so on. Keep the score on the board.

- 1 Which is the biggest country in the world? (Russia)
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- 3 What's the biggest city in the world? (Mexico City, Mexico)
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- 11 Which language has the most speakers? (English)
- 12 After English, which language has the most speakers? (Chinese)

Cats, frogs and snakes

4



- 1 Colour the biggest frog green.
- 2 Colour the fattest cat orange.
- 3 Colour the shortest snake green and yellow.
- 4 Colour the smallest frog green and red.
- 5 Colour the oldest cat brown.
- 6 Colour the cleanest frog yellow.
- 7 Colour the dirtiest snake red.
- 8 Colour the saddest snake blue.
- 9 Colour the happiest cat orange and yellow.
- 10 Colour the thinnest snake green and blue.
- 11 Colour the ugliest frog green and brown.
- 12 Colour the tallest cat yellow.
- 13 Colour the youngest cat grey.
- 14 Colour the longest snake blue and yellow.
- 15 Colour the dirtiest frog brown.

What can you see?

5 Join the dots

Language aims

- verbs
- verb/noun collocations
- present continuous

Vocabulary

- *drink, have, wear, close, draw, ask, eat, play, climb, sing, catch*

Procedure

- 1 Check any vocabulary which may cause difficulty (*climb, draw, wear* and *catch* may be new to classes at this level).
- 2 Hand out copies of the puzzle. The object is to complete phrases by joining the dots, e.g. *have* ➔ *a bath*. Get the class to complete the puzzle in pencil, so mistakes can be corrected easily. They then write down the object they can see.
- 3 Go through the answers then get the class to practise the phrases for pronunciation.

Key

wear a t-shirt, ask a question, climb a mountain, catch a bus, sing a song, eat an ice cream, drink a glass of water, play a game, draw a picture, close a window

answer = television

Additional activities

1 What are they doing?

Copy or photocopy the cards below. (Alternatively, simply point to the required square on the grid.) Four pupils come to the front of the class. Give each a card. Each must mime the activity they have been given. The other members of the class put up their hands and suggest answers, e.g. *Helga is making a sandwich*. When an activity has been guessed, the pupil miming it sits down. When all the activities have been guessed, repeat with further groups of four.

2 New sentences

Write the following column on the board:

wear a jacket
catch
play
make
take
have
watch
put on
take off
wait for

Pupils copy down the words, and make more phrases such as *wear a jacket*. The additional words must be nouns that have not been used so far in the lesson.

(Example answers: *catch an aeroplane, play football, make a mistake, take a biscuit, have breakfast, watch television, put on a hat, take off your shoes, wait for me*)



wearing glasses	catching a train	making a sandwich	climbing a mountain
taking a photo	having a shower	asking a question	putting on a coat
painting a picture	waiting for a bus	taking off a sweater	watching a film
playing hockey	drinking a very hot cup of coffee	eating watermelon	listening to music

Join the dots 5



drink

a glass of water

climb

a mountain

eat

play

sing

have

ask

draw

a question

a picture

an ice cream

a song

a window

a bus

a game

catch

a T-shirt

close



wear

What can you see?

6 What's the monster saying?

Language aim

- difficult spellings

Vocabulary

- *flower, chair, trousers, four, ruler, eye, shoulder, eight, bread, bottle, table, ear, watch, road, fifteen, walk, telephone*

Movers

Accurate spelling is required in parts 1, 5 and 6 of the Reading and Writing paper.

Procedure

- 1 Hand out copies of the puzzle, but tell the class not to write anything yet. Get them to practise saying the words.
- 2 Pupils complete the puzzle by finding the missing letter in each word, and writing it in the grid in the middle of the page.

Key

What a beautiful day!

Additional activities

1 Team spelling competition

Organise the class into teams of 3 to 4. Each team will need some pieces of scrap paper. Give each team a name (e.g. *cats, rabbits*, etc.) and write the team names on the board. Dictate words from the list below. Each team writes the word in big letters on one of their pieces of scrap paper. Teams hold up their spellings. Give one point to each team which has the correct spelling. Continue with ten or so further words. The team with the highest final score wins.

Word list (choose words which are familiar to the class):

*address, afraid, always, beard,
because, choose, cloud, cousin,
daughter, different, eighteen, famous,
headache, kangaroo, laugh, leaf,
library, mountain, moustache, people,
sandwich, Saturday, stomach, straight,
sweater, treasure, village, weather,
Wednesday, would, yesterday*

2 Difficult spellings game

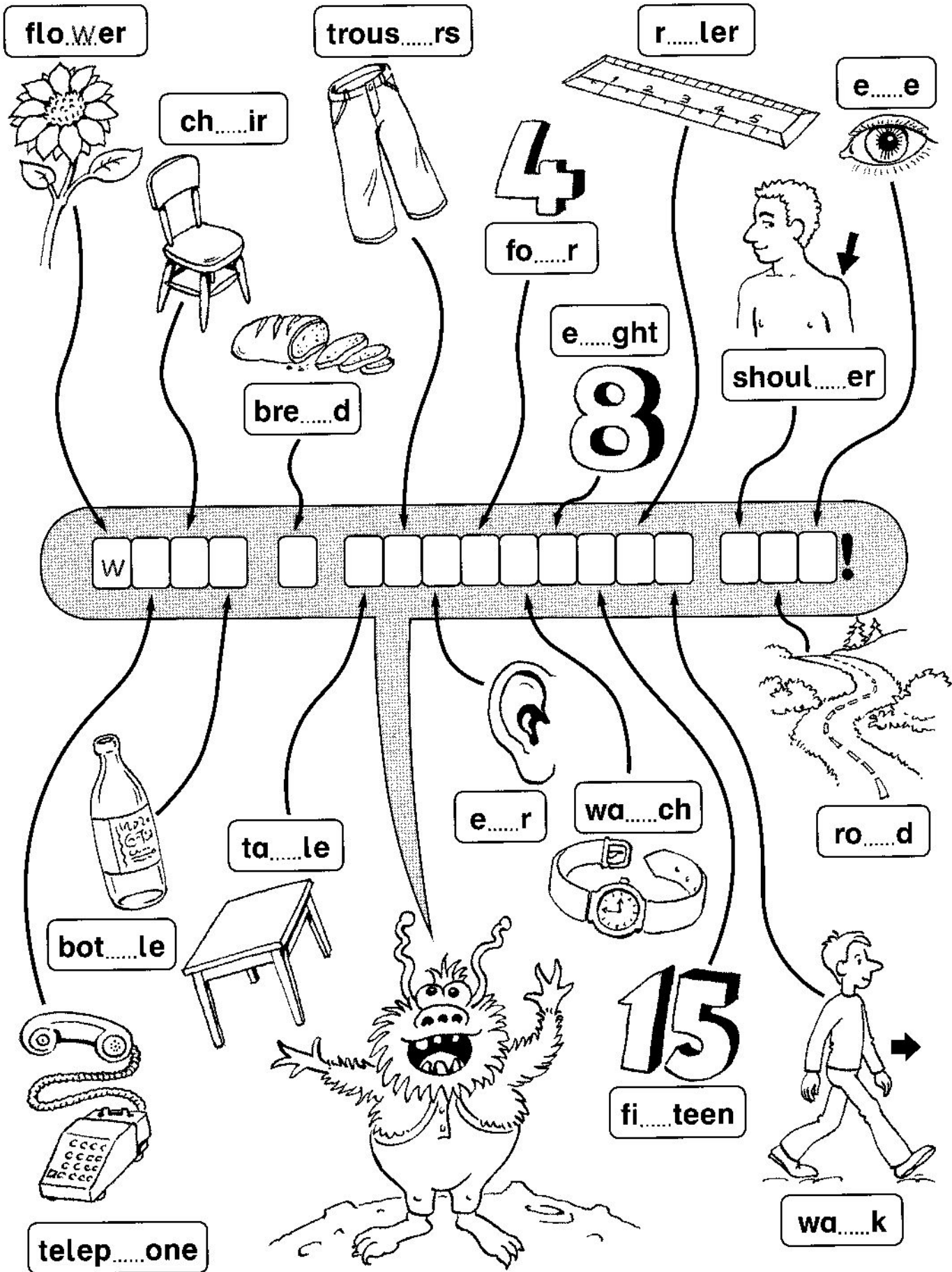
Put the class into pairs. They must look back (and only back) through their coursebooks looking for at least three really difficult spellings. In turn, pairs dictate a word for all the other pairs to spell. (Perhaps award points for correctly spelled words.)

3 Walking dictation – spelling version

See Walking dictation in the General Activities section at the beginning of this book. Follow the instructions, but substitute sentences with hard-to-spell words such as those given above.

What's the monster saying?

6



7 Days of the week

Language aim

- days of the week

Vocabulary

- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Procedure

- 1 Elicit the days of the week, and practise pronunciation.
- 2 Hand out copies of the puzzle. Pupils complete it by writing the correct days in the grid and then finding the sentence.

Key

- 1 Wednesday
- 2 Thursday
- 3 Monday
- 4 Tuesday
- 5 Saturday
- 6 Thursday
- 7 Monday
- 8 Friday
- 9 Sunday
- 10 Friday
- 11 Saturday
- 12 Thursday
- 13 Monday
- 14 Wednesday
- 15 Friday
- 16 Tuesday

sentence = What day is it today?

Additional activities

1 Sally's week

Draw a smiling face on the board, and write Sally below it. Read the story below slowly twice.

On Monday Sally went swimming.

On Tuesday she played the piano.

On Wednesday she watched a video.

On Thursday she played football.

On Friday she played a computer game.

On Saturday she went to the cinema.

On Sunday she went to a party.

Pairs then write down the story from memory. Elicit the sentences (*When did Sally go swimming? What did she do on Tuesday? etc.*).

2 Seven day diary

In their notebooks, pupils draw a diary for the preceding week. They then write one true sentence for each day (see example below).

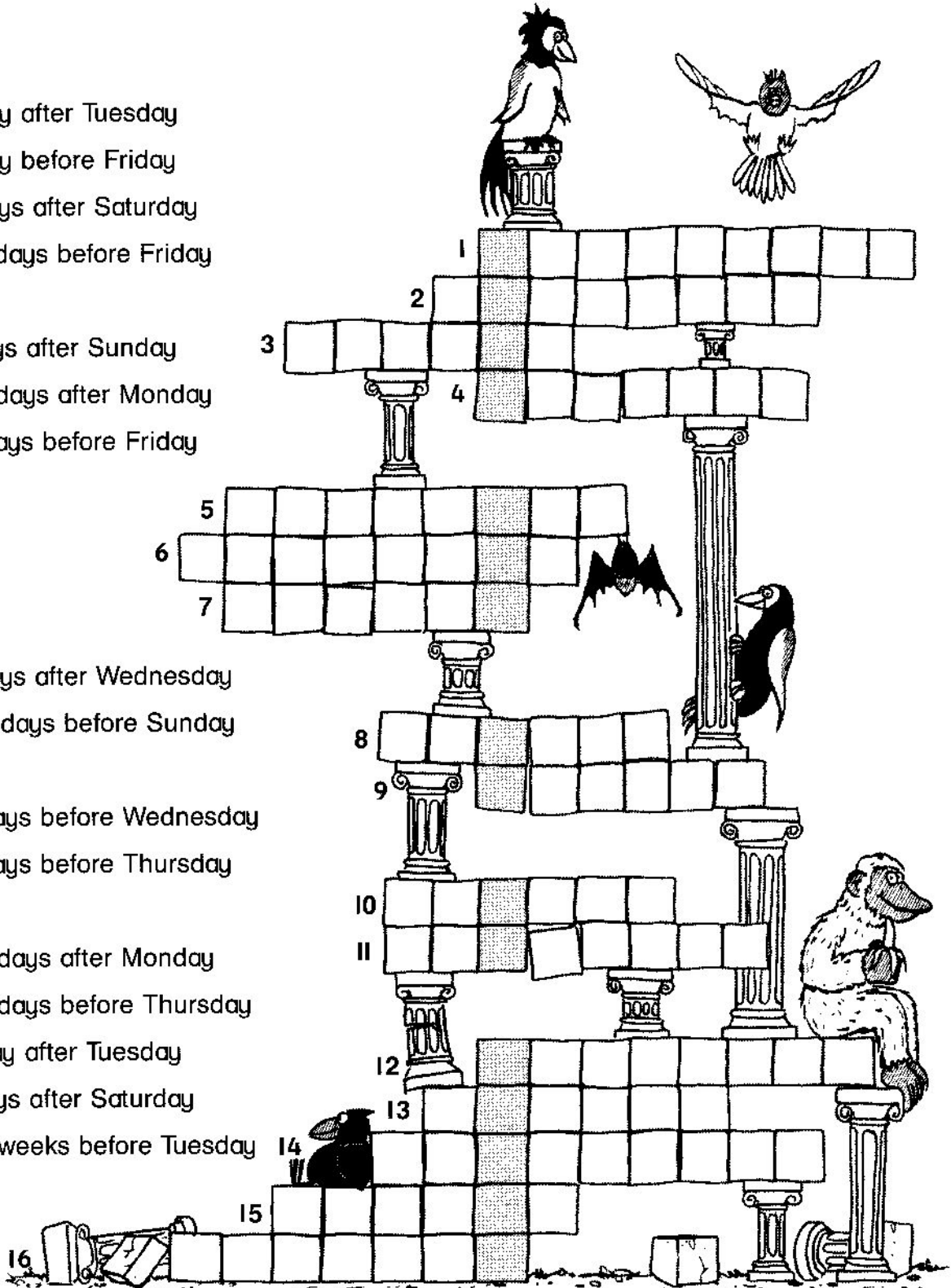
Monday	I had pizza for lunch.
Tuesday	I played football.
Wednesday	I watched TV.
Thursday	I went to a party.
Friday	

Days of the week 7

- 1 The day after Tuesday
- 2 The day before Friday
- 3 Two days after Saturday
- 4 Three days before Friday
- 5 Six days after Sunday
- 6 Three days after Monday
- 7 Four days before Friday

- 8 Two days after Wednesday
- 9 Seven days before Sunday
- 10 Five days before Wednesday
- 11 Five days before Thursday

- 12 Three days after Monday
- 13 Three days before Thursday
- 14 The day after Tuesday
- 15 Six days after Saturday
- 16 Three weeks before Tuesday



What sentence can you see?

_____ ?

What are they saying?

Language aims

- offers, suggestions and requests
- *would*
- *shall*

Vocabulary

- *help, sit down, take a photo, cup of coffee, like to, dance, watch television, swim, ride, bike, go home, a drink*

Procedure

- 1 Make offers and suggestions to the class using *would* and *shall*. Use examples from the puzzle, but substitute the key words, e.g. *Would you like to play football?* instead of *Would you like to go swimming?*
- 2 On the board write:
Shall I ... ?
Shall we ... ?
Would you like ... ?
I'd like ...
 Starting with *Shall I...*, elicit possible sentences from the class.
- 3 Hand out copies of the puzzle, but tell the class not to write anything yet. Go through the pictures eliciting which sentence should go into which speech bubble. Finally, the class completes the puzzle.

Key

- | | |
|-----|------|
| 1 f | 6 e |
| 2 i | 7 h |
| 3 d | 8 g |
| 4 b | 9 j |
| 5 c | 10 a |

Alternative method

With classes which are already confident with the language, you may prefer to let students solve the puzzle without very much help. They should use pencils so that mistakes can be corrected. Afterwards, go over the answers.

Additional activity

Miming game

On the board, write

Shall I ... ?

Shall we ... ?

Would you like ... ?

I'd like ...

Organise the class into teams of 3 to 5 pupils. Each team must come up with at least two original sentences starting with each of the phrases on the board.

Team A all stand up, and mime one of their sentences. The rest of the class try to guess the sentence. If they guess it correctly, team A gets a point. Then it is team B's turn, and so on.

10 Where does the crocodile live?

Language aim

- ordinal numbers 1st to 10th

Vocabulary

- first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, cat, dog, rabbit, spider, chicken, mouse, frog, monkey, cow, crocodile

Procedure

- 1 Practise ordinals by asking questions based on local examples: *What floor is this classroom on? What floor is your bedroom on?* etc. (In some countries the ground-level floor is considered to be the first floor, and in others the floor above is considered to be the first. Follow the convention of the country you are in.)
- 2 Write the numbers in numerical form (e.g. 3rd) on the board, and practise them with the class. Then write them as words in random order, and practise them again. Ordinals are difficult to pronounce (especially *fifth*, *sixth* and *eighth*) and need lots of practice.
- 3 Hand out the puzzle for completion: the clues show which animal lives on which floor. When the puzzle has been completed, the only floor unaccounted for is the sixth, so that must be where the crocodile lives.

Key

cat = seventh floor

dog = fifth floor

rabbit = ninth floor

Additional activity

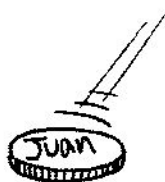
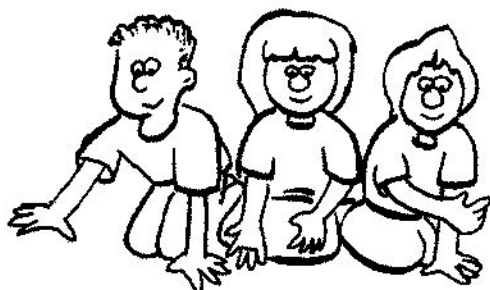
Coin race

Arrange a suitable space in the classroom, or the game could be played in a corridor.

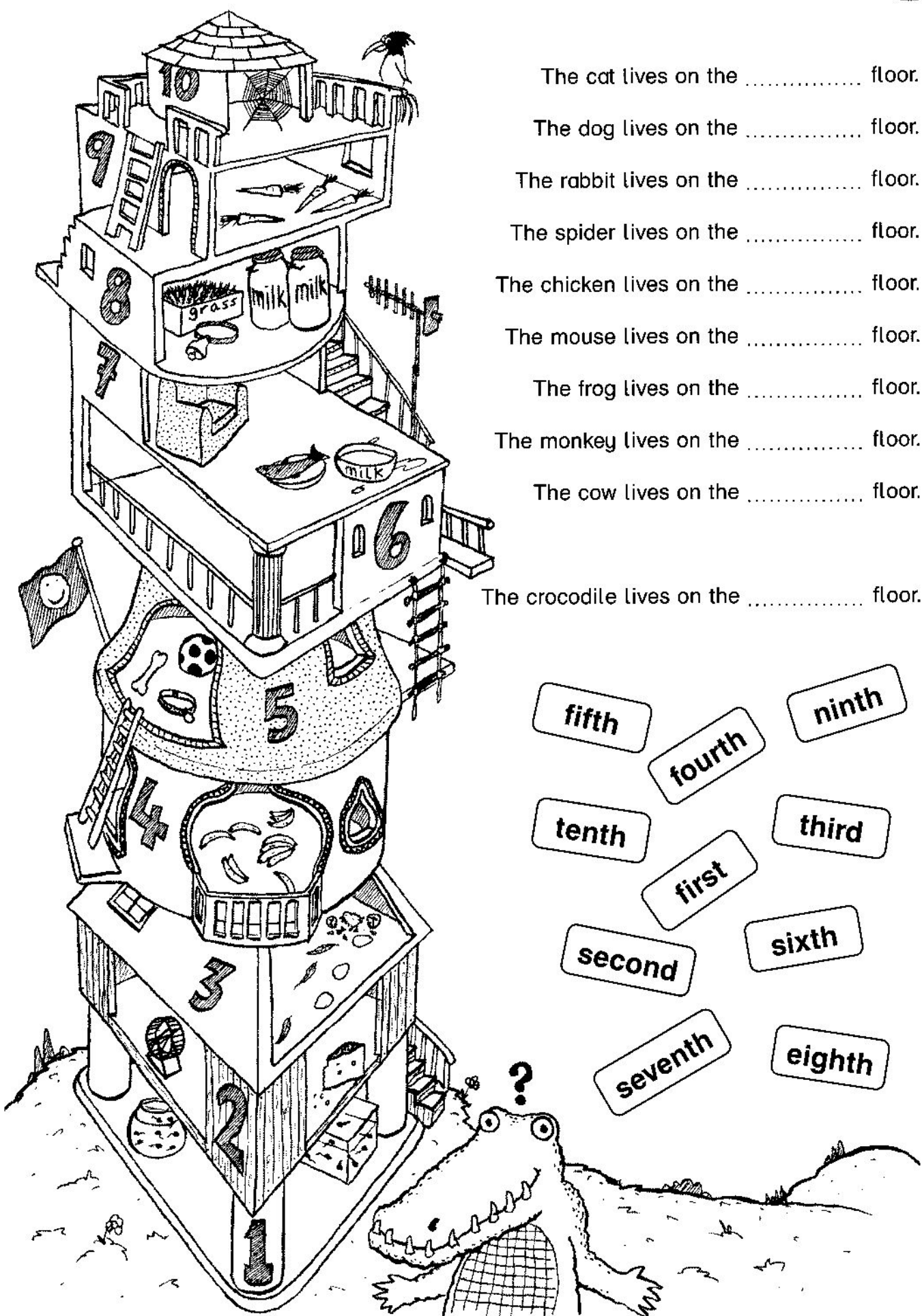
Each pupil will need a coin which they write their name on in pencil or fibre-tipped pen.

Pupils squat down on the floor next to each other in a line. Coins are laid flat on the ground. When you give the command, everybody gives their coin a push so that it slides along the floor.

Select a pupil to be the judge. This pupil says the first ten positions of the coins, e.g. *Maria is first; Juan is second; Ana is third*, etc. Repeat with different pupils as judges.



Where does the crocodile live? 10



The cat lives on the floor.

The dog lives on the floor.

The rabbit lives on the floor.

The spider lives on the floor.

The chicken lives on the floor.

The mouse lives on the floor.

The frog lives on the floor.

The monkey lives on the floor.

The cow lives on the floor.

The crocodile lives on the floor.

fifth

ninth

fourth

tenth

third

first

second

sixth

seventh

eighth

II Cave people

Language aim

- simple past question forms
- *was/were*
- *did*

Vocabulary

- *dance, play, go, wear, make, eat, have, paint, sleep, live, learn, sit, speak, drink, afraid, hungry, different, happy, football, shops, glasses, boats, clothes, fish, showers, pictures, ground, families, towels, monsters, armchairs, games, English, beards, coffee, school, toys*

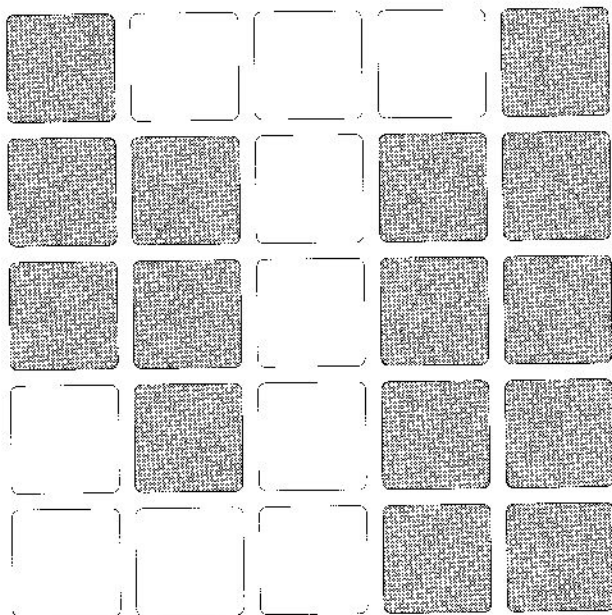
Procedure

- 1 Give out copies of the puzzle, but tell the class not to write or colour anything yet.
- 2 Ask pupils to look at the picture and answer questions like, *Who are these people? When did they live? (50,000 years ago and 5,000 years ago are both correct answers) What does cave mean? Why are they called cave people?*
- 3 Go through the puzzle questions, eliciting yes or no. Then, pupils colour the yes squares in a pale colour.

Key

- | | |
|--|---|
| 1 yes | 13 no |
| 2 no | 14 yes |
| 3 no | 15 yes |
| 4 no | 16 no |
| 5 yes | 17 yes |
| 6 yes (made of animal skins) | 18 no |
| 7 yes | 19 yes |
| 8 no | 20 yes |
| 9 yes | 21 no |
| 10 yes (sometimes they did, and sometimes they made simple beds) | 22 no |
| 11 yes | 23 no |
| 12 yes | 24 yes |
| | 25 yes (some were different physically, but all lived in a very different way to us). |

Letter = J



Additional activities

1 Project posters

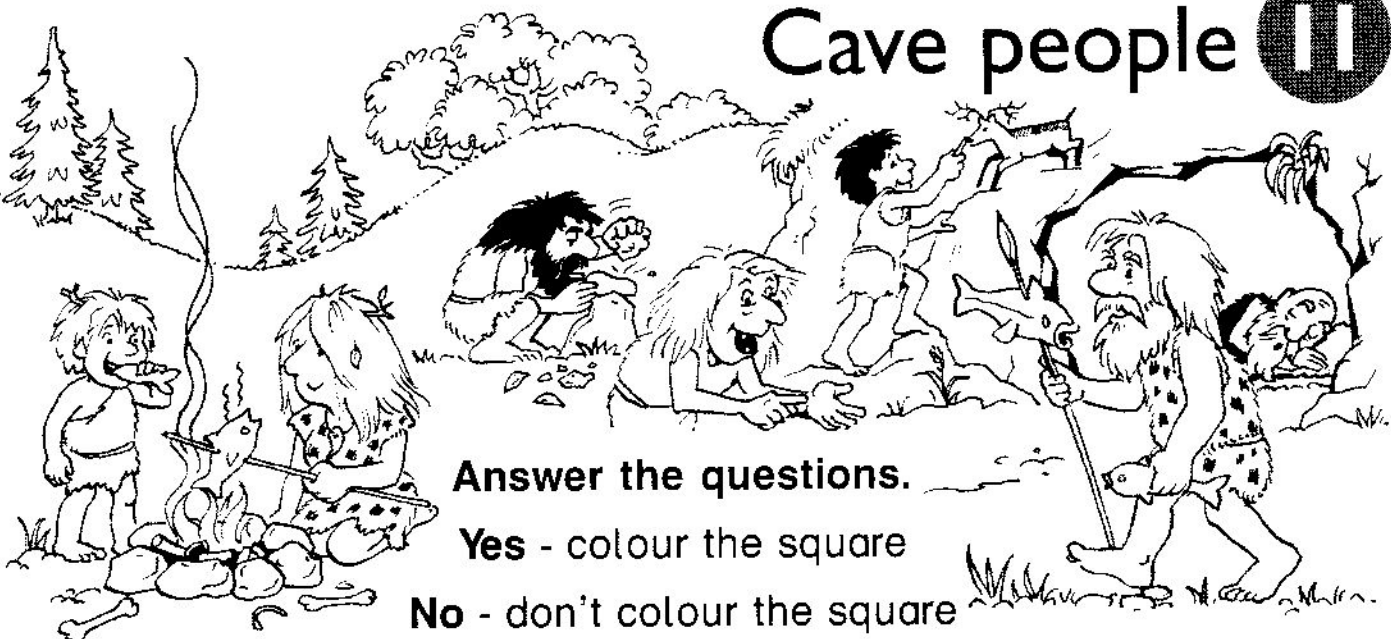
Get the class to make project posters about cave people. How they do this will depend on their skills and the materials available. Simple posters could feature an illustration inspired by the illustration in the puzzle and some sentences about cave people. More complex posters could feature a composition about cave people, and several illustrations of different aspects of their lives. The work could be done individually or in pairs. Display the finished posters on the wall.

2 History quiz

Before the lesson, choose a period from history which the class knows something about. Write some questions about this period with *yes/no* answers. In the lesson, organise the class into two or more teams, and use your questions as the basis for a quiz.

Cave people

II



Answer the questions.

Yes - colour the square

No - don't colour the square

I Did cave people dance?

2 Did cave people play football?

3 Did cave people go shopping?

4 Did cave people wear glasses?

5 Did cave people make boats?

6 Did cave people wear clothes?

7 Did cave people eat fish?

8 Did cave people have showers?

9 Did cave people paint pictures?

10 Did cave people sleep on the ground?

11 Did cave people live in families?

12 Did cave people learn new things?

13 Did cave people have towels?

14 Were cave people afraid of monsters?

15 Were cave people sometimes hungry?

16 Did cave people sit in armchairs?

17 Did cave people play games?

18 Did cave people speak English?

19 Were cave people often dirty?

20 Did cave men have beards?

21 Were cave people always happy?

22 Did cave people drink coffee?

23 Did cave children go to school?

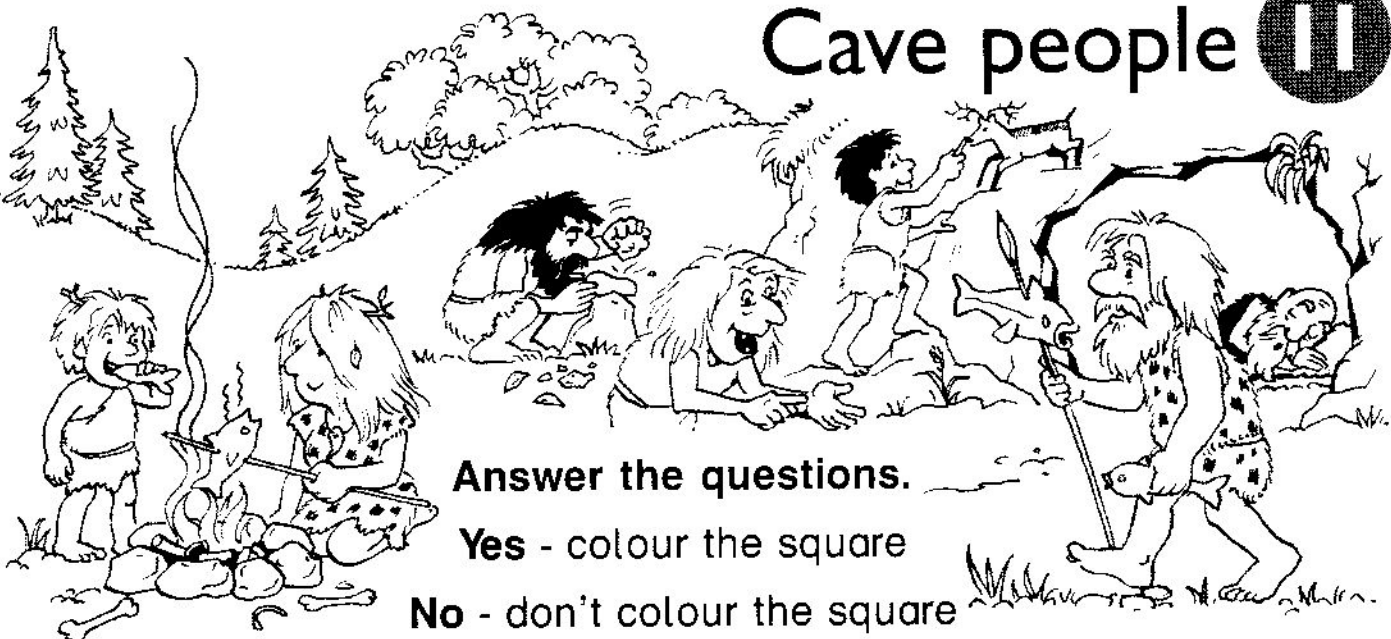
24 Did cave children have toys?

25 Were cave people different to us?

What letter can you see?

Cave people

II



Answer the questions.

Yes - colour the square

No - don't colour the square

I Did cave people dance?

2 Did cave people play football?

3 Did cave people go shopping?

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20 Did cave men have beards?

21 Were cave people always happy?

22 Did cave people drink coffee?

23 Did cave children go to school?

24 Did cave children have toys?

25 Were cave people different to us?

What letter can you see?

12 Why did they go?

Language aim

- simple past
- to for expressing purpose
- local places vocabulary

Vocabulary

- *shop, bus station, café, cinema, kitchen, park, zoo, swimming pool, bedroom, forest, living room, river, supermarket, school, library, bathroom, playground*

Procedure

- 1 Give out copies of the puzzle, but tell the class not to write anything yet.
- 2 Go through the puzzle eliciting matches. In some cases more than one match is possible. Ask which is the best match (e.g. *Jane went to the park... to read a book/to sleep/to play games with her friends*). At this stage, it is not necessary to establish finally which match is best.
- 3 Afterwards, pupils complete the puzzle in pencil so that any mistakes can be corrected. No sentence half may be used more than once, which means there is only one possible way to complete the puzzle correctly.

Key

- | | |
|-----------------------------------|---------------------------------------|
| 2 to catch a bus. | 10 to walk in the trees. |
| 3 to have a cup of coffee. | 11 to watch television. |
| 4 to watch a film. | 12 to fish. |
| 5 to make a sandwich. | 13 to buy food for a week. |
| 6 to play games with her friends. | 14 to learn things. |
| 7 to see some animals. | 15 to read a book. |
| 8 to swim | 16 to have a shower. |
| 9 to sleep. | 17 to play football with his friends. |

Additional activities

1 Places bingo

Draw a 9-square grid on the board for pupils to copy.

In each square, pupils write the name of a type of place (e.g. *cinema*, not *New York*). At least three of the places must be different to those used in the puzzle.

Read the sentences below. For each sentence, anybody who has a suitable word written in their grid can cross it off. For example, *We go there to play games* could mean *park, playground, garden, sports centre*, etc. When somebody has crossed off all their words they shout *bingo*. Then they read out the places and give the reason why people go there. As long as these match the sentences you read out and are reasonable, that pupil is the winner. Continue playing for second, third and fourth places.

- | | |
|---|--|
| <i>We go there to play games.</i> | <i>We go there to skate.</i> |
| <i>We go there to eat.</i> | <i>We go there to watch films.</i> |
| <i>We go there to catch a train.</i> | <i>We go there to have a cup of tea.</i> |
| <i>We go there to swim.</i> | <i>We go there to talk with our friends.</i> |
| <i>We go there to walk.</i> | <i>We go there to learn English.</i> |
| <i>We go there to buy food.</i> | <i>We go there to see animals.</i> |
| <i>We go there to have a bath.</i> | <i>We go there to fish.</i> |
| <i>We go there to catch a bus.</i> | <i>We go there to catch a plane.</i> |
| <i>We go there to cook food.</i> | <i>We go there to work.</i> |
| <i>We go there to watch television.</i> | <i>We go there to sleep.</i> |
| <i>We go there to dance.</i> | |
| <i>We go there to shop.</i> | |

2 I went to the market to buy ...

Pupils add to a list of things, each time moving forward one letter of the alphabet. For example, pupil A says *I went to the market to buy some apples*. Pupil B says *I went to the market to buy some apples and a boat*. Pupil C says *I went to the market to buy some apples, a boat and a chicken*. And so on. Anybody who makes a mistake in remembering the previous items is out. The last person left in the game wins.

Why did they go? 12

- 1 Ann went to the shops
- 2 Ben went to the bus station
- 3 Bill went to the café
- 4 Daisy went to the cinema
- 5 Fred went to the kitchen
- 6 Jane went to the park
- 7 Jill went to the zoo
- 8 Jim went to the swimming pool
- 9 John went to his bedroom
- 10 Mary and Kim went to the forest
- 11 May went to the living room
- 12 Nick went to the river
- 13 Peter's parents went to the supermarket
- 14 Sally went to school
- 15 Sam went to the library
- 16 Sue went to the bathroom
- 17 Tom went to the playground

to make a sandwich.



to play games with her friends.



to buy some things.



to catch a bus.



to see some animals.



to sleep.



to fish.



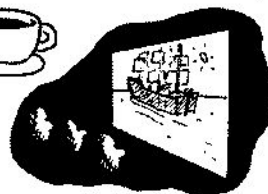
to walk in the trees.



to have a cup of coffee.



to watch a film.



to learn things.



to buy food for a week.



to have a shower.



to swim.



to play football with his friends.



to read a book.



to watch television.



13 The monster family

Language aims

- family vocabulary
- possessive s
- have got

Vocabulary

- daughter, grandson, granddaughter, son, uncle, aunt, cousin, parents, grandparents, father

Procedure

- 1 Draw your own or an imaginary family tree on the board. Use the relationships featured in the puzzle. Explain it to the class: *This is me, this is my cousin Lars*, etc. Then ask the class questions about the tree: *How many grandsons has my grandmother got?* etc.
- 2 Give out copies of the puzzle. Pupils complete by writing yes or no to the statements. Go through the answers.

Key

- | | |
|-------|--------|
| 1 yes | 9 yes |
| 2 no | 10 yes |
| 3 yes | 11 no |
| 4 no | 12 no |
| 5 yes | 13 yes |
| 6 yes | 14 yes |
| 7 yes | 15 no |
| 8 no | |

Additional activity

My family tree

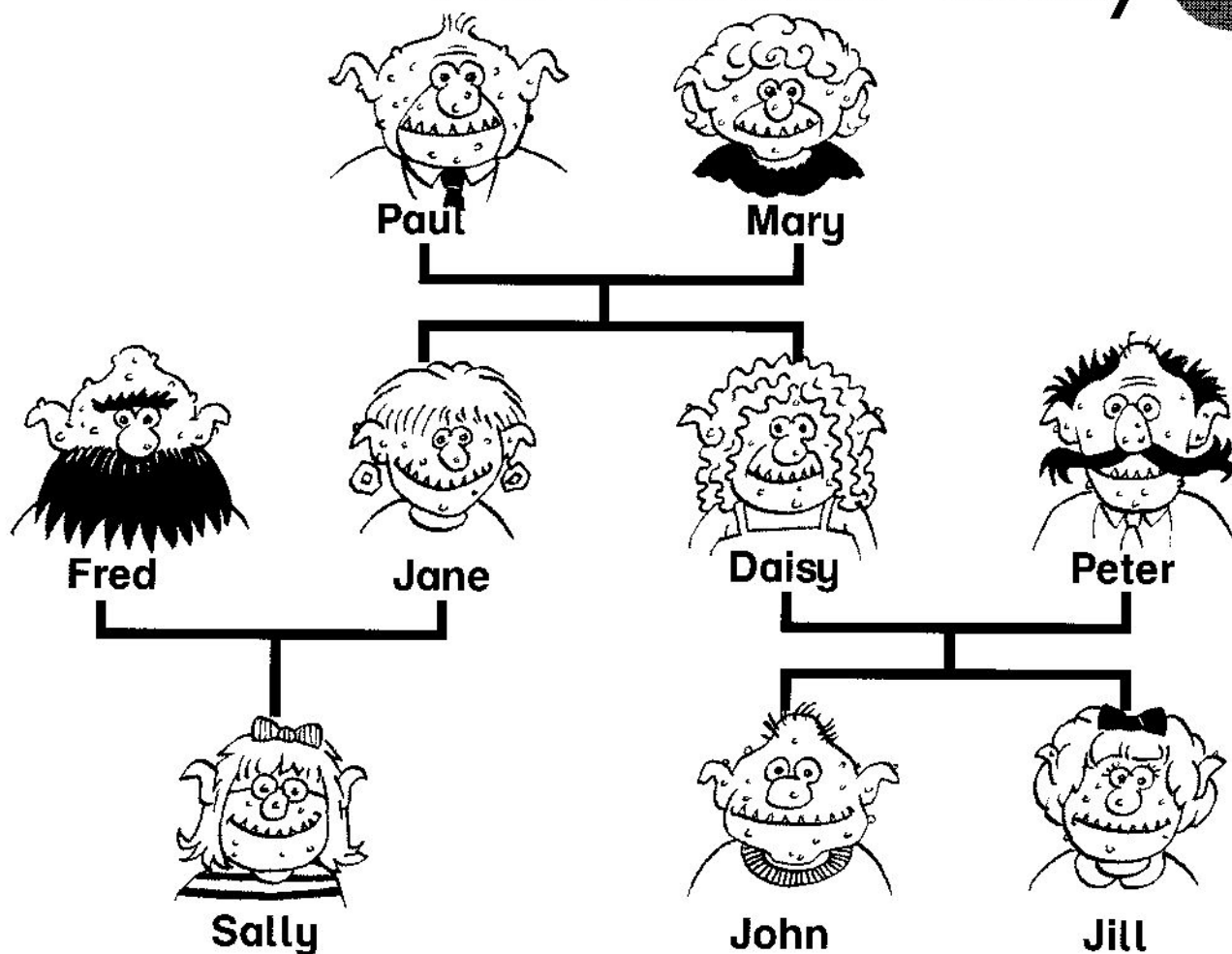
Get the class to draw their own simple family trees, using the vocabulary from the puzzle. For each relative, they must write the name, and the relationship to themselves. For example:



Greta
my aunt

Each pupil then writes six or so sentences about his/her family, using vocabulary from the puzzle.

The monster family 13



Yes or No?

- 1 Sally is Jane's daughter.
- 2 John is Daisy's grandson.
- 3 Daisy's daughter is Paul's granddaughter.
- 4 John's uncle is Mary's son.
- 5 Jill's parents are Sally's uncle and aunt.
- 6 Sally has got two cousins.
- 7 Sally's grandparents are Peter's parents.
- 8 Mary's grandson is Jane's son.
- 9 Jane's parents are Jill's grandparents.
- 10 John's uncle and aunt are Sally's parents.
- 11 Daisy and Peter have got two daughters.
- 12 Paul and Mary have got a son.
- 13 Paul and Mary have got a grandson.
- 14 Sally's cousins have got an aunt.
- 15 Jane's father is Peter's uncle.

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14 Too many letters!

Language aims

- present continuous
- verbs

Vocabulary

- *laughing, cooking, dancing, crying, shouting, waiting, having, throwing, carrying, crossing, kicking, picking*

Procedure

- 1 Give out copies of the puzzle, but tell the class not to write anything yet. Hold up a copy, and point to one of the pictures. Ask *What's he doing?* (*He's crying*) Proceed with the other pictures.
- 2 Pupils complete the puzzle by crossing out the surplus letter in each verb, and matching the sentence with the picture. The surplus letters go to the grid at the bottom of the page, and make the sentence *What's he doing?*
- 3 Check the answers, and practise the sentences again for pronunciation.

Additional activity

What are they doing?

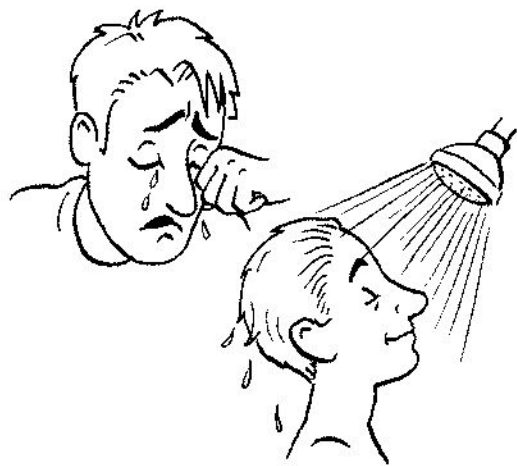
This is a variation on one of the follow-up activities from puzzle 2.

Copy or photocopy the cards below. (Alternatively, simply point to the required square on the grid.) Four pupils come to the front of the class. Give each a card. In turn they mime the activity they have been given. The rest of the class put up their hands and suggest answers (e.g. *Yuri is cooking*). When they guess correctly, the pupil miming sits down. When all the activities have been guessed, repeat with further groups of four.



cooking	having a bath	dancing	throwing a ball
carrying a bag	washing a car	skating	fishing
getting dressed	singing	shopping	riding a horse

Too many letters! 14



1 He's laugh~~w~~ing.

2 He's cohoking

3 He's adancing.

4 He's cryting.

5 He's shousting.

6 He's waithing.

7 He's heaving a shower

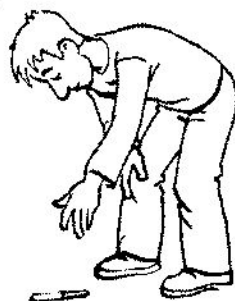
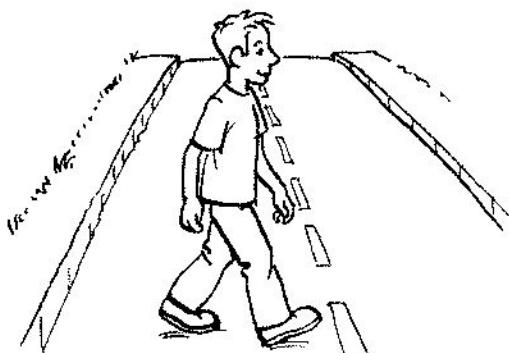
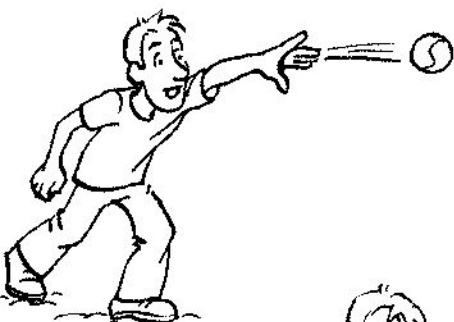
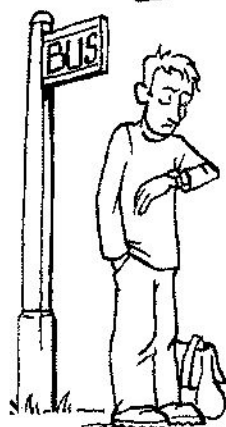
8 He's throwding a ball

9 He's carroying a bag

10 He's croissing the road.

11 He's kincking a ball.

12 He's picking gup a pen.



1	W	2		3		4		5	
---	---	---	--	---	--	---	--	---	--

6		7	
---	--	---	--

8		9		10		11		12	
---	--	---	--	----	--	----	--	----	--

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15 Animal quiz I

Language aims

- animal vocabulary
- present simple question forms
- general vocabulary revision

Vocabulary

- lion, rabbit, parrot, bear, shark, duck, horse, kangaroo, dolphin, panda, snake, fly, spider, whale, goat, lizard, cow, giraffe, elephant, hippo, pet

Movers

This puzzle contains all the animal vocabulary introduced in the Movers syllabus.

Procedure

- 1 Check the vocabulary from the puzzle (*leaves, grass, fly* and *pet* may be new to classes at this level).
- 2 Organise the class into two or more teams. Reading from the puzzle, ask team A a question. If they answer correctly, they get a point. Then ask team B a question, and so on.
- 3 Give out copies of the quiz. Pupils should complete it by writing the answers. Questions 1 to 16 must be answered with a full Yes, they do or No, they don't.

Key

1 No	11 Yes
2 Yes	12 No
3 Yes	13 No
4 Yes	14 No
5 No	15 Yes
6 Yes	16 Yes
7 Yes	17 sea
8 No	18 houses
9 No	19 grass
10 Yes	20 leaves

Additional activity

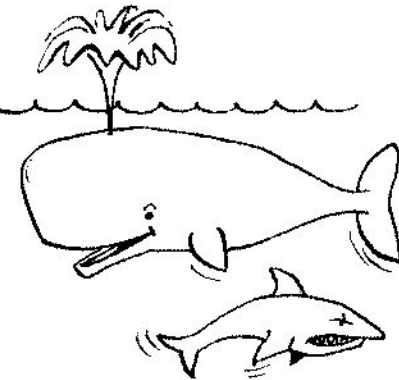
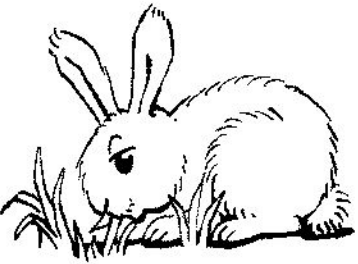
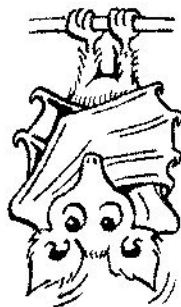
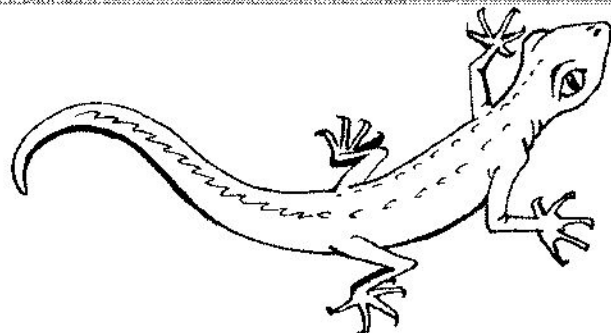
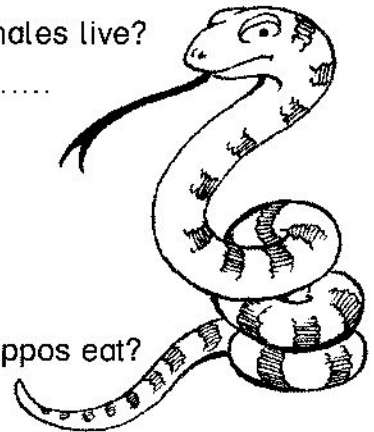
Project posters

Each pupil chooses an animal featured in the puzzle. Unless there are more than 20 in the class, each pupil must choose a different animal. They then make a poster about their chosen animal. The poster should include at least one illustration and a short composition about the animal, e.g. *Lizards are small animals which live in hot countries. They can be green or brown or other colours. They like the sun. They don't like water. Lizards eat flies and other small animals.* Display the finished posters on the wall.

Animal quiz I 15

Write *Yes, they do* or *No, they don't*.

- 1 Do lions eat leaves? ..No, they don't...
- 2 Do rabbits eat grass?
- 3 Do parrots live in the jungle?
- 4 Do bears live in the forest?
- 5 Do sharks live in lakes?
- 6 Do ducks come from eggs?
- 7 Do horses live in fields?
- 8 Do kangaroos come from eggs?
- 9 Do all dolphins live in rivers?
- 10 Do pandas eat leaves?
- 11 Do snakes come from eggs?
- 12 Do flies eat spiders?
- 13 Do bats come from eggs?
- 14 Do whales live in swimming pools?
- 15 Do goats live on mountains?
- 16 Do lizards come from eggs?
- 17 Where do dolphins, sharks and whales live?
They live in
- 18 Where do pets live?
They live in
- 19 What do cows and horses eat?
They eat
- 20 What do giraffes, elephants and hippos eat?
They eat



16 What is it?

Language aims

- vocabulary revision/extension

Vocabulary

- coffee, stairs, sweater, road, music, shower, toothbrush, cheese, comic, blanket, towel

Movers

This format is similar to Part 1 of the Reading and Writing paper, except that in the test the words have to be written on lines rather than in a crossword grid.

Procedure

- 1 If you are preparing a class for the Movers test, hand out copies of the puzzle and explain that it is similar to part of the test that they will be doing. Normally, you would explain how to do the puzzle, but this time insist that they work it out for themselves: this is to encourage the independent thinking they will need in order to approach the test. (The method of completing the puzzle is clear and simple.) For classes not preparing for the Movers test, distribute copies of the puzzles, and elicit the first one or two answers. Then let the class continue independently.
- 2 Check the answers and comprehension of any new vocabulary. Practise pronunciation of the words.

Key

- | | |
|----------|-----------|
| 1 towel | 6 blanket |
| 2 coffee | 7 road |
| 3 comic | 8 music |
| 4 stairs | 9 sweater |
| 5 shower | 10 cheese |

Hidden word: toothbrush

Additional activity

What is it? bingo

Write the following words randomly on the board:

hat, bag, ice cream, bath, camera, toy, glasses, radio, kitchen, plane, mountain, mirror, supermarket, café, ball, map, bedroom, swimming pool

Each pupil chooses five of the words and writes them down. Read out the definitions below. Pupils who have the object described, can cross it out. The first pupil to cross out all his/her objects is the winner.

You wear this on your head.

You carry things in this.

You eat this. It's very cold.

You sit in this when you're dirty.

You wear this on your face.

You listen to this.

People fly in this.

This is very big. You can climb it.

You can see your face in this.

People go to this place to buy food.

People go here to have a cup of coffee.

You can play a lot of games with this.

This helps you find a place.

You sleep here.

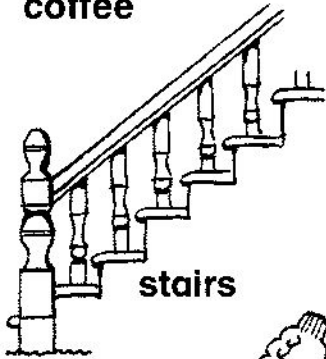
You swim in this.

What is it? 16

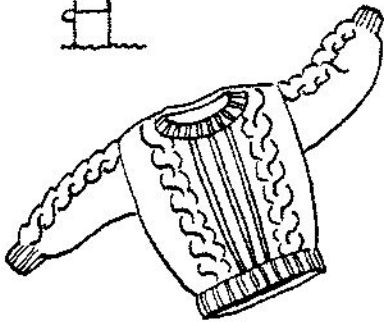
- 1 You dry your hands with this.
- 2 This is a brown drink.
- 3 You read this. It has pictures and words.
- 4 You can find these in a house. You go up them and down them.
- 5 You can find this in a bathroom. It cleans you.
- 6 You can find this on a bed.
- 7 You can find cars and lorries on this.
- 8 You listen to this.
- 9 You wear this.
- 10 You eat this. Sometimes you can find it in sandwiches.



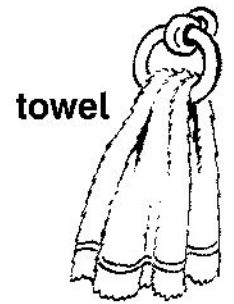
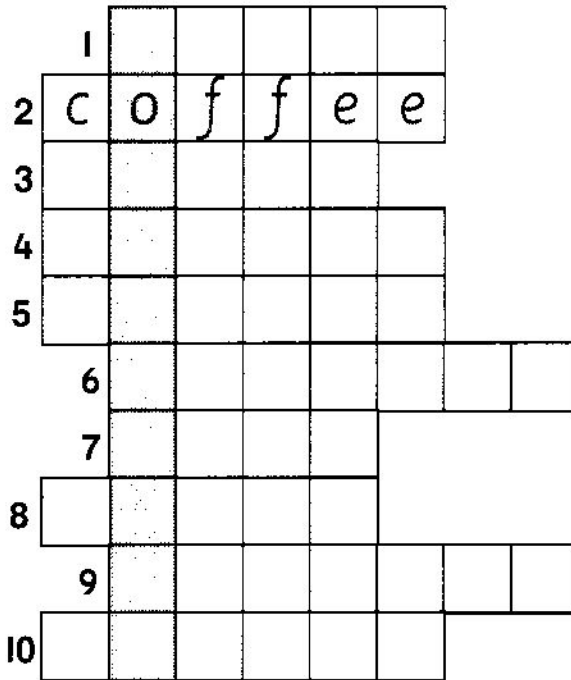
coffee



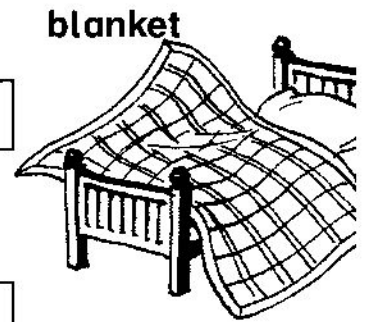
stairs



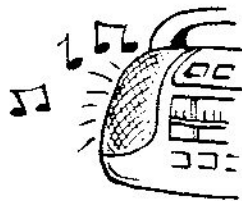
sweater



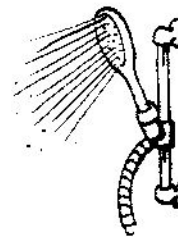
towel



blanket



music



shower



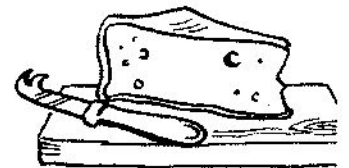
comic



road



toothbrush



cheese

What word can you see?

17 Word footballs

Language aim

- question words (interrogatives)

Vocabulary

- Which, When, Who, Where, What (kind), Whose, Why, How (much, often)*

Procedure

- 1 Write the question words above in a column on the board. Elicit possible questions beginning with these words.
- 2 Give out copies of the puzzle for pupils to complete in pencil: tell the class that initially several combinations are possible (e.g. *Where/How/Who are you?*), but each interrogative can be used only once, and this means there is only one way to complete the puzzle correctly.

Key

reading from top to bottom: *Who, When, What, How much, Which, Why, Where, How, Whose, What kind, How often*

Additional activity

Mini quiz

Organise the class into two or more teams. Ask team A the first question from the list below. They can confer, and offer one final answer. If the answer is incorrect the next team has the chance to answer. Then it is team B's turn for a question, and so on. Correct answers win a point.

- 1 *Who lives in the White House, USA? (The president of the USA)*
- 2 *When do bats sleep? (In the day)*
- 3 *What is a swan? (it's a big white bird which lives on rivers)*
- 4 *Which is the biggest, Europe, Africa or Australia? (Africa)*
- 5 *How many countries are there in the world, 60, 174 or 521? (174 – write the choice of numbers on the board)*
- 6 *Why do giraffes have long necks? (Because they eat leaves from trees)*
- 7 *Where is Tokyo? (It's in Japan)*
- 8 *How do you spell 'favourite'?*
- 9 *Whose father is your uncle? (Your cousin)*
- 10 *What kind of fish can eat a person? (sharks, piranhas)*
- 11 *How often does the earth go round the sun? (once a year)*

Note: This quiz contains a small amount of vocabulary which is outside the Movers syllabus.

Word footballs 17

oh
we



wo
hot
fen

ihc
hw

eh
er
w

- are you?
- does the film start?
- is your name?
- orange juice do you want?
- is your favourite sport?
- are you here?
- do you live?
- do you spell your name?
- pen is this?
- of music do you like?
- do you listen to the radio?

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18 Who's who?

Language aims

- adjectives
- parts of the body
- have got

Vocabulary

- straight, curly, big, long, fair, black, hair, beard, moustache, shoulders, teeth, neck, head

Procedure

- 1 Pre-teach any new vocabulary by using examples based on the pupils themselves: *Has Ivana got straight hair or curly hair?* etc.
- 2 Give out copies of the puzzle, but tell the class not to write anything yet. Read out the sentences and get the class to call out the answers. When you have read through the whole sheet, the class can complete the puzzle on paper.
- 3 Check their answers.

Key

- | | |
|---------|------------------|
| 1 Sam | 10 Bill |
| 2 Tom | 11 Ben |
| 3 John | 12 Peter |
| 4 Peter | 13 Jim |
| 5 Jim | 14 Peter |
| 6 Fred | 15 Paul |
| 7 Pat | 16 Nick |
| 8 Nick | 17 Fred and Bill |
| 9 Fred | 18 Jim and Peter |

Additional activities

1 More questions

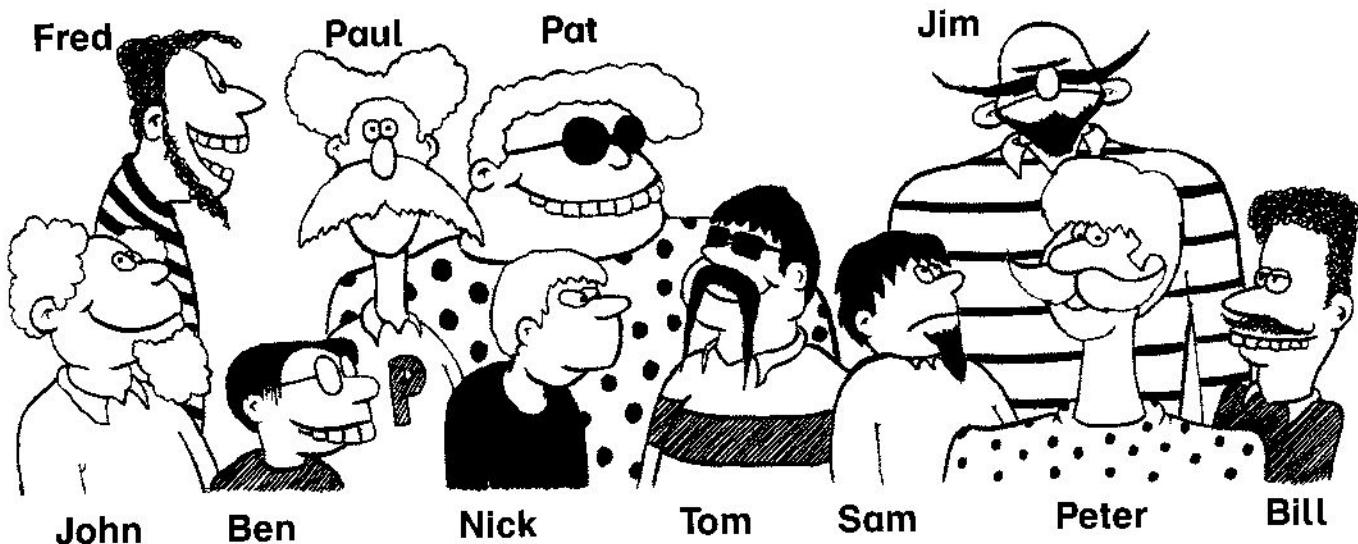
Organise the class into three or more teams of up to four pupils per team. Each team must write five more sentences similar to those in the puzzle. Team A reads out one of their sentences. The first of the other teams to work out who they are referring to wins a point. Then it is team B's turn, and so on.

2 Picture dictation

Get the class to draw a monster. Use the vocabulary from the puzzle and your imagination, or read out the following:

Draw this monster. He's got a big head with three big eyes, big ears and a lot of teeth. He's got a short beard and a big moustache. He's got a very long straight neck. He's got big shoulders and four long arms. On his hands, he's got a lot of curly black hair. He's only got one leg. It's very short and it's got a very big foot. On his leg and foot he's got long fair hair.

Afterwards, pupils draw their own monster without letting anyone see it. In pairs, they take turns to describe their monsters while their partners listen and draw.



Who is it?

- 1 He's got straight hair and a beard.
- 2 He's got straight black hair and a moustache.
- 3 He's got curly fair hair and a beard.
- 4 He's got straight fair hair and a moustache.
- 5 He's got big shoulders and a beard.
- 6 He's got a beard and big teeth.
- 7 He's got big shoulders and curly fair hair.
- 8 He's got straight fair hair. He hasn't got a moustache.
- 9 He's got curly black hair, big teeth and a beard.
- 10 He's got curly black hair and a moustache.
- 11 He's got straight hair and big teeth.
- 12 He's got a long neck and straight hair.
- 13 He hasn't got any hair on his head.
- 14 He's got big shoulders, fair hair and a moustache.
- 15 He's got a long neck and curly hair.
- 16 He hasn't got a moustache, a beard or big teeth.
- 17 They've got curly black hair. and
- 18 They've got big shoulders and moustaches. and

19 Alphabet fish

Language aim

- vocabulary revision/extension

Vocabulary

- *apple, bad, cinema, daughter, easy, farm, grass, hot, ice-cream, jungle, kangaroo, laugh, mine, neck, old, parrot, quiet, river, Saturday, than, uncles, village, wrong, yesterday, zoo*

Procedure

- 1 Organise the class into groups of 3 to 4, aiming to have at least one stronger pupil in each group.
- 2 Hand out copies of the puzzle to each pupil. Ask the groups to do the ones they know, and to leave the others.
- 3 When the groups have written in as many words as they can, check the answers and supply any missing words. Then practise pronunciation of all the words.
- 4 To make it a game you could award points for each correct answer and the team with the most points wins.

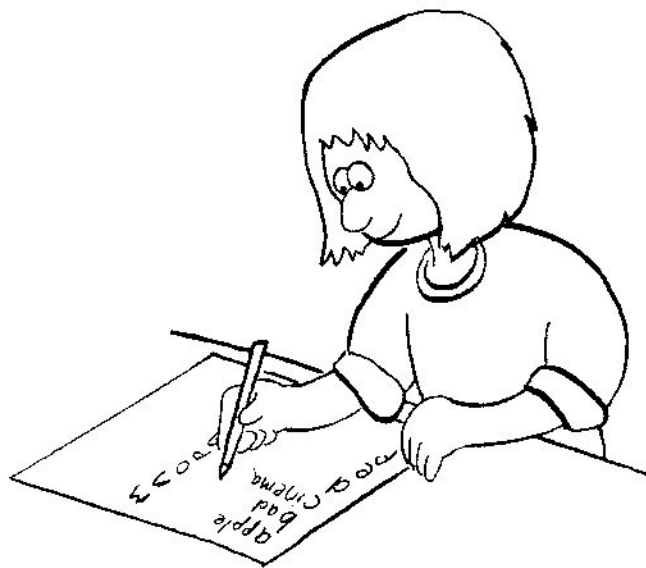
Key

In alphabetical order: apple, bad, cinema, daughter, easy, farm, grass, hot, ice-cream, jungle, kangaroo, laugh, mine, neck, old, parrot, quiet, river, Saturday, than, uncles, village, wrong, yesterday, zoo

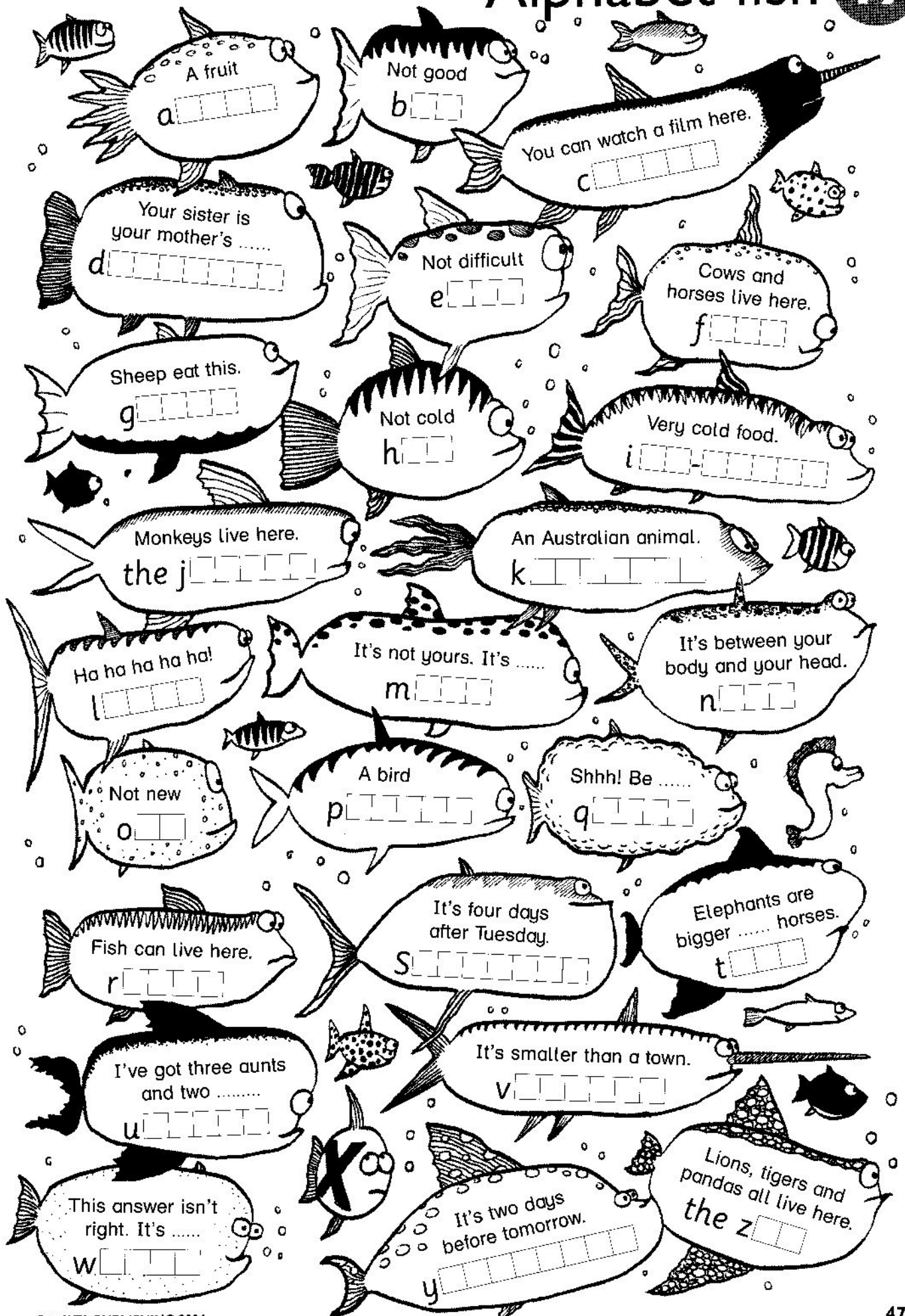
Additional activity

Memory game

Organise the class into groups of 3 to 4. Each group must write the alphabet (excluding x) in a column. Give the class one minute to memorise all the words from the puzzle, then they put the puzzles away. The groups try to remember as many words as they can, and write them down in their list. The group which remembers the most words wins.



Alphabet fish 19



20 Must or mustn't?

Language aim

- *must/mustn't*

Vocabulary

- *swim, laugh, play football, go to sleep, sing, eat, run, take pictures, wait, close the door, stop, sit down*

Procedure

- 1 Check any vocabulary that may cause difficulty.
- 2 Give out copies of the puzzle. Pupils complete it by writing the correct rule under the sign.
- 3 Check their answers.
- 4 Practise pronunciation of the answers - *mustn't*, in particular, can cause difficulties.

Key

- 2 You mustn't run.
- 3 You mustn't eat.
- 4 You mustn't swim.
- 5 You must wait.
- 6 You mustn't play football.
- 7 You mustn't sing.
- 8 You must close the door.
- 9 You mustn't laugh.
- 10 You mustn't take pictures.
- 11 You mustn't sit down.
- 12 You mustn't go to sleep.

Additional activity

Signs

On the board, write some crazy rules for your classroom, e.g. *You mustn't play football on the tables. You must give sandwiches to the teacher.*

Ask pupils to make up more crazy rules. Then get them to make signs reflecting their rules. The signs should be in the form of symbols (similar to the ones in the puzzle), and have written instructions underneath. Put the signs up on the wall.



Must or mustn't? 20

swim

~~stop~~

close the door

wait

play football

sit down

take pictures

laugh

go to sleep

sing

eat

run



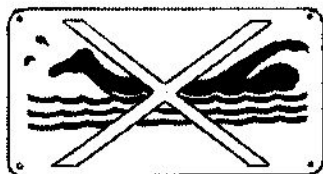
1 You must stop..



2 You mustn't.....



3 You.....



4



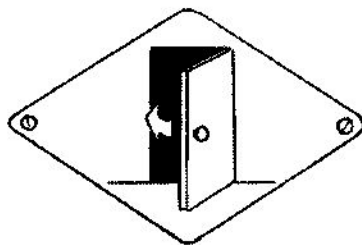
5



6



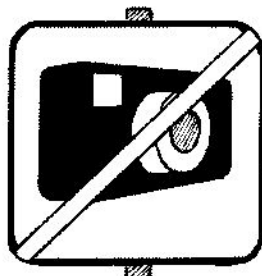
7



8



9



10



11



12

21 Here and now

Language aims

- vocabulary revision/extension

Vocabulary

- sunny, day, sweater, curly, hair, Thursday, afternoon, teacher, board, classroom, above, below, playground, cold, outside, windy, window, in front of, map, wall, people, morning, Monday, hungry, Friday, raining

Movers

This format is similar to Part 2 of the Reading and Writing paper, except that the questions in the test refer to a picture, rather than to the surrounding environment.

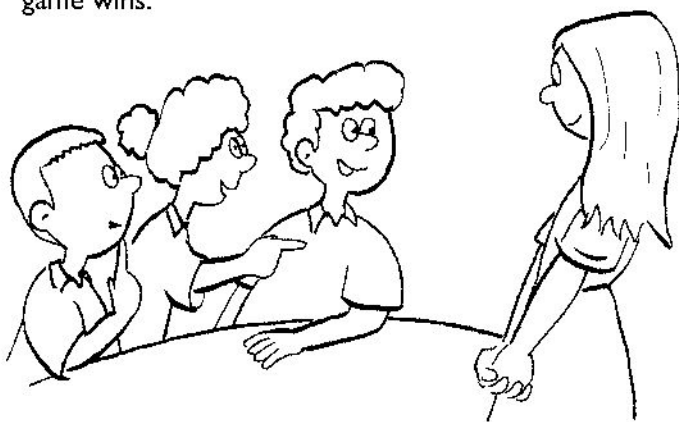
Procedure

- 1 Check the vocabulary (*curly, above, below* and *playground* may be new to classes at this level).
- 2 Give out copies of the puzzle and pupils complete by writing Yes or No to the statements.
- 3 Check their answers. Get the class to practise the pronunciation of some of the sentences in the puzzle.

Additional activities

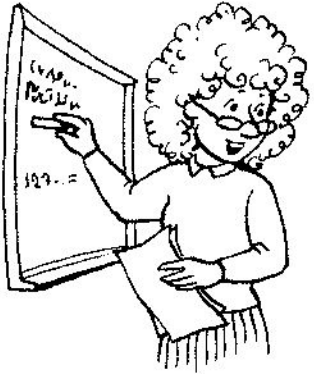
1 All about a pupil

Pick a pupil (not a shy one). Divide the rest of the class into teams of 2 to 4. In turn, each team makes a statement about the pupil, e.g. *She's got long straight hair*. They can use the puzzle for inspiration. When a team can't think of a new sentence they are 'out'. The last team left in the game wins.



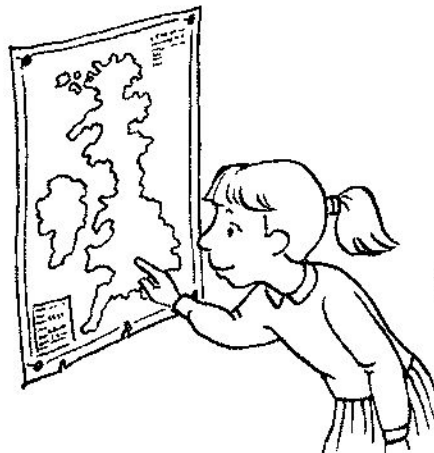
2 Make your own sentences

Pupils write another five 'Here and now' sentences about themselves. They then read these sentences to a partner who has to answer them with *yes* or *no* for himself/herself.



Write Yes or No

- 1 It's a sunny day today.
- 2 I'm wearing a sweater.
- 3 My teacher has got curly hair.
- 4 It's Thursday today.
- 5 It's the afternoon.
- 6 My teacher is writing on the board.
- 7 There's a classroom above us.
- 8 There's a classroom below us.
- 9 There's a playground outside.
- 10 It's cold outside.
- 11 It's a windy day.
- 12 My teacher is standing in front of a window.
- 13 There's a map on the wall.
- 14 There are more than 20 people in this room.
- 15 It's Monday today.
- 16 It's morning.
- 17 My teacher is looking at me.
- 18 I'm hungry.
- 19 It's Friday today.
- 20 It's raining.



Language aim

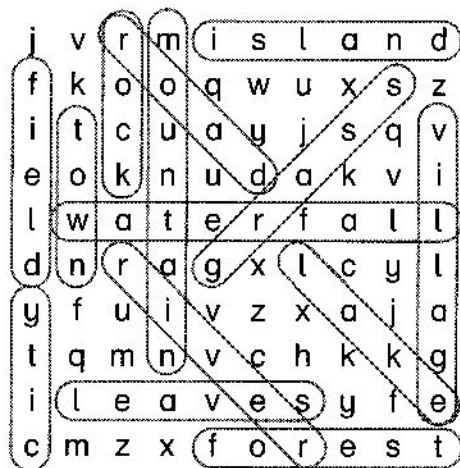
- world around us vocabulary

Vocabulary

- river, village, mountain, forest, road, leaves, grass, lake, island, waterfall, rock, field, city

Procedure

- 1 Give out copies of the puzzle, but tell the class not to write anything yet. Hold up a copy of the puzzle (or project it using an OHP). Elicit the words for the parts of the picture which have an arrow pointing to them. Check pronunciation, especially of *island*.
- 2 Pupils complete the puzzle by first finding words in the wordsearch, and then writing them into the correct spaces next to the picture.

Key

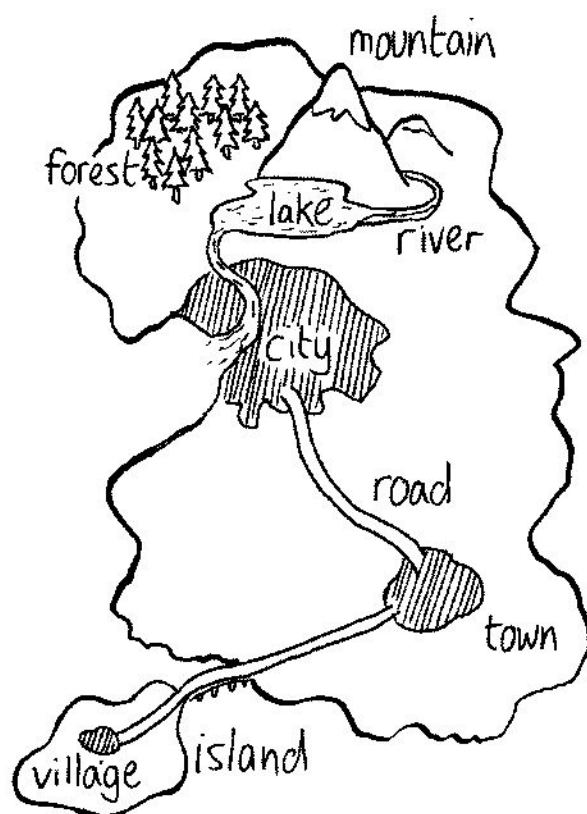
- | | |
|------------|--------------|
| 2 river | 9 lake |
| 3 village | 10 island |
| 4 mountain | 11 waterfall |
| 5 forest | 12 rock |
| 6 road | 13 field |
| 7 leaves | 14 city |
| 8 grass | |

Additional activities**1 Where are your sheep?**

Organise the class into pairs. Each pupil adds five sheep (or any other animal you choose) to the puzzle picture, without their partner seeing. The sheep should be spread across the picture, rather than all being in the same place. Pupil A then dictates the position of his/her sheep to pupil B who draws them in the picture. They then swap roles.

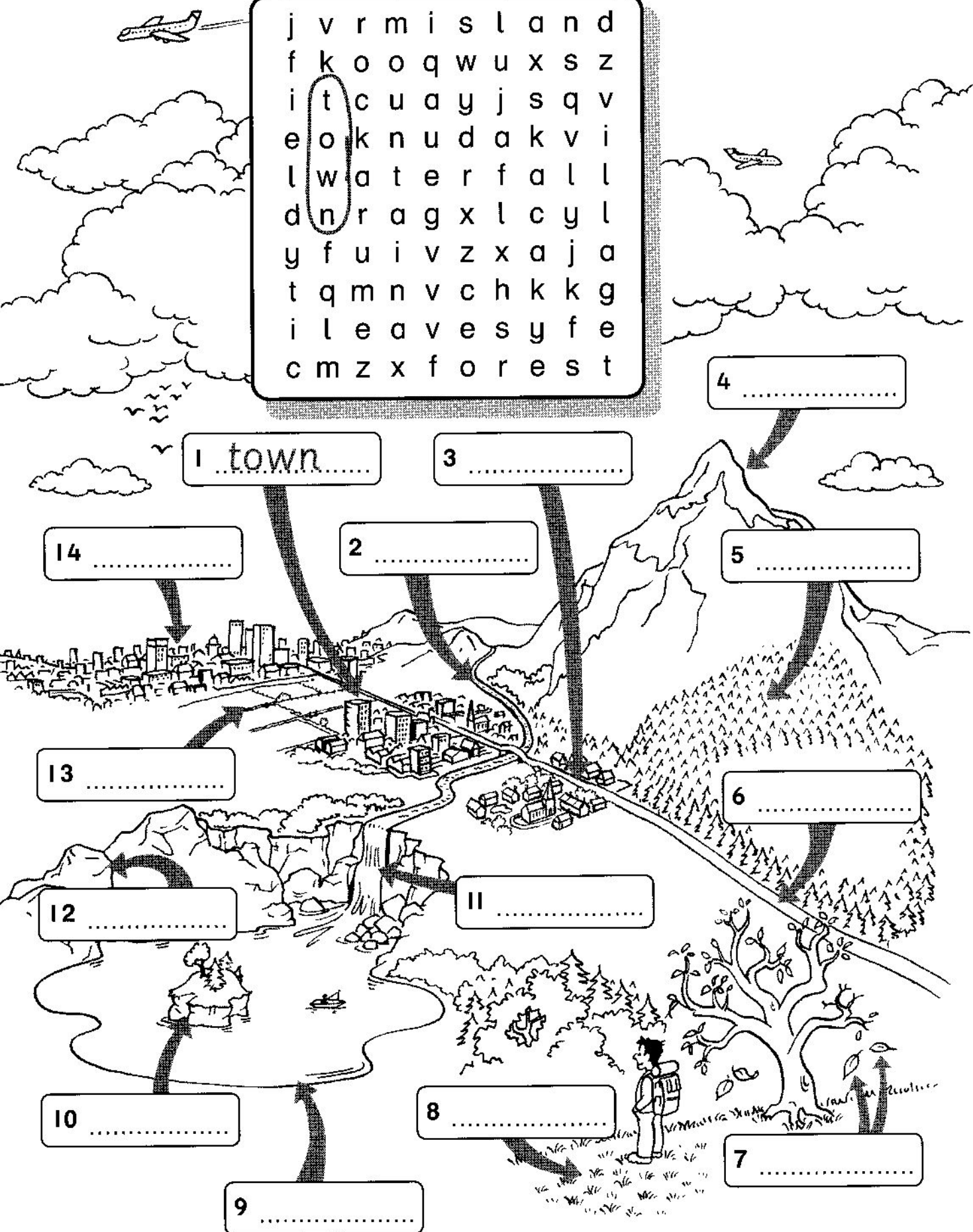
2 Map posters

Pupils make maps of an imaginary island, writing in features using vocabulary from the puzzle. Display the results on the classroom walls.



Find the places 22

j v r m i s l a n d
f k o o q w u x s z
i t c u a y j s q v
e o k n u d a k v i
l w a t e r f a l l
d n r a g x l c y l
y f u i v z x a j a
t q m n v c h k k g
i l e a v e s y f e
c m z x f o r e s t



23 Rhyming pairs

Language aims

- vocabulary revision
- pronunciation practice

Vocabulary

- tea, tree, sun, son, floor, more, stair, pear, zoo, do, weak, week, eight, wait, snow, go, cry, buy, off, cough, treasure, colour

Procedure

- 1 Give out copies of the puzzle. Elicit the answers to the first three or four riddles (the clue is that the words should *rhyme*). Then let the class finish independently. Tell them to leave any they don't know and move onto the next.
- 2 Go through the answers and practice pronunciation. Note the schwa sound which is very important in English, as found in answer, banana, different, eleven, island, picture, station, trousers, water. Let the class practise saying the pairs.

Key

- 2 tea/tree
- 3 sun/son
- 4 floor/more
- 5 stairs/pears
- 6 zoo/do
- 7 weak/week
- 8 eight/wait
- 9 snow/go
- 10 cry/buy
- 11 off/cough
- 12 treasure/colour

Additional activities

1 Poems

Write the following silly rhyme on the board.

I am a bear.

I live there.

I've got brown hair.

I'm eating a pear.

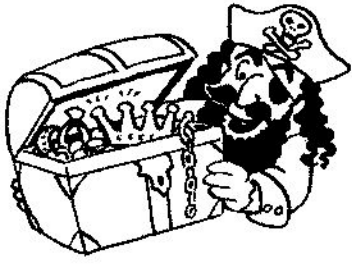
Ask the class to write similar silly rhymes of at least three lines.



2 More pairs

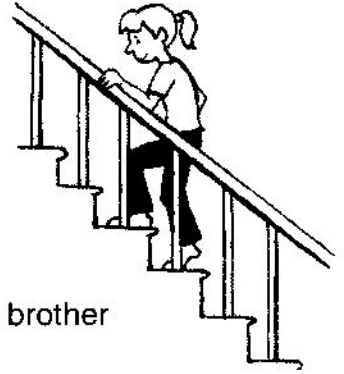
Organise the class into groups of 3 to 5. Each group comes up with more pairs like the ones in the puzzle. They can use words from the puzzle, but not repeat pairings: *hair/wear* and *hair/there* are acceptable, but *hair/bear* is not, because it has already been used in the puzzle. Perhaps make it a game by awarding a point for each pair of words.

Rhyming pairs 23



1 a big animal / it's on your head
..... bear / hair

2 a hot drink / a very big plant
..... /



3 It's hot, and you mustn't look at it. / a daughter's brother
the /

4 Your chair is on it now. / Tigers are beautiful than hippos.
the /



5 You go up and down these. / apples, oranges and
..... /

6 A lot of animals live here. / Where you live?
the /

7 not strong / seven days
..... / a

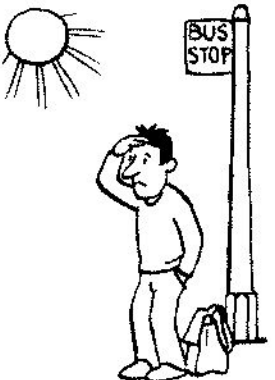
8 three and five / for a bus.
..... /

9 It's cold and white. / Shall we home?
..... /

10 You do this when you're very sad. / You do this in a shop.
..... /

11 It's hot. Take your coat / I've got a cold and a
..... /

12 Pirates want it. / Red is a
..... /



24 Animal quiz 2

Language aims

- adverbs of frequency
- animal vocabulary

Vocabulary

- *always, often, sometimes, never, lion, bat, monkey, crocodile, parrot, cat, cow, spider, elephant, horse, bird, frog, giraffe, monkey, dog, bear, lizard, panda, duck, rabbit*

Procedure

- 1 Give out copies of the puzzle, but tell the class not to write anything yet. Go through the sentences, eliciting an adverb of frequency for each. In several cases there is more than one answer e.g. *Lizards often/sometimes sit on rocks.*
- 2 Pupils then complete the puzzle, using the adverbs they think most suitable.

Key

- 1 never
- 2 always/often
- 3 sometimes
- 4 never
- 5 sometimes
- 6 often/sometimes
- 7 always/often
- 8 sometimes
- 9 never
- 10 often
- 11 sometimes/often
- 12 never
- 13 always
- 14 sometimes (for example, in captivity they have painted pictures)
- 15 always/often
- 16 always/often
- 17 often/sometimes
- 18 never
- 19 always
- 20 often/sometimes

Additional activity

1 Food and drink questionnaire

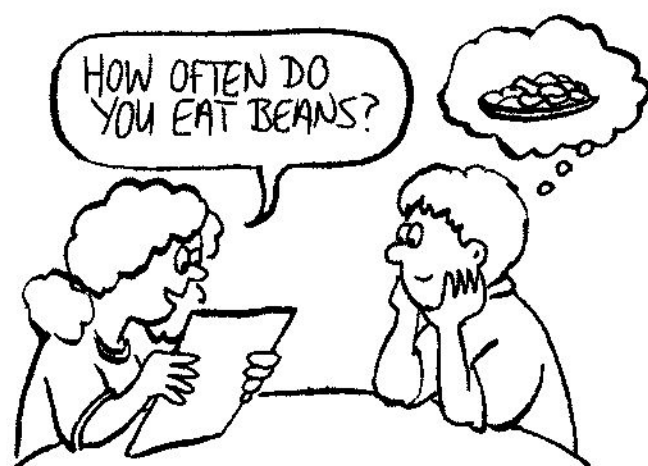
Write the following questions (or similar) on the board.

How often do you have bread for breakfast?

How often do you drink water with your supper?

How often do you eat beans?

Pupils must write at least eight questions of this type (including your examples if they wish). They then ask a partner, who answers with *always, often, sometimes* or *never*.



2 Leisure questionnaire

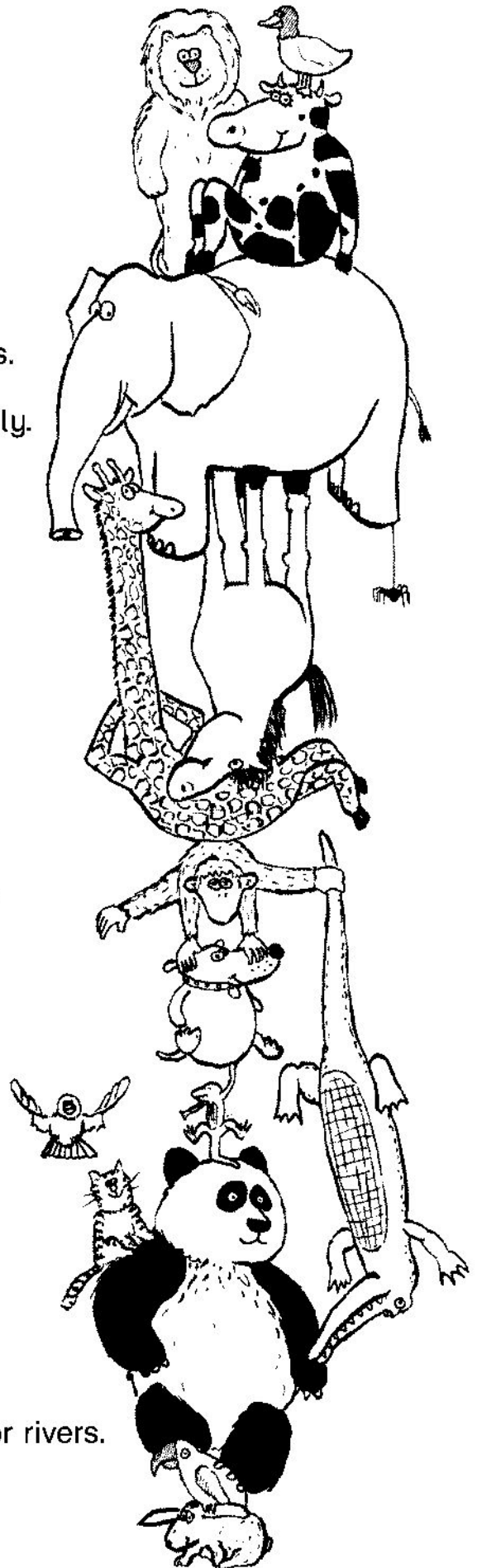
As above, but use leisure activities:

How often do you go swimming?

How often do you go to the cinema? etc.

Write *always*, *often*,
sometimes or *never*.

- 1 Lions *never* eat grass.
- 2 Bats sleep in the day.
- 3 Monkeys walk on two legs.
- 4 Crocodiles are very friendly.
- 5 Parrots speak.
- 6 Cats eat fish.
- 7 Cows live on farms.
- 8 Spiders hurt people.
- 9 Elephants jump.
- 10 Horses live on farms.
- 11 Birds are afraid of people.
- 12 Frogs live in the sea.
- 13 Giraffes eat leaves.
- 14 Monkeys make things.
- 15 Dogs are hungry.
- 16 Bears live in forests.
- 17 Lizards sit on rocks.
- 18 Pandas eat meat.
- 19 Ducks live next to lakes or rivers.
- 20 Rabbits are pets.



25 Places in a town

Language aim

- local places vocabulary

Vocabulary

- bank, bus station, café, cinema, hospital, library, park, school, shop, supermarket, swimming pool, zoo

Procedure

- 1 Revise/pre-teach the vocabulary by asking questions: *Where can you change money? (in a bank), What do we call a very big food shop? (a supermarket), etc.*
- 2 Give out copies of the puzzle. Pupils complete it by circling places vocabulary in the pile, and writing them into the spaces above.
- 3 Check their answers, and practise the words for pronunciation.

Alternative method: Pupils do the puzzle in pairs. The first pair to find all twelve words wins.

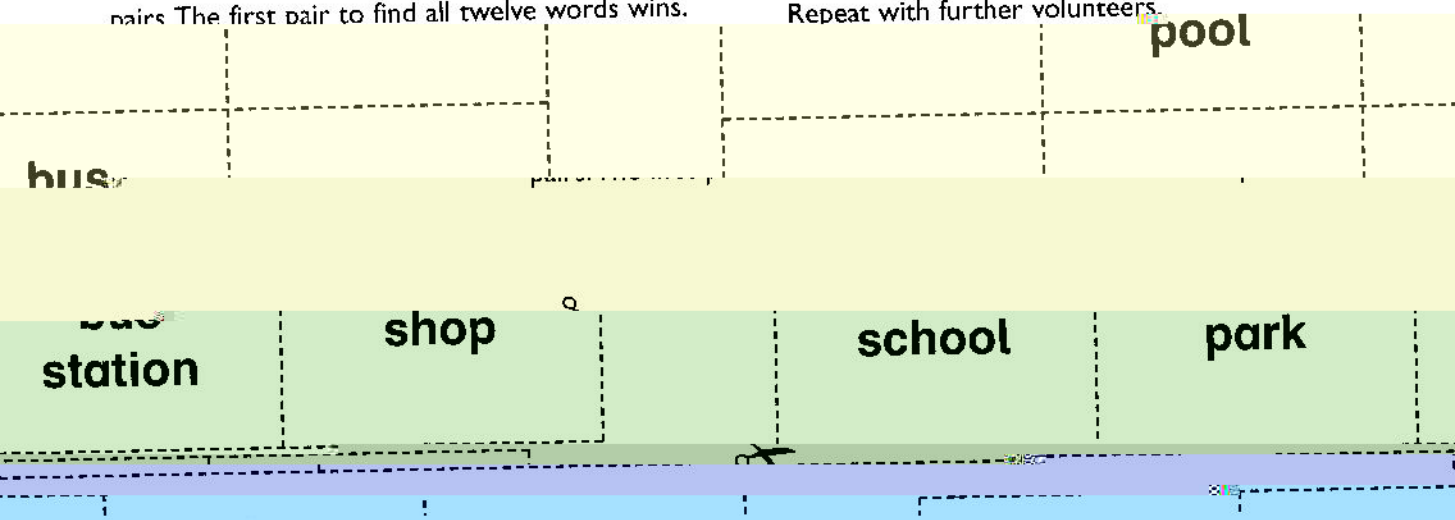
Key

bus station	park
bank	school
café	shop
cinema	supermarket
hospital	swimming pool
library	zoo

Additional activity

Mime the place

Copy or photocopy these cards and cut them up. Organise the class into teams of 4 to 5. Three volunteers come to the front of the class and each receives a different card. They mime being in the places on their cards. The teams write down which place they think each volunteer is miming e.g. *Yuki is in a library*. When the teams have written down their places, stop the miming. Award teams one point for each correct guess. Repeat with further volunteers.



.....



26 Find the mistakes

Language aims

- simple past

Vocabulary

- party, round, square, present, garden

Movers

In Part 5 of the Reading and Writing paper there is a picture + text story similar to the one in the puzzle. Candidates have to answer (in writing) questions similar to the ones in the additional activity opposite.

Procedure

- 1 Check the essential vocabulary listed above, and any other words the class don't know.
- 2 Give out copies of the puzzle. Read the text under picture 1. Ask the class to find the mistake in the picture. (The birthday card says '9 TODAY' but the text says *She's 10 years old.*)
- 3 Working individually or in pairs, pupils go through the rest of the text looking for one mistake in each picture. They put a circle round the mistakes.
- 4 Go through their answers. Although it may be difficult for them, encourage the class to explain the differences in English.

Key

- 2 It's not raining in the picture.
- 3 The cake in the picture is square, not round.
- 4 The friends in the picture haven't brought any presents.
- 5 In the text, they ate the food in the garden, not the living room.
- 6 In the text, the film is set in the jungle, but in the picture it's set in a zoo.
- 7 It looks quite hot in the picture, but the text says it was very cold.
- 8 In the text, Sally had a glass of milk before getting into bed.

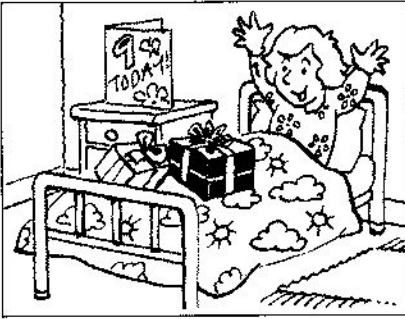
Additional activity

Organise the class into teams of 3 to 4. Give teams a minute to memorise the story (as it is in the text, rather than in the pictures.) They then put away their copies of the puzzle. Ask the questions below about the text. The teams must write down one answer for each question. Go through the answers. Teams award themselves one point for each correct answer.

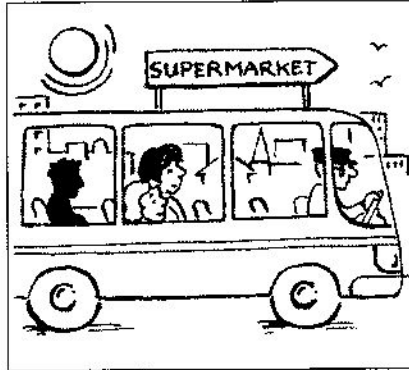
- 1 How old was Sally last week? (9 – she was 10 yesterday)
- 2 Where does Sally live? (in a town)
- 3 Where did Sally and her mother go to buy food? (the supermarket)
- 4 How did they go there? (by bus)
- 5 Why didn't they walk? (because it was raining and very windy)
- 6 What six things did they buy? (lemonade, orange juice, fruit, bread, cheese, a cake – one point for each item)
- 7 How many friends came to Sally's house? (3)
- 8 When did they come? (in the afternoon)
- 9 Where did they eat? (in the garden)
- 10 What did they do in the living room? (they played games)
- 11 What did Sally and her mother do after the party? (they went to the cinema)
- 12 What did they eat in the cinema? (ice cream)
- 13 What was the film about? (monkeys in the jungle)
- 14 What did they eat after the film? (pizza)
- 15 How did they go home? (by taxi)
- 16 What did Sally drink before she went to bed? (a glass of milk)

As an alternative, get teams to prepare their own questions. Team A asks team B a question, then team B asks team C a question and so on. Correct answers win a point. Disallow any unreasonable questions.

Find the mistakes 26



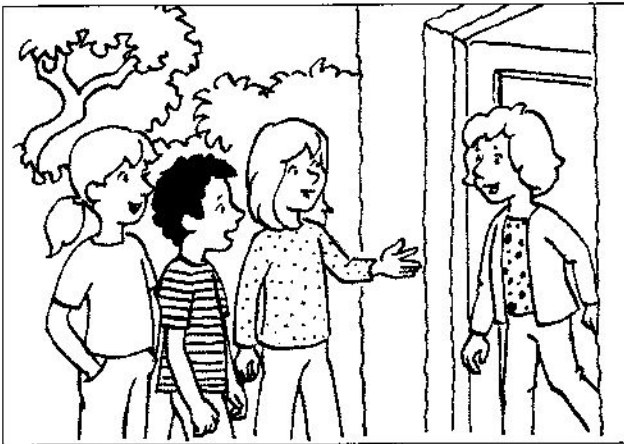
1 Yesterday it was Sally's birthday. She was 10 years old. She wanted to have a party. Her mummy said "OK. We can go to the supermarket to buy the food."



2 Sally lives in a town. The supermarket is near Sally's house. They went by bus because it was raining and very windy.



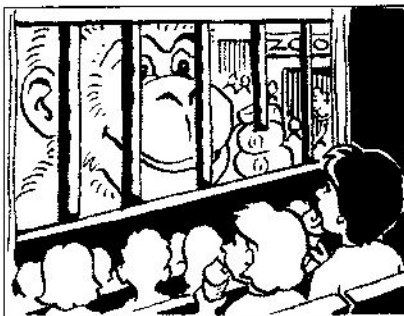
3 They bought lemonade, orange juice, fruit, bread, cheese, and a big round cake. There were a lot of people in the supermarket.



5 In the afternoon, three of Sally's friends came to the house. They gave her lots of presents



5 They ate the food in the garden, and then they played games in the living room. They laughed a lot. Sally was very happy.



6 After the games, Sally's friends went home. Then Sally and her mummy walked to the cinema. They bought some ice-cream, and then they watched a film about monkeys in the jungle.

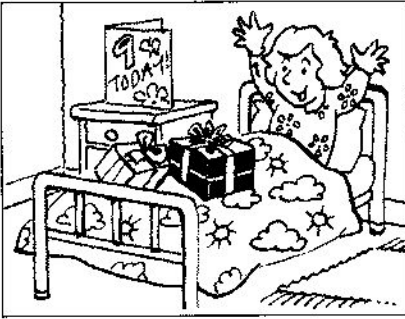


7 The film was very good. After the film, they had a pizza. Then they went home. It was very cold, so they went by taxi.

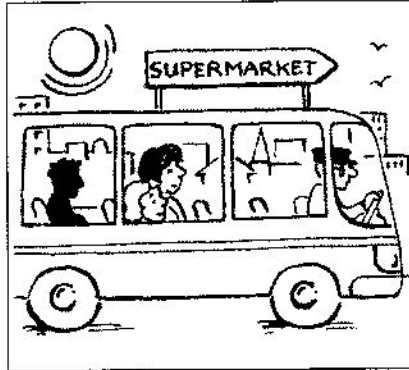


8 Sally was very tired. She had a glass of milk, and then she went to bed. She went to sleep very quickly!

Find the mistakes 26



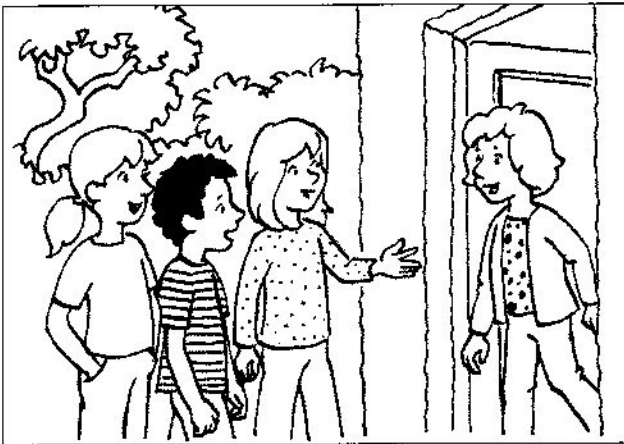
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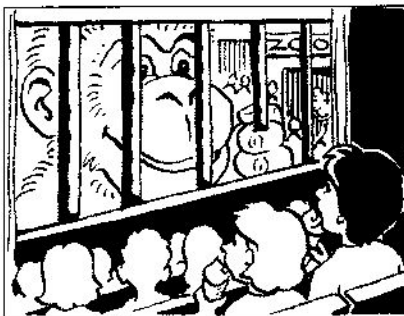
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5 They ate the food in the garden, and then they played games in the living room. They laughed a lot. Sally was very happy.



6 After the games, Sally's friends went home. Then Sally and her mummy walked to the cinema. They bought some ice-cream, and then they watched a film about monkeys in the jungle.



7 The film was very good. After the film, they had a pizza. Then they went home. It was very cold, so they went by taxi.



8 Sally was very tired. She had a glass of milk, and then she went to bed. She went to sleep very quickly!

27 Which word?

Language aims

- vocabulary revision/extension

Vocabulary

- rabbit, bedroom, film, rain, party, living room, supermarket, farm, plane, picnic, mountain, Monday, towel, map, the sun, cousin, parrot, the sea, swimming pool

Movers

The format of this puzzle is similar to Part 1 of the Reading and Writing paper. In the test, the clues are whole sentences (You clean your teeth with this) rather than key words.

Procedure

This puzzle is intended for use with classes which are well into an elementary/Movers course, and are familiar with most of the vocabulary in the puzzle.

- 1 Check any vocabulary which you think may cause difficulty.
- 2 Hand out copies of the puzzle. Read out the clues in number 2, and elicit suggestions from the class. Do the first five or so with the whole class in this way. Then get the class to do the remainder on their own (perhaps working as small groups of 2 to 4).
- 3 Check their answers, and practise saying the words for pronunciation.

Key

- 2 rabbit
- 3 bedroom
- 4 film
- 5 rain
- 6 party
- 7 living room
- 8 supermarket
- 9 farm
- 10 plane
- 11 picnic
- 12 mountain
- 13 Monday
- 14 towel
- 15 map
- 16 the sun
- 17 cousin
- 18 parrot
- 19 the sea
- 20 swimming pool

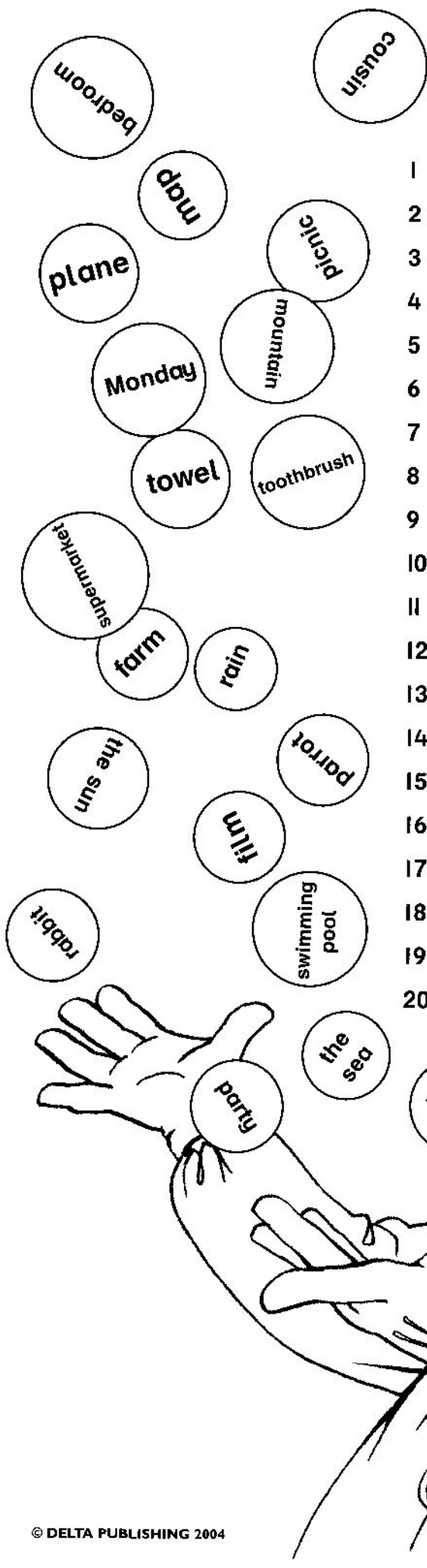
Additional activity

Challenge the teacher

Organise the class into pairs or small groups. Each pair/group has to come up with at least three more word clues in the same style as the puzzle. There can be a maximum of five clues for each. In turn, pairs/groups read out a 'Which word?' puzzle for you to solve. If you can guess the word, that pair/team wins a point.

Which word? 27

- 1 teeth / clean toothbrush.....
- 2 animal / carrots / ears / big
- 3 bed / lamp / table / sleep
- 4 watch / cinema
- 5 cloud / water / wet
- 6 friends / birthday / cake
- 7 television / sofa / sit / armchair
- 8 food / buy / big
- 9 cow / horse / sheep / live
- 10 fly / people / holiday
- 11 eat / food / countryside / forest
- 12 high / climb / rock / snow
- 13 day / week / Tuesday / before
- 14 bath / body / after / not wet
- 15 place / where? / find
- 16 round / very hot / day
- 17 father's / sister's / daughter / my
- 18 bird / jungle / colours / speak
- 19 big / water / whale / dolphin / shark
- 20 small / water / swim



28 Crossword

Language aim

- relative clauses with relative pronouns, e.g. *Jill is the girl who is sitting under the tree.*

Vocabulary

- giraffe, teacher, envelope, grandson, ball, camera, fly, shoes, soup, dolphin*

Procedure

- Give out copies of the puzzle. Elicit the answer to number 1.
- Let the class complete the rest of the puzzle independently. Help with spelling if necessary.

Key

- | | |
|------------|-----------|
| 1 grandson | 6 dolphin |
| 2 teacher | 7 soup |
| 3 envelope | 8 shoes |
| 4 ball | 9 giraffe |
| 5 camera | 10 fly |

Additional activity

Procedure 1 (older classes)

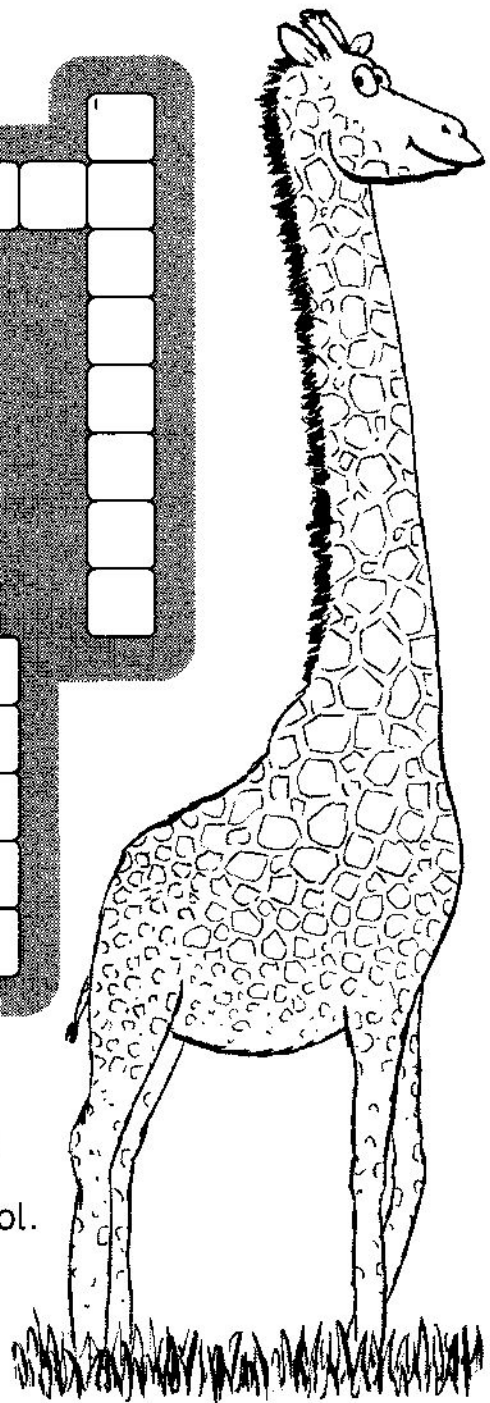
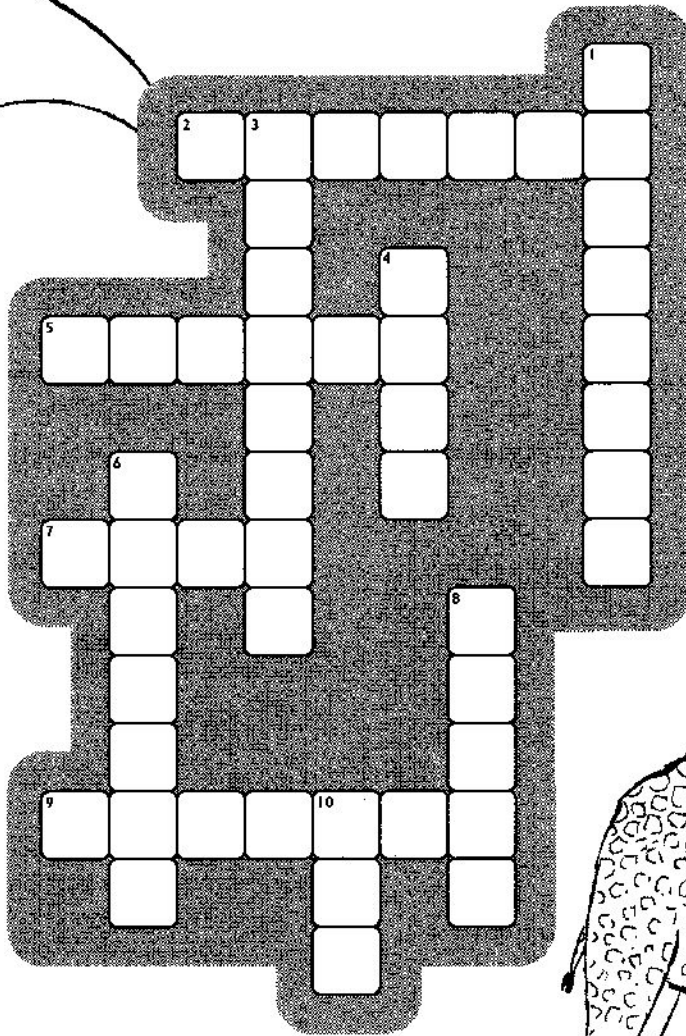
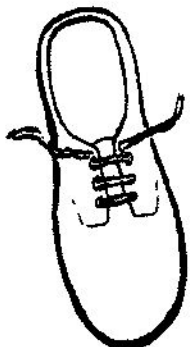
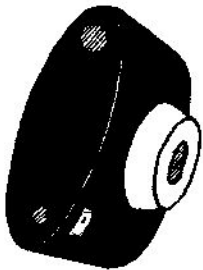
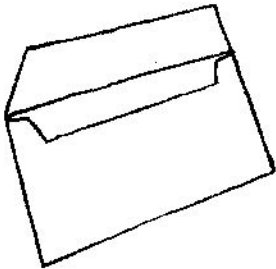
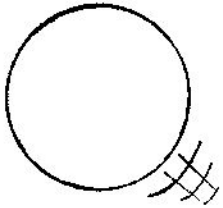
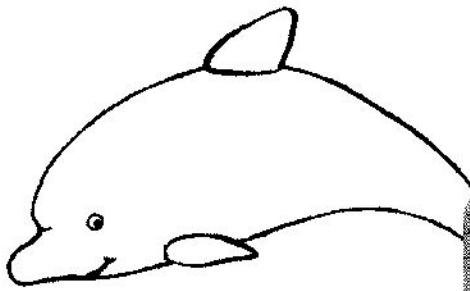
Organise the class into groups of 4 to 6. Photocopy one set of the cards below for each group. Cut up and shuffle the cards. Give each group a set of face-down cards. The groups deal out their cards. In each group, pupil A reads out one of his/her cards (not the answer, which is in brackets). The first person in the group to guess the object wins the card and puts them in a separate pile face-up. Then it is pupil B's turn to read out a card, and so on. When all the cards are finished, the player who has collected the most wins.

Procedure 2 (all classes)

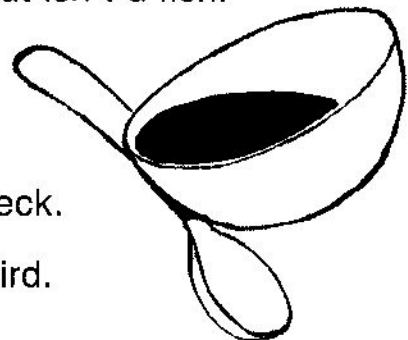
Organise the class into two or more teams. Read out one of the questions below to team A. If they guess the word they win a point. If they cannot answer correctly, the other team(s) have the chance to answer. Then it is team B's turn for a question, and so on.

a thing which you talk to (phone)	a thing that you see when it's sunny and raining (rainbow)
a shirt which has no arms (T-shirt)	a colour which is red and yellow (orange)
a number which is bigger than fourteen and smaller than sixteen (fifteen)	a man who has a granddaughter (grandfather)
an animal which can talk and fly (parrot)	a sport that you can play in a room (table tennis)
a place that you visit by boat (island)	a place which has a lot of beds, but you don't go there on holiday (hospital)

Crossword 28



- 1 A boy who has a grandmother.
- 2 A person who works in a school.
- 3 The thing we put a letter in.
- 4 A thing which bounces.
- 5 The thing that takes photos
- 6 An animal which lives in the sea, but isn't a fish.
- 7 A food which we eat with a spoon.
- 8 Things that we wear on our feet.
- 9 An animal which has a very long neck.
- 10 An animal that can fly, but isn't a bird.



Language aims

- listening practice
- present continuous

Vocabulary

- grass, hair, book, dog, T-shirt, ice-cream, bicycle, comic, bag, glasses, shoes, tree, computer game, sweater, grandfather, grandmother, beard, jacket, short, long, hot

Movers

The format of the puzzle is similar to Part 1 of the Listening paper (although in the test, the lines do not make a word).

Procedure

- 1 Hand out copies of the puzzle. The object is to listen and connect the names with the people. The resulting lines will make the word *listen*.
- 2 Read each sentence twice.
 - 1 Sally (pause) is sitting on the grass. She's got long hair, and she's reading a book.
 - 2 Ben (pause) is with his dog. He's wearing a black T-shirt.
 - 3 Mary (pause) has got short hair, and she's eating an ice-cream.
 - 4 Paul (pause) is riding a bicycle. He's with his dog.
 - 5 Daisy (pause) is reading a book and eating an ice-cream.
 - 6 Sam (pause) is sitting on the grass. He's reading a comic.
 - 7 Ann (pause) has got long hair, and she's wearing glasses. She's with her dog.
 - 8 Fred (pause) is sitting near his bicycle. He isn't wearing shoes.

9 Sue (pause) is standing next to a tree. She's playing a computer game.

10 Tom (pause) is running. He's wearing a sweater, and he's very hot.

11 Jill (pause) is with her grandfather. He's got a big white beard.

12 Nick (pause) is with his grandmother. She's riding a bicycle.

13 Peter (pause) is taking off his jacket.

14 Kim (pause) is carrying a black bag.

15 Jane (pause) is hopping.

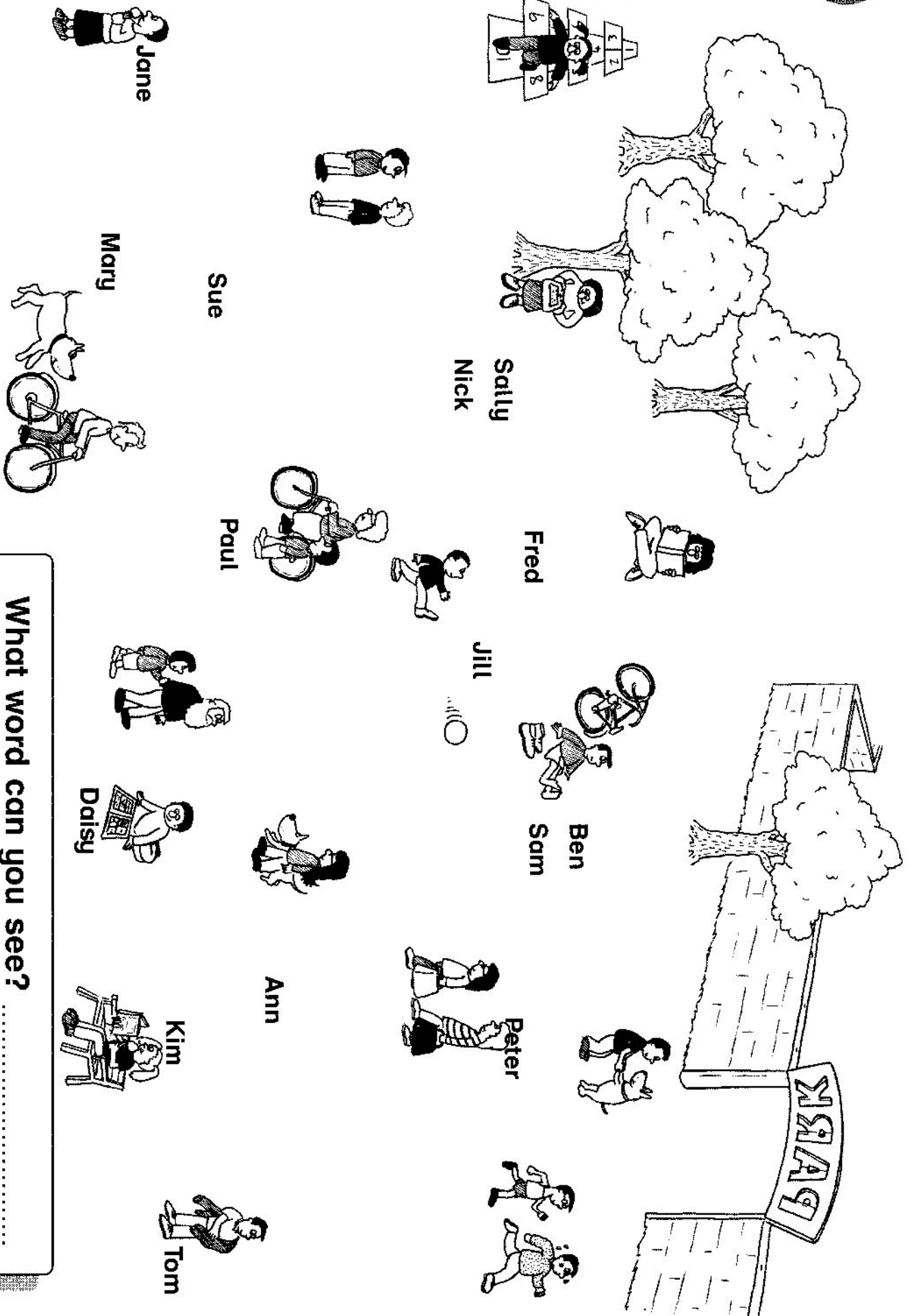
Additional activities**1 Who is it?**

Copies of the puzzle stay on the desks. Organise the class into two or more teams. Use the sentences above to make questions, e.g. *Who has got long black hair and is sitting on the grass reading a book?* The first person to put up a hand and give the correct answer wins a point for his/her team.

2 Picture dictation

Organise the class into pairs. Each pupil adds three more characters to the puzzle picture without their partner seeing. Each of these characters must be doing something. Pupil A describes the location of his/her extra characters and what they are doing. Pupil B draws them in their picture. They then swap roles.

Listening puzzle 29



What word can you see?

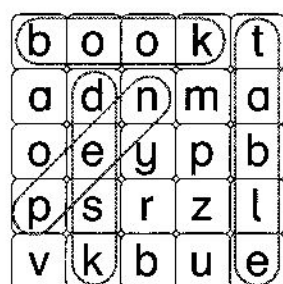
30 Wordsearch

Language aim

- vocabulary and spelling practice

Procedure

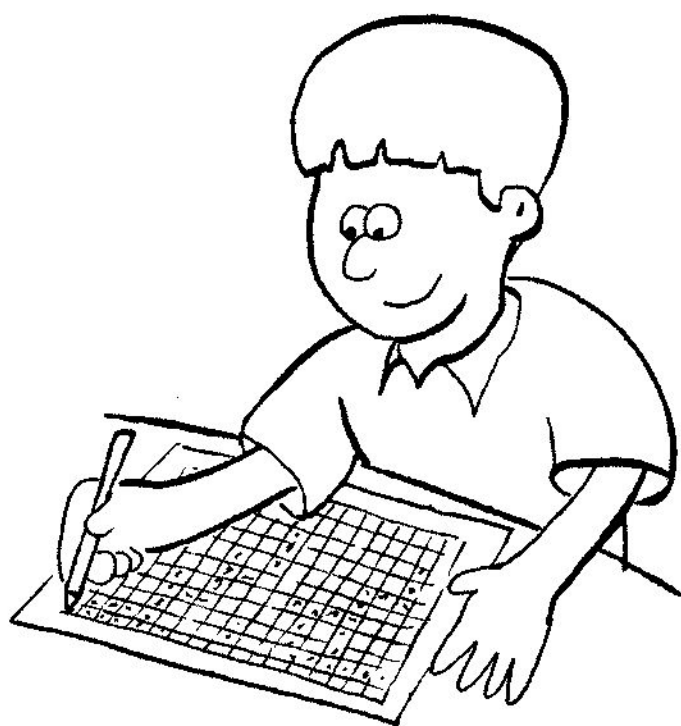
- 1 If the class don't understand the concept of a wordsearch puzzle, explain it to them by drawing a small wordsearch on the board, and doing it with them. For example:



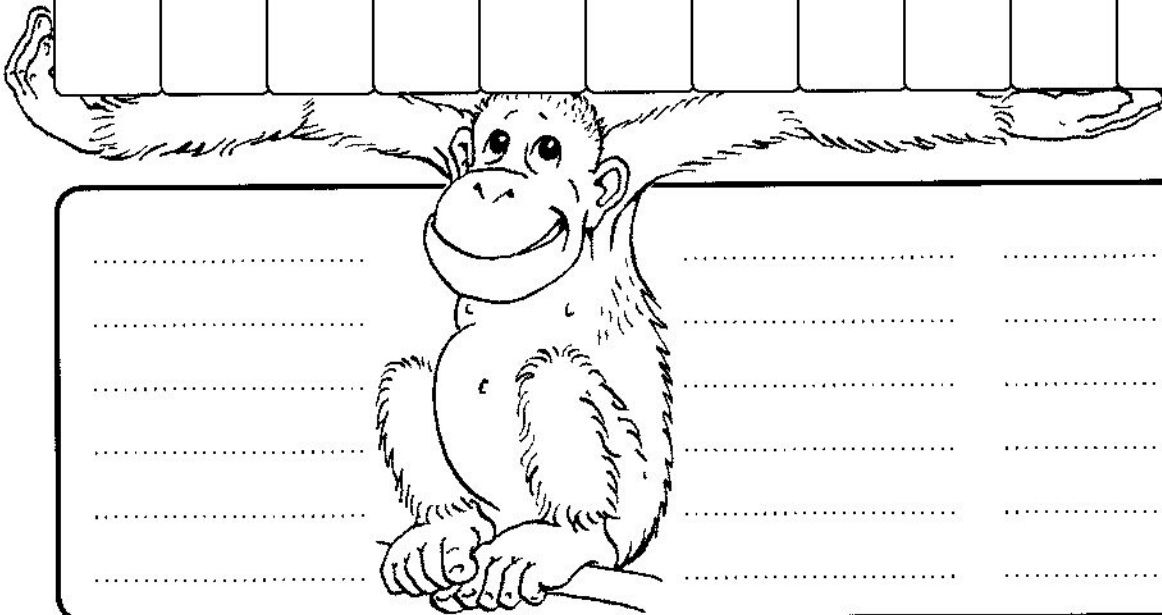
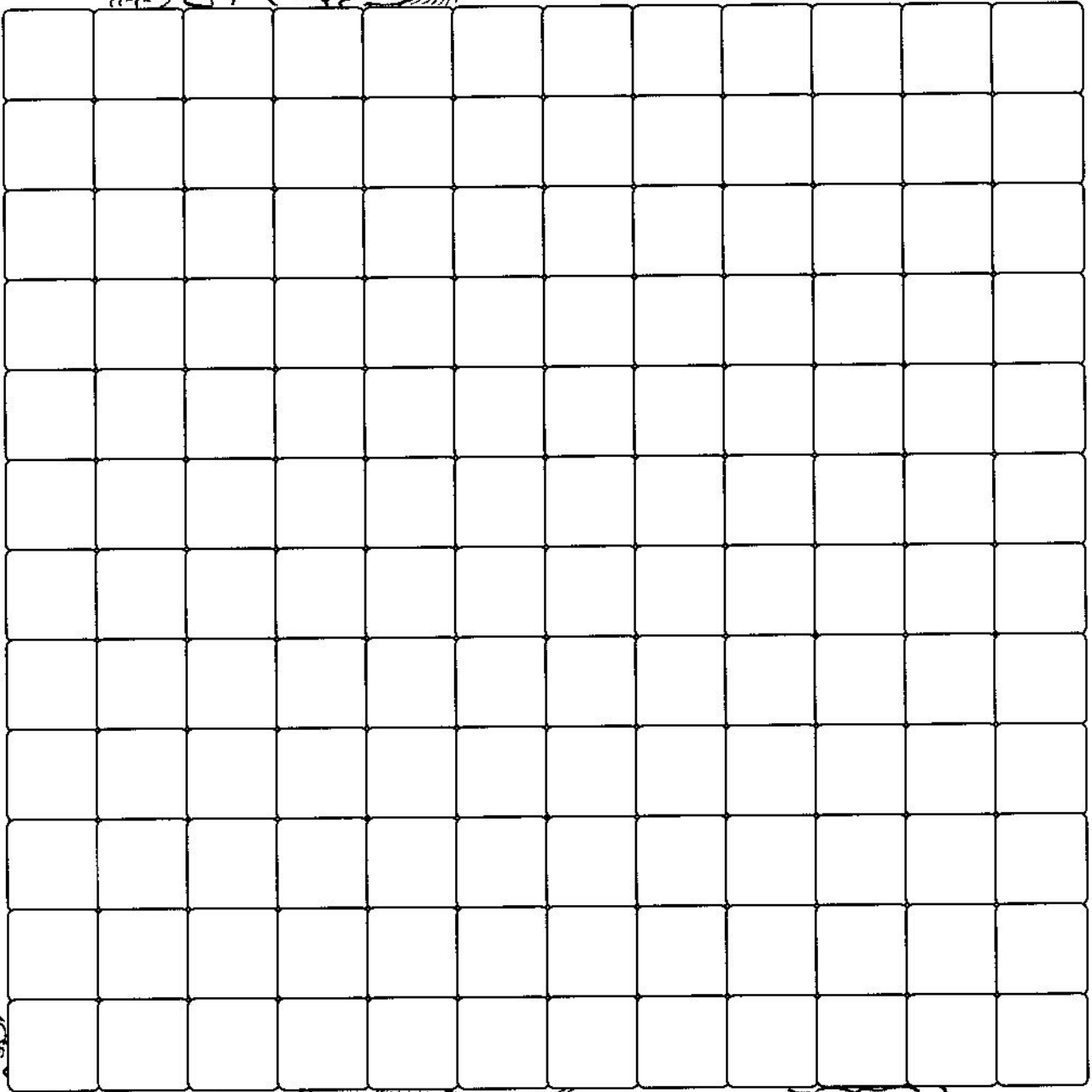
- 2 Hand out copies of the grid. Give the class a subject, e.g. clothes, places in a town or the family.
- 3 Their task is to make a wordsearch puzzle. They should do it neatly and legibly, and must write the words they have used on the lines below the puzzle. Dictionaries would be useful.
- 4 Then get each pupil to exchange their puzzle with a partner, and to complete the other person's puzzle.

Alternative method

Use the grid to make your own wordsearch puzzles on any theme and then photocopy them for use in the class.



Wordsearch 30



Mini-puzzles teacher's notes

31 Think of an animal

Language aim

- comparatives/superlatives

Procedure

- Hand out copies of the puzzle, but tell the class not to write anything yet.
- Ask pupils to suggest an animal. Using this animal, take the class through the puzzle, eliciting suggestions.
- Then tell the class to choose different animals, and to complete the puzzle in writing.

32 Orange juice

Language aim

- time expressions: *after, before, always, never, every*

Procedure

- Act the role of the interviewer illustrated in the puzzle. Ask pupils when they have a glass of orange juice using the target language e.g. *Do you have a glass of orange juice after lunch?*
- Hand out copies of the puzzle and let the pupils complete it.
- Go through the answers and practise the sentences for pronunciation.
- Ask the class to write sentences about their lives using the target words.

Key

- 1 always 2 after 3 before 4 never
5 always 6 never 7 every

33 Where are they?

Language aim

- prepositions and adverbs of place: *above, below, inside, outside, upstairs, downstairs*

Procedure

- Practise the target vocabulary using examples from the building you are in, e.g. *Are we inside or outside? Is there a classroom below us?*
- Give out copies of the puzzle. Pupils complete it by identifying the characters in the picture and then answering yes or no to the statements below.
- Go through the answers and practise the sentences for pronunciation.

Key

- 1 No 2 Yes 3 No 4 No 5 Yes 6 No
7 Yes 8 No

34 Lemonade

Language aim

- containers: *a glass of, a bottle of, a cup of, a bowl of*

Procedure

- Hand out copies of the puzzle, but tell the class not to write anything yet.
- Go through the pictures checking the vocabulary.
- The class then completes the puzzle by writing the correct words in the gaps provided.
- Go through the answers and practise the phrases for pronunciation.

Key

- 1 a cup of coffee 2 a bottle of lemonade
3 a glass of water 4 a bowl of soup
5 glass of lemonade 6 a bowl of water

35 When is it?

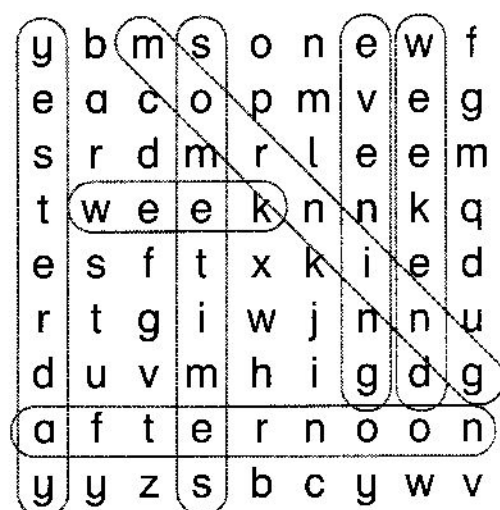
Language aim

- time expressions: *morning, afternoon, evening, week, weekend, yesterday, sometimes*

Procedure

- Hand out copies of the puzzle, but tell the class not to write anything yet.
- Elicit solutions to the anagrams.
- Pupils then complete the puzzle by re-writing the anagrams, and then finding the words in the wordsearch.

Key



36 Bananas

Language aim

- determiners: *some, any, all, a lot of, every, another*

Procedure

- Hand out copies of the puzzle, but tell the class not to write anything yet.
- Go through the puzzle eliciting words to fill the spaces. Practise the sentences for pronunciation.
- Then let the class complete the puzzle in writing.

Key

- 1 all 2 any 3 another 4 some
5 every 6 a lot of

37 I had a sandwich

Language aim

- conjunctions: *and, or, than, then, because, but, when*

Procedure

- Hand out copies of the puzzle, but tell the class not to write anything yet.
- Go through the puzzle eliciting words to fill the spaces – these are 'hidden' in the pieces of string below. Practise the sentences for pronunciation.
- Then let the class complete the puzzle in writing.

Key

(From top to bottom) *and, than, because, but, when, or, then*

Note: the mini puzzles which follow are reproduced twice on each page to reduce photocopying.

31 Think of an animal



Think of an animal.

Think of an animal which is bigger.

Think of an animal which is smaller.

Think of an animal which is more beautiful.

Think of an animal which is stronger.

What's the biggest animal you can think of?

What's the smallest animal you can think of?

What's the most beautiful animal you can think of?

What's the strongest animal you can think of?



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31 Think of an animal



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What's the biggest animal you can think of?

What's the smallest animal you can think of?

What's the most beautiful animal you can think of?

What's the strongest animal you can think of?



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32 Orange juice

after always
before every
never

When do you have a glass of orange juice?

I always have glass of orange juice with breakfast.

2 lunch.

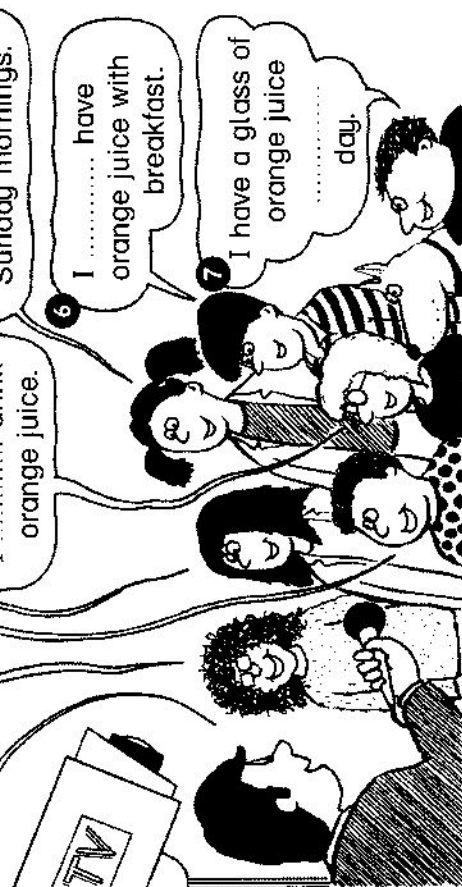
3 lunch.

I have
orange juice on
Sunday mornings.

... drink
orange juice.

I have
orange juice with
breakfast.

I have a glass of orange juice day.



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32 Orange juice

after always
before every
never

When do you have a glass of orange juice?

I always have glass of orange juice with breakfast.

2 — Lunch

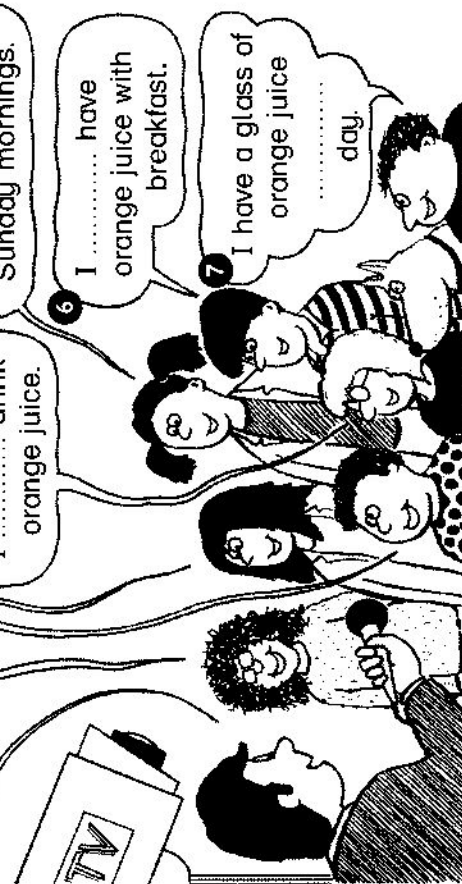
3 lunch.

5 I have
orange juice on
Sunday mornings.

..... drink
orange juice.

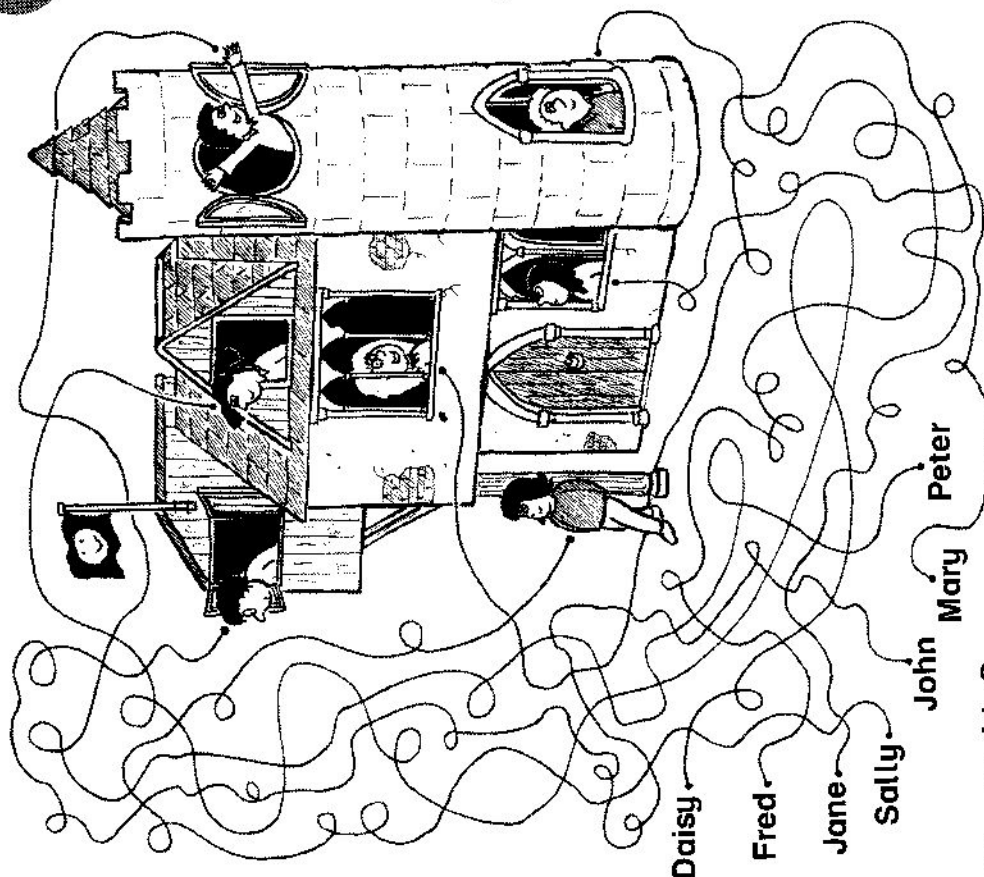
I have
orange juice with
breakfast.

I have a glass of
orange juice
.....
day



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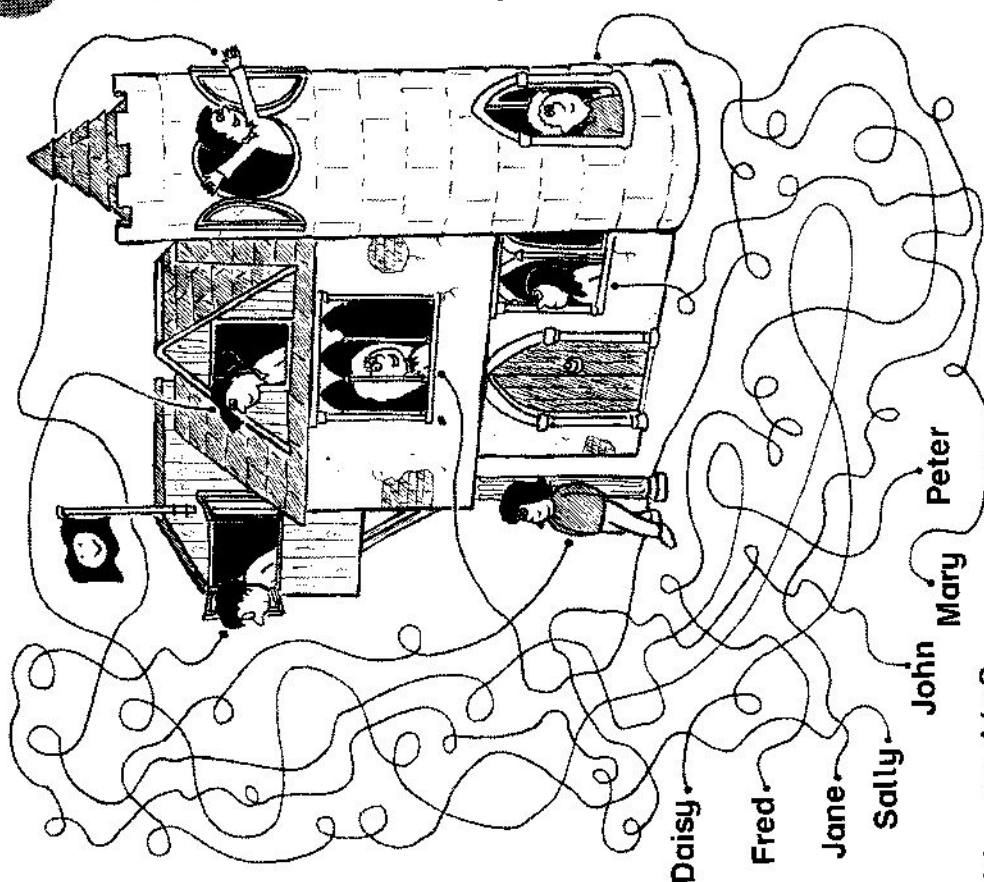
33 Where are they?



Yes or No?

- 1 Mary is upstairs.
- 2 Mary is below John.
- 3 Jane is outside.
- 4 Peter is above Daisy.
- 5 Fred is downstairs.
- 6 Sally is inside.
- 7 Fred is below Peter.
- 8 Jane is above Daisy.

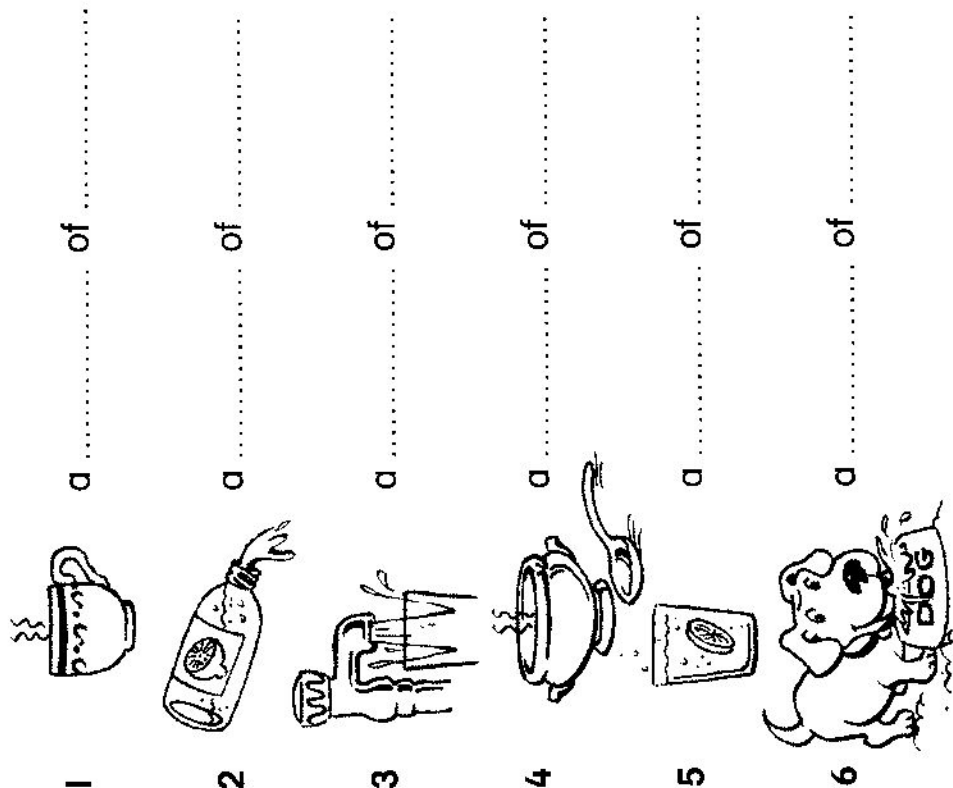
33 Where are they?



Yes or No?

- 1 Mary is upstairs.
- 2 Mary is below John.
- 3 Jane is outside.
- 4 Peter is above Daisy.
- 5 Fred is downstairs.
- 6 Sally is inside.
- 7 Fred is below Peter.
- 8 Jane is above Daisy.

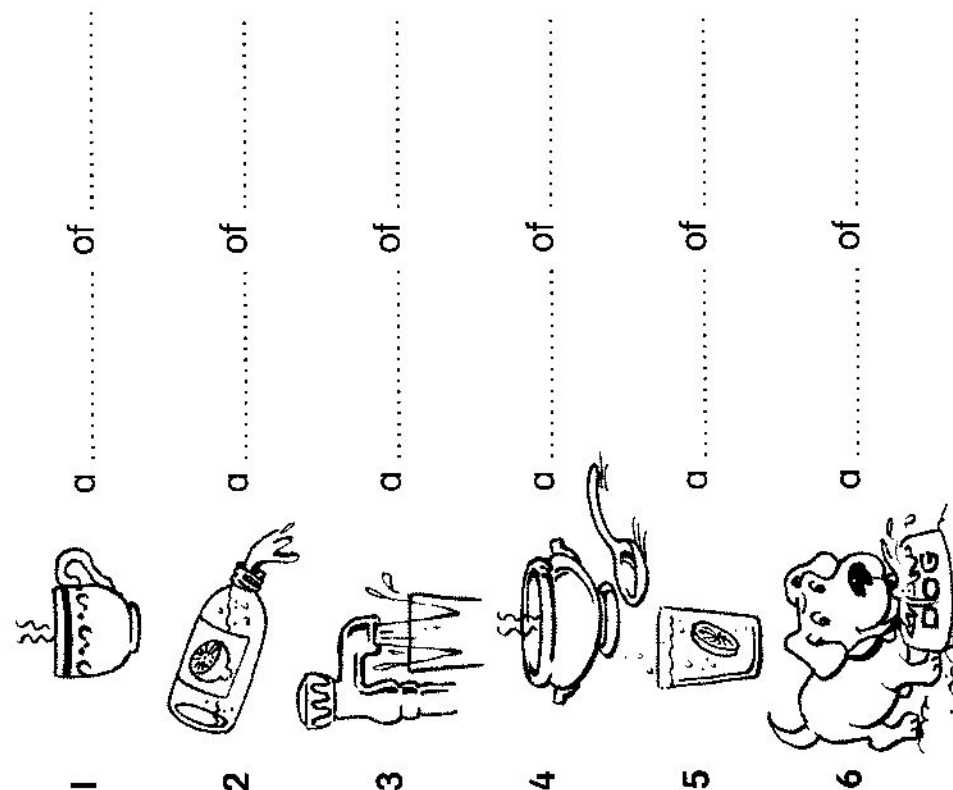
34 Lemonade



lemonade bowl cup
soup water coffee
glass bottle

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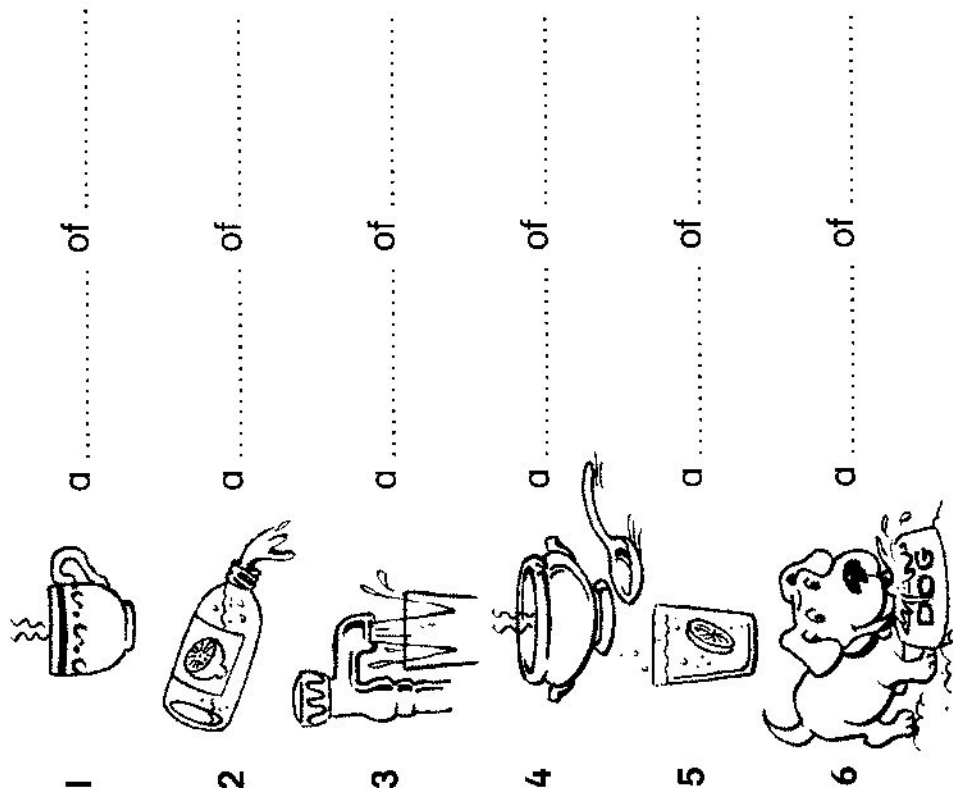
34 Lemonade



lemonade bowl cup
soup water coffee
glass bottle

© DELTA PUBLISHING 2004

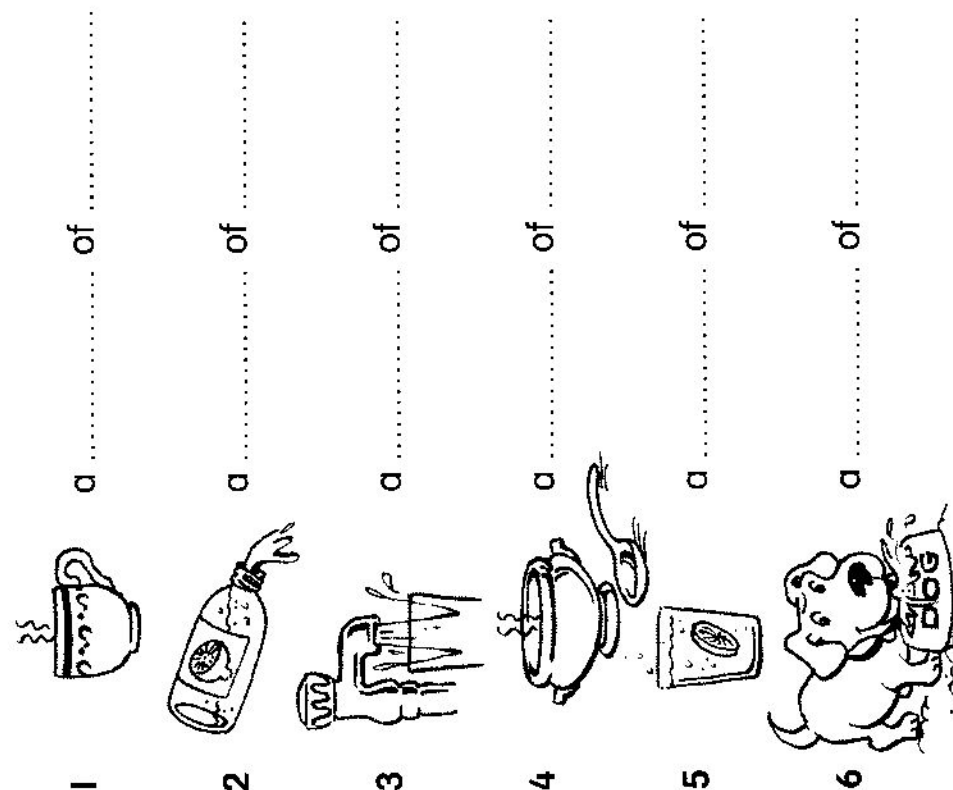
34 Lemonade



lemonade bowl cup
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glass bottle

© DELTA PUBLISHING 2004

34 Lemonade

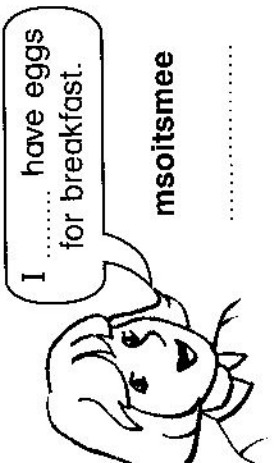
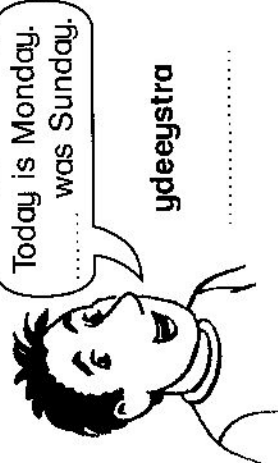
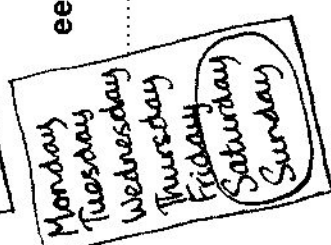
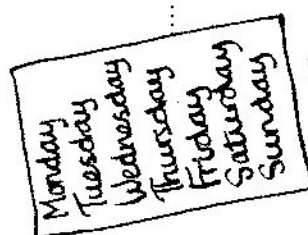
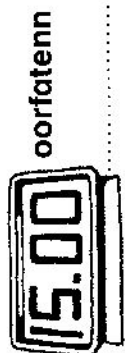
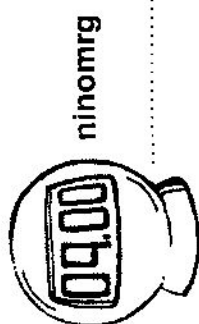


lemonade bowl cup
soup water coffee
glass bottle

© DELTA PUBLISHING 2004

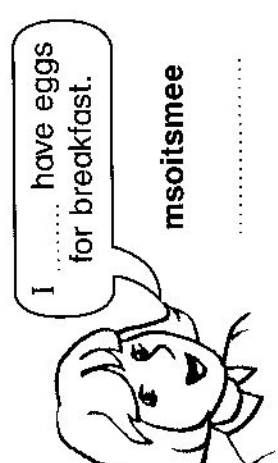
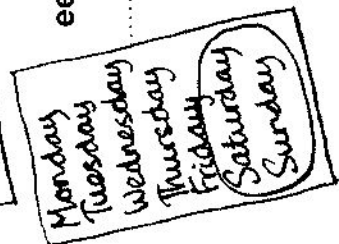
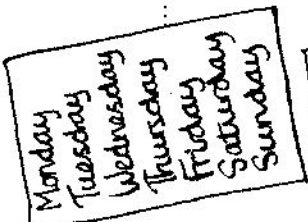
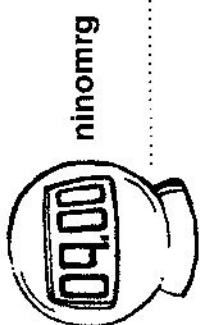
35 When is it?

y b m s o n e w f
e a c o p m v e g
s r d m r l e e m
t **w e e k** n n k q
e s f t x k i e d
r t g i w j n n u
d u v m h i g d g
a f t e r n o o n
y u z s b c y w v

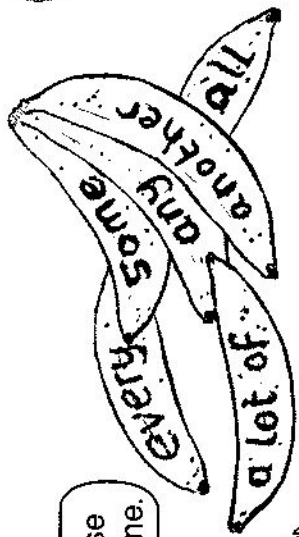


35 When is it?

y b m s o n e w f
e a c o p m v e g
s r d m r l e e m
t **w e e k** n n k q
e s f t x k i e d
r t g i w j n n u
d u v m h i g d g
a f t e r n o o n
y u z s b c y w v



36 Bananas



1 these bananas are mine.



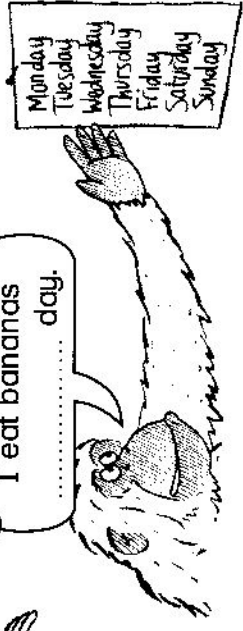
4 I want more bananas.



2 I haven't got bananas.



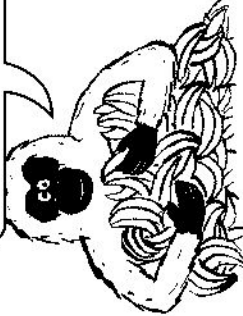
5 I eat bananas day.



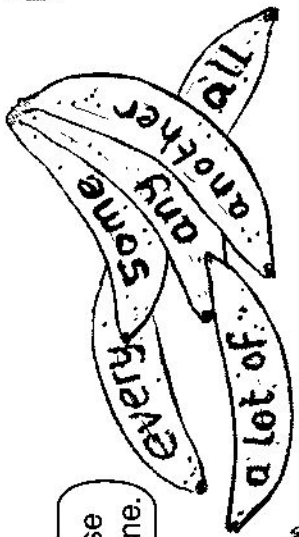
3 Have banana.



6 I've got bananas.



36 Bananas



1 these bananas are mine.



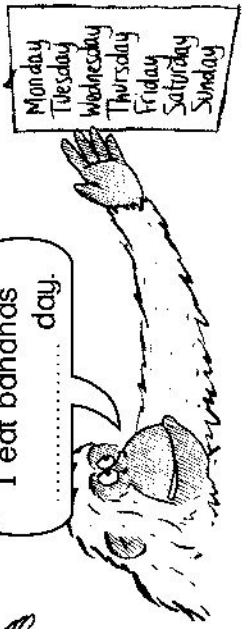
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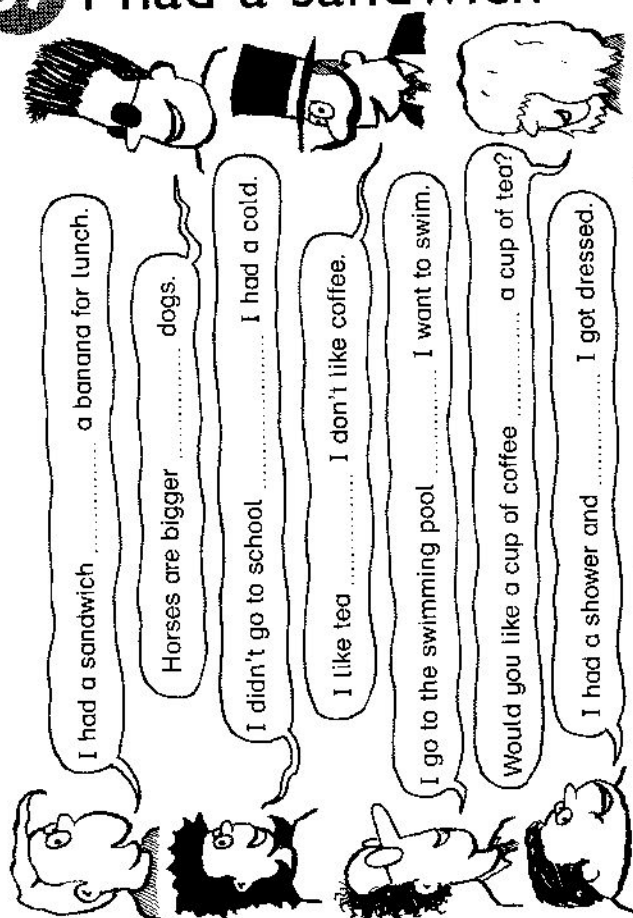
3 Have banana.



6 I've got bananas.

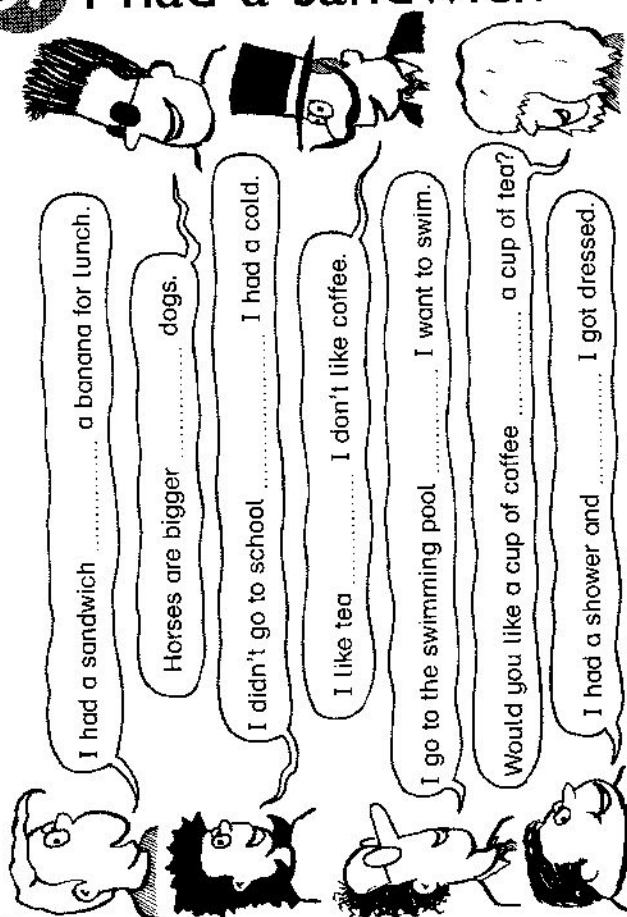


37 I had a sandwich



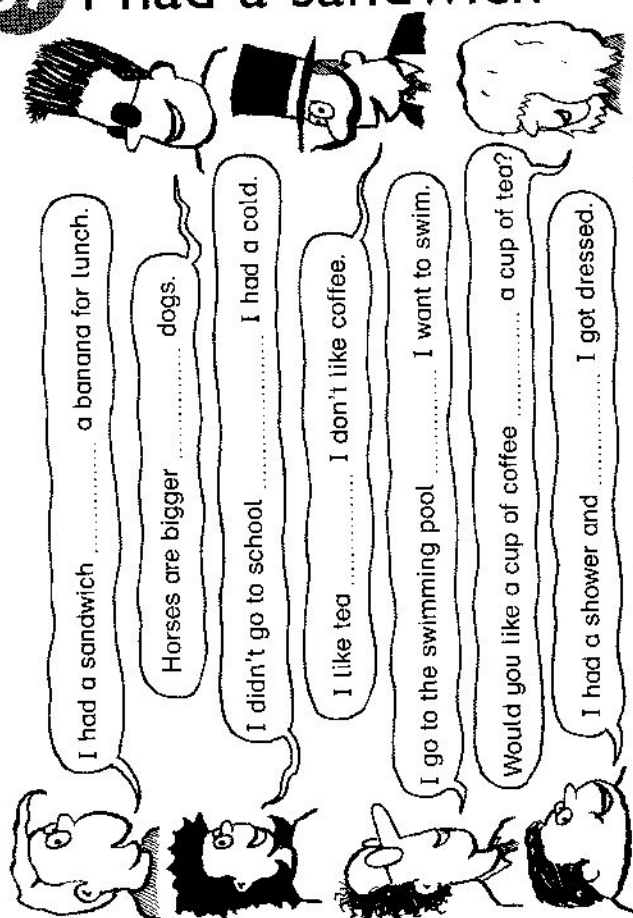
I had a sandwich
 a banana for lunch
 Horses are bigger
 than dogs
 I didn't go to school
 I had a cold
 I like tea
 I don't like coffee
 I go to the swimming pool
 I want to swim
 Would you like a cup of coffee
 a cup of tea
 I had a shower and
 I got dressed

37 I had a sandwich



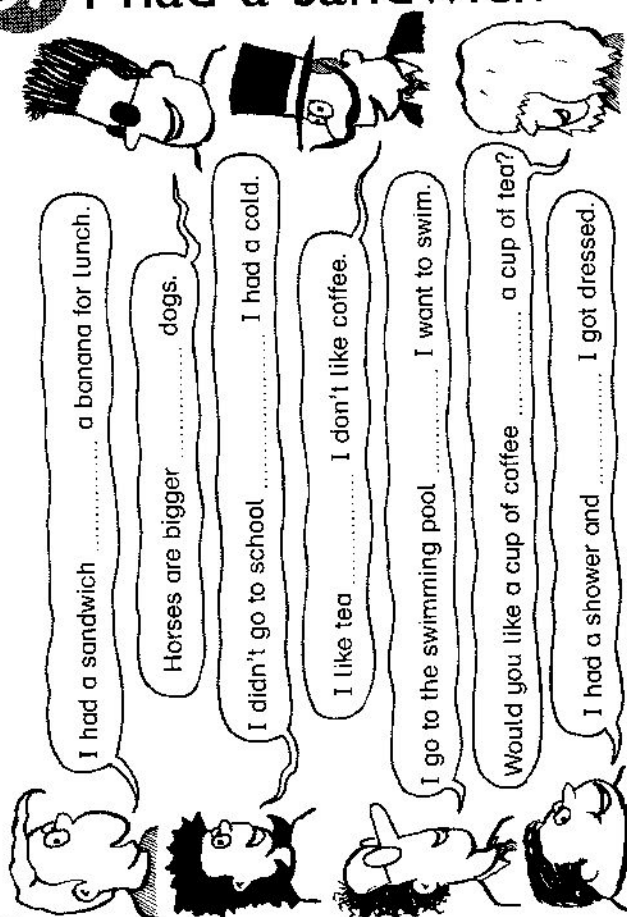
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