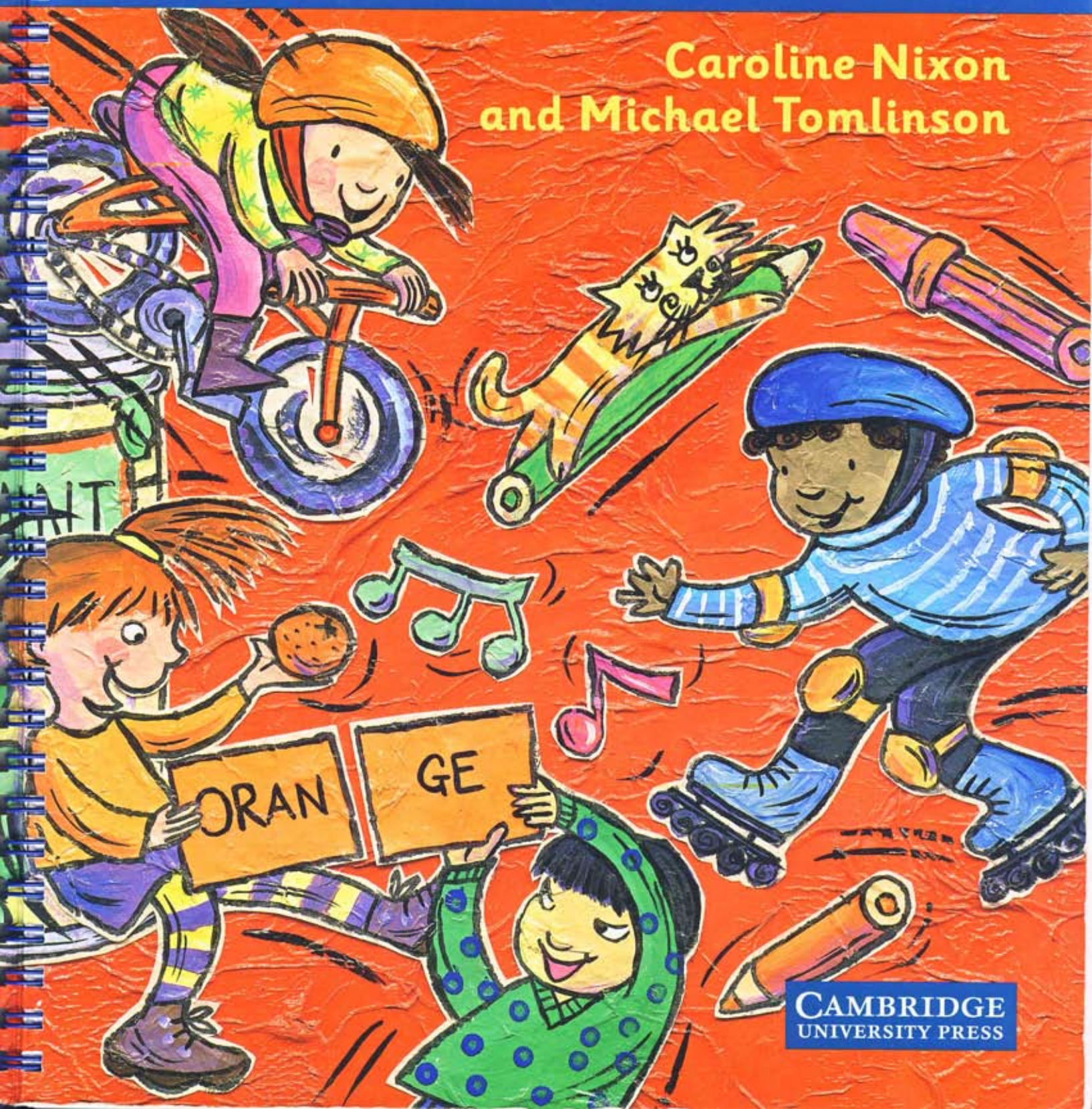


# PRIMARY VOCABULARY BOX

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Word games and activities  
for younger learners

Caroline Nixon  
and Michael Tomlinson



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**Caroline Nixon  
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|                             |   |
|-----------------------------|---|
| Map of the book             | 4 |
| Thanks and acknowledgements | 8 |
| Introduction                | 9 |

### Starting off

|                                |    |                              |    |
|--------------------------------|----|------------------------------|----|
| <b>1.1</b> Body Bingo          | 14 | <b>1.8</b> Wordwheel 1       | 28 |
| <b>1.2</b> Snappy clothes      | 16 | <b>1.9</b> Opposites puzzle  | 30 |
| <b>1.3</b> Picture dictation   | 18 | <b>1.10</b> Toy boxes        | 32 |
| <b>1.4</b> Alphabet dominoes   | 20 | <b>1.11</b> Happy families   | 35 |
| <b>1.5</b> Where's the banana? | 22 | <b>1.12</b> Animal stickers  | 37 |
| <b>1.6</b> On the farm         | 24 | <b>1.13</b> Spell it         | 39 |
| <b>1.7</b> Sky mobile          | 26 | <b>1.14</b> Pairs of squares | 41 |

### Moving on

|                                 |    |                               |    |
|---------------------------------|----|-------------------------------|----|
| <b>2.1</b> Lexi-mix             | 43 | <b>2.8</b> Puppet pieces      | 58 |
| <b>2.2</b> Spin a number        | 45 | <b>2.9</b> The magic pencil   | 60 |
| <b>2.3</b> Picture dominoes     | 47 | <b>2.10</b> All change        | 62 |
| <b>2.4</b> Picture broken words | 50 | <b>2.11</b> Lexical line-up 1 | 64 |
| <b>2.5</b> Clothes maps         | 52 | <b>2.12</b> Beastigram        | 66 |
| <b>2.6</b> In the kitchen       | 54 | <b>2.13</b> Shopping around   | 69 |
| <b>2.7</b> Active adjectives    | 56 | <b>2.14</b> Family circles    | 71 |

### Flying high

|                              |    |                                |     |
|------------------------------|----|--------------------------------|-----|
| <b>3.1</b> Treasure island   | 73 | <b>3.8</b> Categories          | 88  |
| <b>3.2</b> Word maze         | 75 | <b>3.9</b> Wordchain           | 90  |
| <b>3.3</b> Broken words      | 77 | <b>3.10</b> Fabio's timetable  | 92  |
| <b>3.4</b> Lexical line-up 2 | 79 | <b>3.11</b> Free time          | 94  |
| <b>3.5</b> Wordwheel 2       | 81 | <b>3.12</b> The spelling game  | 96  |
| <b>3.6</b> Word quiz         | 83 | <b>3.13</b> Where does it go?  | 99  |
| <b>3.7</b> Word spider       | 86 | <b>3.14</b> Supermarket mix-up | 101 |

### Vocabulary checklists

|                        |     |                         |     |
|------------------------|-----|-------------------------|-----|
| Teaching notes         | 104 | <b>6</b> Food and drink | 110 |
| <b>1</b> Toys          | 105 | <b>7</b> Farm animals   | 111 |
| <b>2</b> The classroom | 106 | <b>8</b> Wild animals   | 112 |
| <b>3</b> The body      | 107 | <b>9</b> In the house   | 113 |
| <b>4</b> Clothes       | 108 | <b>10</b> In the town   | 114 |
| <b>5</b> Action verbs  | 109 |                         |     |

### Wordsearches

|                              |     |                             |     |
|------------------------------|-----|-----------------------------|-----|
| Teaching notes               | 115 | <b>5</b> Adjectives         | 124 |
| Wordsearch key               | 116 | <b>6</b> Wild animals       | 125 |
| <b>1</b> Colours and numbers | 120 | <b>7</b> Furniture          | 126 |
| <b>2</b> In the classroom    | 121 | <b>8</b> Food and drink     | 127 |
| <b>3</b> Clothes             | 122 | <b>9</b> About town         | 128 |
| <b>4</b> Parts of the body   | 123 | <b>10</b> The daily routine | 129 |

### Crosswords

|                             |     |  |     |
|-----------------------------|-----|--|-----|
| Teaching notes              | 130 | <b>5</b> Weather report                    | 137 |
| Crossword key               | 131 | <b>6</b> Months of the year                | 138 |
| <b>1</b> Paint pots         | 133 | <b>7</b> Dress sense                       | 139 |
| <b>2</b> Colours and shapes | 134 | <b>8</b> Jobs                              | 140 |
| <b>3</b> Sum it up          | 135 | <b>9</b> Parts of the body half crosswords | 141 |
| <b>4</b> On the farm        | 136 | <b>10</b> Animals half crosswords          | 143 |

## Activity title

## Vocabulary focus

## Activity type

## Time

## Logistics

## Level 1: Starting off (age approximately 6-8)

|                                |                          |                        |       |                   |
|--------------------------------|--------------------------|------------------------|-------|-------------------|
| <b>1.1</b> Body Bingo          | Parts of the body        | Listening game         | 20    | Whole class       |
| <b>1.2</b> Snappy clothes      | Clothes                  | Make and do, card game | 45    | Small group       |
| <b>1.3</b> Picture dictation   | Transport, numbers 1-6   | Information transfer   | 30    | Whole class/pairs |
| <b>1.4</b> Alphabet dominoes   | a-z, simple nouns        | Matching game          | 20-30 | Small group       |
| <b>1.5</b> Where's the banana? | Fruit                    | Identification         | 40    | Individual        |
| <b>1.6</b> On the farm         | Farm animals             | Make and do, card game | 50    | Small group       |
| <b>1.7</b> Sky mobile          | The sky                  | Make and do            | 60    | Individual        |
| <b>1.8</b> Wordwheel 1         | Colours                  | Matching               | 20    | Individual        |
| <b>1.9</b> Opposites puzzle    | Adjectives and opposites | Matching               | 50    | Individual        |
| <b>1.10</b> Toy boxes          | Toys                     | Make and do            | 30    | Individual        |
| <b>1.11</b> Happy families     | Furniture                | Make and do, card game | 50    | Small group       |
| <b>1.12</b> Animal stickers    | Wild animals             | Matching               | 30    | Individual        |
| <b>1.13</b> Spell it           | The face                 | Letter recognition     | 40    | Individual        |
| <b>1.14</b> Pairs of squares   | Action verbs             | Matching               | 30    | Individual        |



| Activity title                              |                      | Vocabulary focus          |  | Activity type                     | Time  | Logistics                        |
|---|----------------------|---------------------------|--|-----------------------------------|-------|----------------------------------|
| Level 2: Moving on (age approximately 9–10) |                      |                           |  |                                   |       |                                  |
| 2.1   | Lexi-mix             | Rooms                     |  | Memory game                       | 20    | Small group                      |
| 2.2   | Spin a number        | Numbers 0–99              |  | Make and do, game                 | 60    | Pairs                            |
| 2.3   | Picture dominoes     | Simple nouns              |  | Matching game                     | 20–30 | Small group                      |
| 2.4   | Picture broken words | Colours and nouns         |  | Matching and colouring            | 20    | Individual                       |
| 2.5   | Clothes maps         | Clothes, numbers, letters |  | Communication game                | 45    | Pairs                            |
| 2.6   | In the kitchen       | Kitchen vocabulary        |  | Make and do, information transfer | 60    | Individual/pairs                 |
| 2.7   | Active adjectives    | Adjectives and opposites  |  | TPR and crossword                 | 40    | Whole class/individual           |
| 2.8   | Puppet pieces        | Parts of the body         |  | Vocabulary reading puzzle         | 20    | Individual                       |
| 2.9   | The magic pencil     | Classroom vocabulary      |  | Make and do, game                 | 60    | Individual/pairs                 |
| 2.10  | All change           | Simple nouns              |  | Spelling puzzle                   | 30    | Individual                       |
| 2.11  | Lexical line-up 1    | Lexical groups            |  | Classification puzzle             | 30    | Individual/pairs/<br>small group |
| 2.12  | Beastigram           | Animals and alphabet      |  | Reading and writing puzzle        | 60    | Individual                       |
| 2.13  | Shopping around      | Shops and shopping        |  | Memory game                       | 25    | Small group                      |
| 2.14  | Family circles       | Family, gender            |  | Vocabulary reading puzzle         | 20    | Individual                       |

| Activity title  | Vocabulary focus         | Activity type             | Time  | Logistics                        |
|---|--------------------------|---------------------------|-------|----------------------------------|
| <b>Level 3: Flying high (age approximately 11–12)</b> |                          |                           |       |                                  |
| <b>3.1</b> Treasure island                            | Directions               | TPR and reading puzzle    | 50    | Whole class/individual           |
| <b>3.2</b> Word maze                                  | Occupations              | Classification puzzle     | 45    | Individual                       |
| <b>3.3</b> Broken words                               | Adjectives and nouns     | Matching                  | 25    | Individual                       |
| <b>3.4</b> Lexical line-up 2                          | Lexical groups           | Classification puzzle     | 20    | Individual/pairs/<br>small group |
| <b>3.5</b> Wordwheel 2                                | Prepositions and adverbs | Matching                  | 20–30 | Individual                       |
| <b>3.6</b> Word quiz                                  | General knowledge        | Board game, communication | 30    | Small group                      |
| <b>3.7</b> Word spider                                | <i>Do, play and have</i> | Collocations puzzle       | 20    | Individual                       |
| <b>3.8</b> Categories                                 | Lexical groups           | Word classifying game     | 20    | Whole class                      |
| <b>3.9</b> Wordchain                                  | General definitions      | Vocabulary reading puzzle | 30    | Individual                       |
| <b>3.10</b> Fabio's timetable                         | School subjects and days | Cognitive puzzle          | 30–40 | Individual                       |
| <b>3.11</b> Free time                                 | Hobbies                  | Matching, writing         | 30    | Whole class/<br>individual       |
| <b>3.12</b> The spelling game                         | General spelling         | Board game                | 30    | Small group                      |
| <b>3.13</b> Where does it go?                         | Nouns and containers     | Vocabulary reading puzzle | 30    | Individual                       |
| <b>3.14</b> Supermarket mix-up                        | Food and drink           | Cognitive puzzle          | 30    | Individual                       |

### Vocabulary checklists

| Activity title          | Time | Logistics  |
|-------------------------|------|------------|
| <b>1</b> Toys           | 10   | Individual |
| <b>2</b> The classroom  | 10   | Individual |
| <b>3</b> The body       | 10   | Individual |
| <b>4</b> Clothes        | 10   | Individual |
| <b>5</b> Action verbs   | 10   | Individual |
| <b>6</b> Food and drink | 10   | Individual |
| <b>7</b> Farm animals   | 10   | Individual |
| <b>8</b> Wild animals   | 10   | Individual |
| <b>9</b> In the house   | 10   | Individual |
| <b>10</b> In the town   | 10   | Individual |

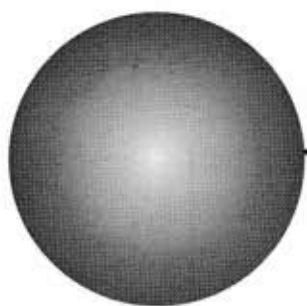


Wordsearches

| Activity title        | Level | Time | Logistics              |
|-----------------------|-------|------|------------------------|
| 1 Colours and numbers | 1     | 20   | Individual/small group |
| 2 In the classroom    | 1-3   | 20   | Individual/small group |
| 3 Clothes             | 2-3   | 20   | Individual/small group |
| 4 Parts of the body   | 2-3   | 20   | Individual/small group |
| 5 Adjectives          | 2-3   | 20   | Individual/small group |
| 6 Wild animals        | 2-3   | 20   | Individual/small group |
| 7 Furniture           | 2-3   | 20   | Individual/small group |
| 8 Food and drink      | 2-3   | 20   | Individual/small group |
| 9 About town          | 2-3   | 20   | Individual/small group |
| 10 The daily routine  | 3     | 20   | Individual/small group |

Crosswords

| Activity title                      | Level | Time | Logistics  |
|-------------------------------------|-------|------|------------|
| 1 Paint pots                        | 1-2   | 15   | Individual |
| 2 Colours and shapes                | 2-3   | 20   | Individual |
| 3 Sum it up                         | 2-3   | 20   | Individual |
| 4 On the farm                       | 2-3   | 20   | Individual |
| 5 Weather report                    | 2-3   | 20   | Individual |
| 6 Months of the year                | 2-3   | 20   | Individual |
| 7 Dress sense                       | 3     | 20   | Individual |
| 8 Jobs                              | 3     | 20   | Individual |
| 9 Parts of the body half crosswords | 3     | 40   | Pairs      |
| 10 Animals half crosswords          | 3     | 40   | Pairs      |



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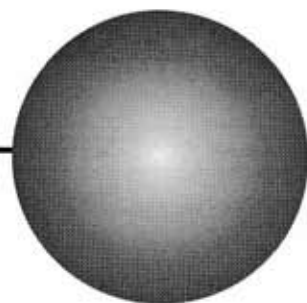
**Cover illustration:** Barbara Vagnozzi

### Dedication

For Lydia and Silvia. CN

For Pablo and Carlota. MT





## Introduction

### What is *Primary Vocabulary Box*?

*Primary Vocabulary Box* is a resource book of supplementary activities for the teaching of vocabulary to younger learners (6–12 years approximately), containing photocopiable worksheets. By 'vocabulary' we mean that we are more interested in the meaning and recognition of words themselves than in their function as part of sentence structure, which we feel would be more rightly defined as grammar.

The book is appropriate for beginner and pre-intermediate level pupils and covers most of the vocabulary found in courses of these levels and the Cambridge Young Learners Tests (UCLES).

The book includes 72 photocopiable games and activities from 10 to 60 minutes' duration, complete with teacher's notes and extension activities for further language practice. It is divided into six sections: three sections of more complex extended activity types grouped according to pupils' levels and ages, a section of vocabulary checklists, a section of wordsearches and a section of crosswords.

The intention here is to provide enjoyable activities which will make both teaching and learning fun, while exploiting younger children's innate capacity to assimilate new information. To this end, the book adopts a non-technical approach and aims to be accessible to native and non-native teachers of English. While there is a selection of activities appropriate to different teaching and learning styles (visual, audio and bodily-kinaesthetic), the emphasis in most of them is on developing reading and writing skills for younger pupils and consolidating lexical knowledge in older ones.

The activities are of different lengths, ranging from ten-minute vocabulary checklists through to 'make and do' activities that may occupy the greater part of the lesson. There are task-based activities, where pupils use English as the vehicle to find the answer to a task or problem without necessarily thinking consciously about the language they are using. This challenge can be highly stimulating for the younger learner. Emphasis has been placed upon the use of puzzles and games, quite simply because they are fun to do. Apart from linguistically-based puzzles and games, cognitive puzzles

have also been included. These are especially useful in that they combine language skills with mathematical reasoning, thus exploiting both left and right hemispheres of the brain and making the learning process more complete.

Some of the activities incorporate an element of competition which can be highly motivating for younger learners as it leads them to use vocabulary more enthusiastically, and increases their desire to do so correctly.

The material encourages the fomentation of learner-training, stimulating deductive reasoning and classification skills. This manifests itself in a variety of activities which variously encourage autonomy, cooperation and social skills which are so important for the development of younger learners.

### Who is *Primary Vocabulary Box* for?

#### Age range

The book has been divided into three levels within the 6–12-year age range. Within each level we have tried to bear in mind the specific needs of each age group. The needs of those six-year olds who cannot yet read or write confidently contrast sharply with those of 11–12-year olds who need a more challenging type of activity. For each activity, we suggest the age range for which it is suitable. However, these ages are intended only as a guide, as children's capacity to do any particular activity will depend largely on their first language, cultural background and the length of time they have been learning English. In all cases, teachers are the best judges of their pupils' ability to carry out an activity successfully, irrespective of their age. The time it takes to do an activity will also vary with the age and ability of the pupils. The amount of time we recommend for each activity should be taken to be the most that a class at the younger age range would need.

#### Level

We have organised the activities in *Primary Vocabulary Box* into three levels. This is intended as a guide to the language abilities pupils will need in order to do the activities. These levels do not refer to any wider EFL standards.



| Level | Section      | Approximate age | Skills   | Focus  |
|-------|--------------|-----------------|--|--|
| 1     | Starting off | 6–8             | Minimal or no writing skills<br>Controlled communication       | Oral or pictographic presentation and reproduction of vocabulary<br>Basic word recognition |
| 2     | Moving on    | 9–10            | Limited reading and writing skills<br>Controlled communication | Understanding and identifying words<br>Initial matching and grouping                       |
| 3     | Flying high  | 11–12           | Intermediate reading and writing skills<br>Freer communication | Cognitive recognition and competent use of vocabulary                                      |

## When to use *Primary Vocabulary Box*

The activities can be used as extra material to back up a coursebook. We suggest they should be used for revision and reinforcement, rather than as an introductory presentation of new vocabulary. The activities are ideal for teachers who work without a coursebook. They can be used on those days when it is not a good idea to start a new topic: the day before a bank holiday, days of high absenteeism due to bouts of illness or extra-curricular activities, etc. They are useful for teachers who have to stand in when the class teacher is absent.

## Using *Primary Vocabulary Box* – tips for teachers

The following suggestions are based on our own experience in the classroom. They are by no means definitive and aim simply to give a few teaching ideas to less experienced teachers.

### Preparation

- The most important thing with any kind of task is to make sure that the pupils have been well prepared beforehand, that they know all the words they will need and that they understand the object of the exercise. Equipping your pupils properly with the necessary linguistic tools to enable them to carry out a task successfully will ensure that it is a challenging and enjoyable one for all. Without the necessary preparation, learners may have a negative learning experience, which will cause them to lose confidence and become frustrated with an activity that, quite simply, they have not got the capacity to do.
- Before starting any activity, demonstrate it. For pairwork activities, choose an individual pupil to help you. Do the

first question of the pairwork task with the pupil for the class to get the idea.

- When you divide the class into pairs or groups, point to each pupil and say, e.g. A–B, A–B, A–B, so they are in no doubt as to what their role is. Try to give simple clear instructions in English. Say, e.g. *As ask the question and Bs answer the question: A–B, A–B, A–B. Then Bs ask the question and As answer the question: B–A, B–A, B–A.*
- Always bring a few extra photocopies of the worksheet to avoid tears if any children do it wrong and want to start again.

### Classroom dynamics

- Try to move around the classroom while explaining or doing the activities, circulating among your pupils. In this way you project an air of confidence, of being in command and of being more accessible to pupils. Moving around the classroom also enables you more effectively to supervise and monitor pupils who may need more attention at times. Movement in the classroom tends to hold pupils' attention better and makes the class more lively and dynamic.
- In the same way that it is a good idea for teachers to move around, it is also advisable to move the pupils around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive groups. For example, weaker pupils could be put next to stronger ones, and more hardworking pupils next to disruptive ones. Pupils might benefit from working with children they may not usually associate with.
- When forming pairs or groups, we suggest that, whenever possible, pupils just move their chairs. For groupwork,

they can bring their chairs around one or two tables, allowing them an easy environment for discussion and written production. For pairwork, they can position their two chairs to face each other. This allows a more realistic eye-to-eye communication situation. This change of seating prepares them for the oral work they are about to begin.

- Certain activities in this book can be used to divide the class into random pairs in a more dynamic way. Give pupils a card and ask them to move around the classroom to find their partner. The activities that lend themselves to this are: 1.2 Snappy clothes, 1.6 On the farm, 1.11 Happy families and 1.12 Animal stickers.

## Noise

- Some activities, especially those that involve pupils speaking and moving around in the classroom, will generate a lot of excitement. In the book we use the symbol below to indicate this type of activity. When children are excited, they tend to be very noisy and may even lapse into their first language to talk about or discuss some aspect of the activity. Although it can be difficult to get used to at first, noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. Regardless of which language they use, if children are sufficiently stimulated by an activity to want to talk about it, then this can only be interpreted as a positive response. You must ensure, however, that only English is used for the completion of specific communication tasks.



## Teaching and learning

- Encourage pupils to use their own resources to try to solve a task. Try to guide pupils towards finding the right answers, rather than supplying them yourself, even if this means allowing them to make mistakes. Making mistakes is a vital part of the learning process, so when pupils are asked to invent their own sentences, stories, etc. we should not expect these to be perfect. Sometimes accuracy must be forfeited for the sake of creativity and enthusiastic participation.
- While recognising that their language input may sometimes be limited, we feel that 'make and do' activities are particularly valid for the younger age groups. They adopt a holistic approach to learning, rather than focusing purely on vocabulary acquisition. By this we mean that certain creative aspects of some of the activities, e.g. colouring in, cutting out, folding paper and sticking,

develop fine motor skills and thus incorporate cross-curricular aspects of learning. These activities foment the enjoyment of language learning, thereby making it more memorable. Children also have something concrete to take home and keep, to show their parents or to display. Teachers can choose to do this sort of activity to coincide with holidays, treats, etc. or as part of a bigger project (seasons, time, nature, etc.).

- Many of the extension activities include ideas for fast finishers. These can be given to those pupils who need an extra task to keep them occupied while the rest of the class finish the main activity. In activities where it is necessary to prepare material, these pupils can be kept busy helping the teacher with cutting out, collecting in and cleaning up.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and children will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.

## Competition

- An element of competition can make many children try harder. However, while a competition can be a good incentive for an otherwise lazy pupil, it can sometimes be demotivating for a less able but ordinarily hardworking one. Before playing a competitive game, it may be useful to explain to children that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to see that when they play a game they can practise and learn more English, so they each win a prize, and that prize is knowledge. Nonetheless, it is always a good idea to balance competitions with other activities to be able to reward or praise individuals according to their needs and performances.
- Competitions can also lead to a lot of noise and overenthusiasm in the classroom. Any discipline problems can, however, be curbed by keeping a running total of points on the board and deducting points for shouting out the answer or rowdiness.

## Display

- Pupils find it extremely motivating to have their work displayed and will generally strive to produce work to the best of their ability if they know it is going to be seen by others. So try to arrange to display pupils' work around the classroom or school whenever possible.



**Portfolios**

- As parents and carers are taking a growing interest in their children's learning, making personal folders is the perfect way for pupils to take their work home so they can show off what they have learnt in their English lessons. The completed worksheets in *Primary Vocabulary Box* are ideal for including in such a personalised portfolio.

**Storage of material**

- To make the flashcards more attractive and appealing to younger learners, it is a good idea to enlarge them, colour them in and laminate them with protective adhesive plastic. In this way you will always have them ready for future use.
- In the same way, it is a good idea to photocopy different sets of the same game onto different coloured card and laminate them with adhesive plastic. These can then be stored for easy retrieval at short notice at a later date.

*Caroline Nixon and Michael Tomlinson, Murcia 2003*





## 1.1

PRIMARY VOCABULARY  
BOX

## Body Bingo

## ACTIVITY TYPE

whole class listening game

VOCABULARY  
FOCUS

parts of the body: *head, knee, toes, arm, hand, fingers, foot, hair, eye, ear, mouth, shoulders, teeth, leg, nose*

## LEVEL

1

## AGE RANGE

6–8

## SKILLS

listening, reading

## TIME

20 minutes (to play twice)

## MATERIALS

two copies of the Teacher's baseboard, a copy of one Pupils' Bingo board per pupil (there are ten boards on the worksheet), three paper squares or a pencil per pupil, scissors (optional)

## Before class

The worksheet consists of one Teacher's baseboard and ten Pupils' Bingo boards. The Teacher's baseboard consists of 15 boxes (3 × 5). Each Pupils' Bingo board has three boxes.

Make two photocopies of the Teacher's baseboard, each on different coloured paper or card. Leave one sheet intact as the baseboard, and cut the other one up into individual pieces and keep these safely in a small bag or envelope.

Make a photocopy of one Pupils' Bingo board per pupil, cutting them into individual boards of three boxes each. If your pupils cannot read, cut off the text from the Bingo boards. If you prefer to use this activity for listening and reading, cut off the pictures from the Bingo boards. Each pupil will need one board and either three paper squares to cover their boxes or a pencil to cross them off.

## In class

- 1 Explain any vocabulary and practise pronunciation if necessary. Give out the Bingo boards and ask your pupils to study them for a few minutes to familiarise themselves with the words.
- 2 Explain that you are going to call out some words and if they have those words on their board, they should cover them with a piece of paper, or cross them off in pencil. Demonstrate if necessary. Explain that when they have covered all three parts on their board they must call out *Bingo!* and say the words back to you to check.
- 3 Start the game by saying *Eyes down* and gesture by bending your head to look at the Teacher's baseboard. Your pupils now have the cue which signals the start of the game. They should be looking at their boards and paying attention.
- 4 Mix up your bag or envelope of words. Take the first one out and read it aloud twice. Place it on the corresponding part of your baseboard and continue in this way.
- 5 Be careful that pupils do not see the Teacher's baseboard in its written form, as this is primarily a listening activity.
- 6 The winner must say the words aloud for you to check on your baseboard. Check the pronunciation.









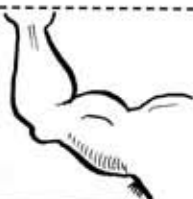





















## Option

Give the winner of the game the Teacher's baseboard and word cards to call out for the class to play again.

## Teacher's baseboard

|         |           |       |     |      |
|---------|-----------|-------|-----|------|
| head    | knee      | toes  | arm | hand |
| fingers | foot      | hair  | eye | ear  |
| mouth   | shoulders | teeth | leg | nose |

## Pupils' Bingo boards

|   |   |   |   |  |   |
|---|---|---|---|--|---|
|     |    |    |    |    |    |
| head  | mouth   | knee  | leg   | mouth  | fingers   |
|   |  |   |  |  |  |
| head  | toes  | arm   | foot  | fingers  | nose  |
|  |  |  |  |  |  |
| leg   | hand  | hair  | hair  | foot   | eye   |
|   |  |  |  |  |  |
| knee  | eye   | hand  | nose  | ear  | shoulders   |
|   |  |  |  |  |  |
| teeth   | ear   | toes  | shoulders   | teeth  | arm   |

## Snappy clothes



### ACTIVITY TYPE

individual 'make and do',  
small group matching card  
game (Snap)

### VOCABULARY FOCUS

clothes: shorts, T-shirt, shirt,  
dress, trousers, skirt, shoes,  
socks, jeans, coat

### LEVEL

1

### AGE RANGE

6–8

### SKILLS

listening, speaking, reading  
(optional)

### TIME

45 minutes

### MATERIALS

an enlarged copy of the  
*Snappy clothes* worksheet,  
one copy of the *Snappy  
clothes* worksheet per pupil,  
crayons, card, scissors, glue

### Before class

Make an enlarged copy of the *Snappy clothes* worksheet, colour the pictures and cut them into flashcards. Make one copy of the *Snappy clothes* worksheet for each pupil. To save time, you can photocopy the worksheets onto white card. If your pupils cannot read, blank out the text with correcting fluid.

### In class

- Pre-teach or revise singular and plural forms with articles of clothing.  
Hold up the flashcard of the dress. Say *Dress, it's a dress*, holding up one finger. Hold up the flashcard of the shoes. Say *Shoes, they're shoes*, holding up two fingers. Repeat the procedure with the other articles of clothing in the activity. Then test individual pupils at random by holding up a picture to elicit the correct response, *It's a skirt, They're socks*, etc. Help pupils by using the finger prompt if necessary.
- Give pupils a copy of the worksheet. Dictate for them to colour:
 

|                               |                            |
|-------------------------------|----------------------------|
| 1 Colour the shorts red.      | 6 Colour the skirt orange. |
| 2 Colour the T-shirt green.   | 7 Colour the shoes brown.  |
| 3 Colour the shirt grey.      | 8 Colour the socks black.  |
| 4 Colour the dress pink.      | 9 Colour the jeans blue.   |
| 5 Colour the trousers yellow. | 10 Colour the coat purple. |
- Pupils glue the sheet onto card, so that they cannot see through the paper, and then cut it into ten playing cards.
- Snap is played in small groups (four to six pupils). Each group will need a pack of cards with at least four sets of cards.
- Demonstrate the game to the class with yourself and a group of three pupils.
- Take four sets of cards, shuffle them and deal the cards out between the players. The players keep their pile of cards face down on the table.
- Start by taking the first card off your pile of cards, turn it over face up and put it in the centre of the table, saying *It's a (dress) or They're (jeans)*. The player on your left does the same, putting the card on top of yours and naming the article of clothing. If the cards match, the first person to say *Snap!* takes the pile of cards and puts them at the bottom of their pile. If the two cards are different, players continue by turning over cards in turn and putting them down as before. The game is over when one person has all the cards (they are the winner).
- Divide the class into small groups. Ensure each group has four sets of playing cards.
- Circulate as they play. Encourage pupils to use English for communicating while they play, by teaching them some essential phrases beforehand, e.g. *Whose turn is it? It's my turn.*

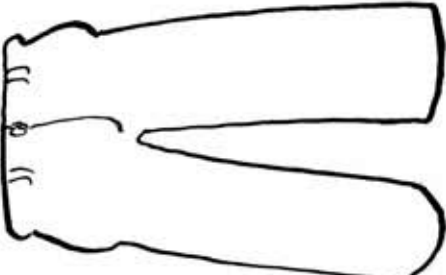
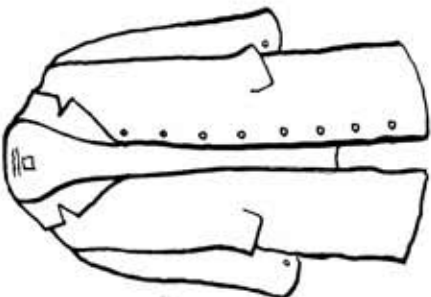
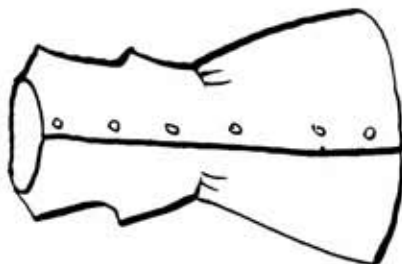
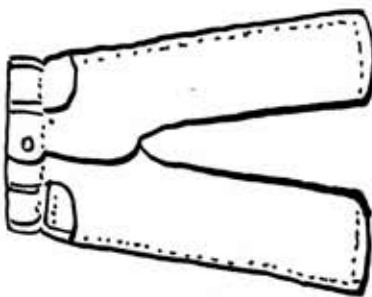
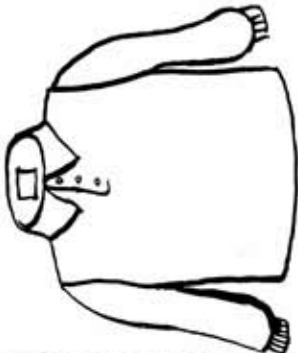

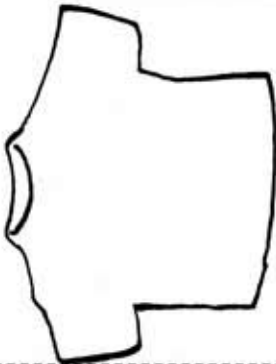


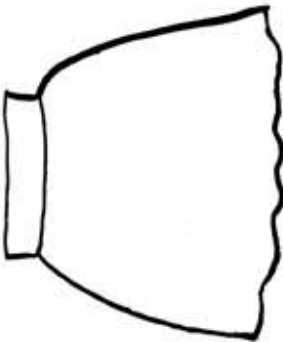
### Option

To save time, children could do the colouring part of the activity in a previous lesson or at home (omit the colour dictation step).

### Note

This game can be played with the card sets from 1.6 On the farm and 1.11 Happy families.



|   |          |  |       |
|---|----------|--|-------|
|    | trousers |    | coat  |
|    | dress    |    | jeans |
|   | shirt    |   | socks |
|  | T-shirt  |  | shoes |
|  | shorts   |  | skirt |

## 1.3

## PRIMARY VOCABULARY BOX

## Picture dictation

## ACTIVITY TYPE

class and pairwork picture dictation and information transfer

## VOCABULARY FOCUS

transport: lorry, car, train, bus, plane, boat

## LEVEL

1

## AGE RANGE

6–8

## SKILLS

listening and speaking

## TIME

30 minutes

## MATERIALS

a copy of the *Picture dictation* worksheet per pupil, an enlarged copy of the *Picture dictation* worksheet, crayons, scissors

## Before class

Make a copy of the *Picture dictation* worksheet for each pupil. Also make an enlarged copy of the *Picture dictation* worksheet, colour the pictures and cut them into flashcards.

## In class

- 1 Revise or pre-teach the vocabulary and structures in the activity, using the flashcards.
- 2 Give pupils a copy of the *Picture dictation* worksheet. Ask them to cut out the picture cards and the baseboard with boxes numbered 1–6. For younger pupils, you may prefer to do this before class.
- 3 Now explain the activity by example. Place your pictures on the baseboard and then dictate to the class to describe what picture you have got in each box. The idea is for pupils to place a picture in the right box as you dictate, e.g.  
*In number 1 there's a car.*  
*In number 2 there's a boat.*  
*In number 3 there's a plane.*  
*In number 4 there's a train.*  
*In number 5 there's a lorry.*  
*In number 6 there's a bus.*

## Note

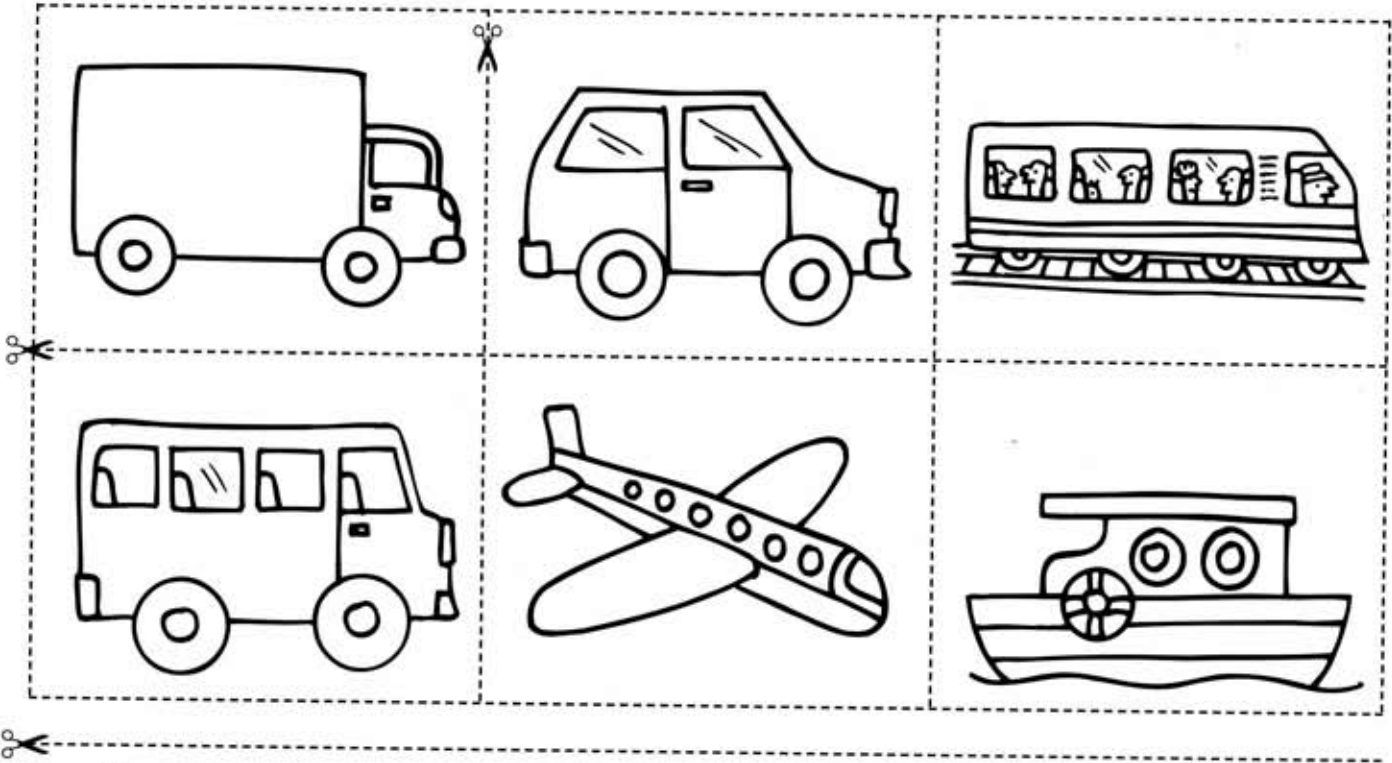
You can change the structure depending on what your class know: *The car is in number 1. / In number 1 I've got a car. / 1 a car.*

- 4 Invite a pupil to place his or her pictures on the baseboard and then dictate to the rest of the class while they place the pictures.
- 5 Arrange the class in pairs: A and B. As place their pictures on the baseboard in secret and then dictate to Bs for them to place their pictures in the right boxes. When they have finished, they compare baseboards. They then change roles.
- 6 Circulate to monitor and check.

## Option

With more confident pupils, you can use the same activity to practise question forms. As place their pictures and Bs ask questions, trying to guess the position of each one, e.g. *Is the car in number 2?* Yes, it is. / No, it isn't.

Picture cards



Baseboard

|   |   |   |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |

# Alphabet dominoes



## ACTIVITY TYPE

small group dominoes game as a matching activity

## VOCABULARY FOCUS

the alphabet a–z and connected vocabulary

## LEVEL

1

## AGE RANGE

6–8

## SKILLS

reading, speaking

## TIME

20–30 minutes

## MATERIALS

a copy of the *Alphabet dominoes* worksheet per small group of pupils, card, glue, scissors, an enlarged copy of the *Alphabet dominoes* worksheet

## Before class

Make a copy of the *Alphabet dominoes* worksheet per small group and stick it onto card. Cut this up into 26 dominoes. If your pupils cannot read, cut off the words. Make one enlarged copy of the set of dominoes and cut up the 26 pictures to make flashcards.







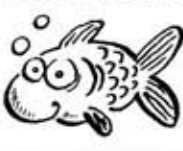




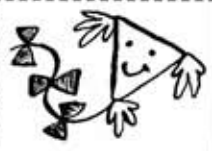
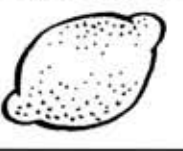


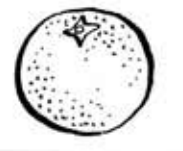










## In class

- 1 Revise or pre-teach the alphabet.
  - a Pupils listen and repeat the letters from a to z after you.
  - b Play a quick game. Ask a pupil to say the letter a. The pupil next to him or her says the letter b. Continue by going round the class asking them to say all the letters of the alphabet in turn. If you wish, you can make it competitive by eliminating pupils who do not say the correct letter.
  - c Take a section of the alphabet, and say the letters in sequence, missing one out, e.g. c, d, e, f, h, i, j, k, l. Pupils must identify the missing letter to score a point.
- 2 Practise the connected vocabulary. Hold up the flashcard of the apple and say *A is for ...* to elicit *apple*. Continue by going through all the pictures in the pack of *Alphabet dominoes*.
- 3 Arrange the class in small groups working around a table.
- 4 Explain the rules. This can be done by example with one small group. Shuffle the dominoes and divide them between the pupils, face up. The player who has the domino with the letter a places it in the middle of the table.
- 5 The player to the left of the dealer starts. He or she puts a card next to the card on the table (either before or after). It must match the letter with a picture which starts with this letter (a – *apple*, or *zebra* – z).
- 6 The player on his or her left continues, and repeats the process. If any one player cannot put a domino down, it is the next player's turn.
- 7 The first person to play all his or her dominoes is the winner. The others continue playing. When all the dominoes have been played, they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.
- 8 Circulate to monitor and check.

## Extension

Divide the class into teams of three to four pupils. Choose a letter and write it on the board. Ask pupils to give you as many words as they can that begin with this letter. You can give them a point for each correct word.



|  |   |   |   |  |   |
|--|---|---|---|--|---|
|    | a |    | b |    | c |
| zebra  |   | apple   |   | book   |   |
|    | d |    | e |    | f |
| cat  |   | door  |   | egg  |   |
|    | g |    | h |    | i |
| fish   |   | goat  |   | hand   |   |
|    | j |    | k |    | l |
| insect   |   | jumper  |   | kite   |   |
|  | m |  | n |  | o |
| lemon  |   | mouse   |   | nose   |   |
|  | p |  | q |  | r |
| orange   |   | pencil  |   | queen  |   |
|  | s |  | t |  | u |
| ruler  |   | sun   |   | tree   |   |
|  | v |  | w |  | x |
| umbrella   |   | violin  |   | window   |   |
|  | y |  | z |  |   |
| X-ray  |   | yo-yo   |   |  |   |

# Where's the banana?

## ACTIVITY TYPE

individual identification game

## VOCABULARY FOCUS

fruit: *banana, apple, pear, orange, strawberry, grapes*  
prepositions: *on, in, under*  
colours

## LEVEL

1

## AGE RANGE

6–8

## SKILLS

reading, listening, speaking

## TIME

40 minutes

## MATERIALS

one copy of the *Where's the banana?* worksheet per pupil,  
six enlarged copies of the fruit pictures, crayons

## Before class

Make one copy of the *Where's the banana?* worksheet for each pupil. Make six enlarged copies of the fruit pictures, to use as flashcards.

## In class

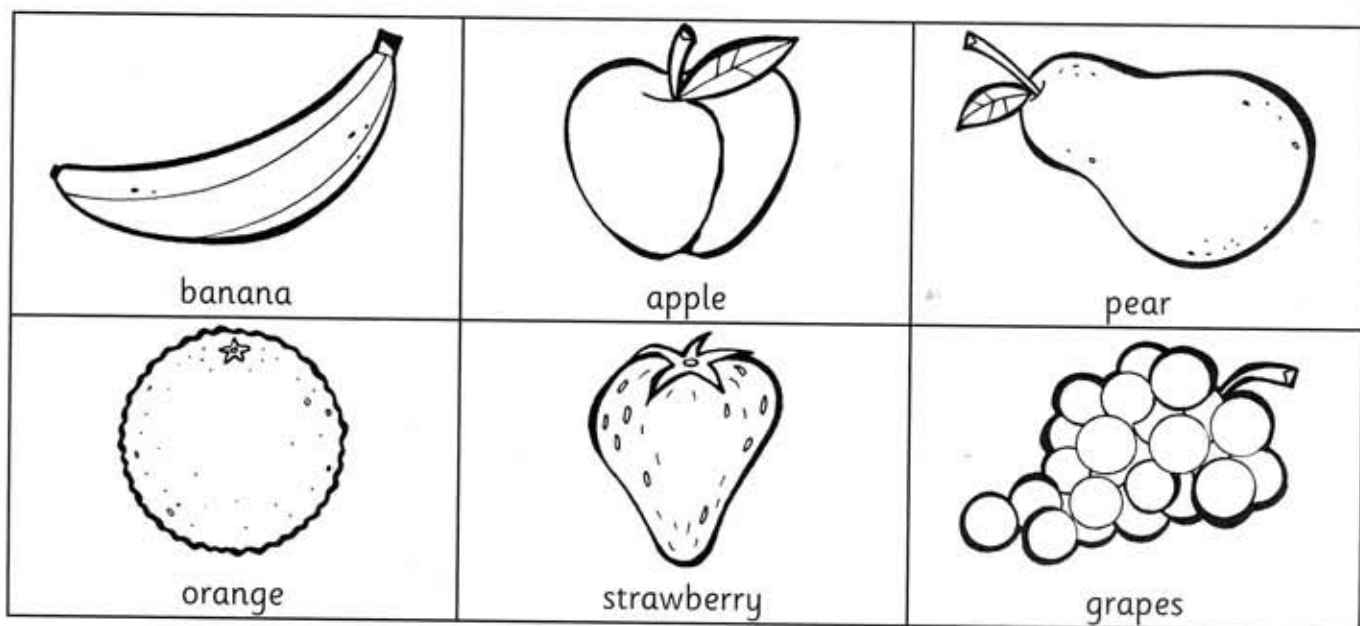
- 1 Draw the following on the board and ask questions about them, to pre-teach or revise the vocabulary: chair, sun, cloud, tree, table, teapot.
- 2 Revise the prepositions using the following drill.
  - a Use your left hand as the base, and with your right hand illustrate the prepositions.  
*on*: place your flat right hand on your clenched left hand  
*in*: place two fingers from your right hand in your clenched left hand  
*under*: place your flat right hand under your clenched left hand
  - b Ask your pupils to stand up and place their hands in the right position, according to your instructions: *on, in* or *under*.
- 3 Practise the fruit vocabulary using enlarged flashcards of the fruit used in the activity. Ask the questions *What's this?* *What are these?* to elicit the answers *It's (an apple).* *They're (grapes).*
- 4 Give out the worksheets and ask pupils to colour the fruit as you dictate:  
*Colour the apple red and green.*  
*Colour the banana yellow.*  
*Colour the strawberry red.*  
*Colour the orange orange.*  
*Colour the pear green.*  
*Colour the grapes purple.*
- 5 Ask pupils to find the fruit in the picnic picture. Once they find each fruit item, they should colour it the same colour as the individual fruit picture, i.e. they should colour the apple red and green, etc.
- 6 Circulate to monitor and help.
- 7 Ask pupils questions and answers to correct, and to check comprehension. Say *Where's the pear?* to elicit *It's on the teapot, etc.*
- 8 Pupils can ask and answer questions in pairs using the structure above: *Where's the ... ?*  
*It's in/on the ...*

## Key

banana: under the chair   apple: under the tree   pear: on the teapot  
orange: in the sun   strawberry: on the table   grapes: in the cloud

# Where's the banana?

Listen and colour.



Find and colour the fruit.



## 1.6

PRIMARY VOCABULARY  
BOX

## On the farm



## ACTIVITY TYPE

individual 'make and do',  
small group matching card  
game

VOCABULARY  
FOCUS

farm animals: cow, bull, hen,  
chick, donkey, goat, duck,  
sheep, horse, dog

## LEVEL

1

## AGE RANGE

6–8

## SKILLS

listening, speaking, reading  
(optional)

## TIME

50 minutes

## MATERIALS

two enlarged copies of the  
*On the farm* worksheet, one  
copy of the *On the farm*  
worksheet per pupil, crayons,  
card, scissors, glue

## Before class

Make two enlarged copies of the *On the farm* worksheet, colour the pictures and cut them into flashcards. Make one copy of the *On the farm* worksheet for each pupil. To save time, you can photocopy the worksheets onto white card. If your pupils cannot read, blank out the text with correcting fluid.

## In class

- 1 Pre-teach or revise singular and plural forms with farm animals.

Hold up a cow flashcard. Say *Cow, it's a cow*, holding up one finger. Hold up two cow flashcards. Say, *Cows, they're cows*, holding up two fingers. Repeat the procedure with the other animals in the activity. Pay special attention to the plural form of *sheep* (*sheep*). Then test individual pupils at random by holding up flashcards to elicit the correct response: *It's a sheep, They're bulls*, etc. Help pupils by using the finger prompt if necessary.

- 2 Give pupils a copy of the worksheet. Dictate for them to colour the animals:

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1 Colour the cow brown.    | 6 Colour the goat grey.           |
| 2 Colour the sheep yellow. | 7 Colour the dog black and white. |
| 3 Colour the donkey grey.  | 8 Colour the horse brown.         |
| 4 Colour the bull black.   | 9 Colour the hen red.             |
| 5 Colour the chick yellow. | 10 Colour the duck orange.        |

- 3 Pupils glue the sheet onto card, so that they cannot see through the paper, and then cut it into ten playing cards.
- 4 Demonstrate the game to the class with a group of four pupils. Using a big table or the floor, spread your two sets of flashcards out, face down.
- 5 In turn, pupils turn over two cards, one at a time, to find a matching pair. They should name each animal as they turn the card over, saying *It's a ...*
- 6 If the two upturned cards do not match, the pupil turns them face down again in their original position and the next pupil continues in the same way. When pupils find a pair, they must say the sentence: *They're ...* They can then keep the pair of cards and have another go.
- 7 They continue until no cards are left on the table. The winner is the pupil with the most pairs.
- 8 Divide the class into small groups. Each group will need two sets of playing cards.
- 9 Circulate as they play. Encourage pupils to use English for communicating while they play, by teaching them essential phrases beforehand, e.g. *Whose turn is it? It's my turn. How many pairs have you got? You're the winner.*


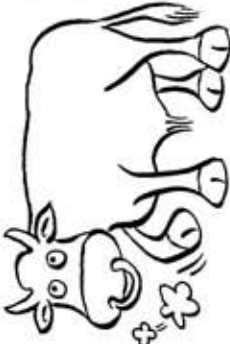
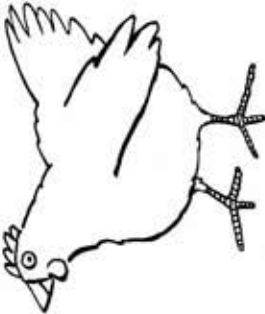
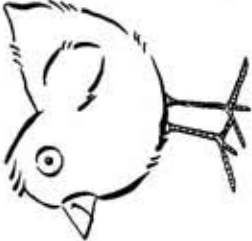
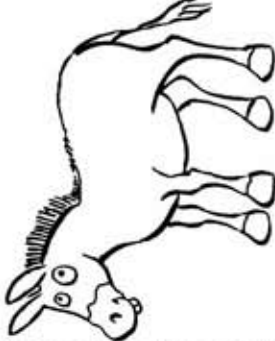





## Option

To save time, children could do the colouring part of the activity in a previous lesson or at home (omit the colour dictation step).

## Note

This game can be played with the card sets from 1.2 Snappy clothes and 1.11 Happy families.



|  |  |   |  |  |
|--|--|---|--|--|
|   |   |   |   |   |
| cow  | bull   | hen   | chick  | donkey   |
|  |  |  |  |  |
| goat   | duck   | sheep   | horse  | dog  |

## 1.7

## PRIMARY VOCABULARY BOX

## Sky mobile

## ACTIVITY TYPE

individual 'make and do' and matching

## VOCABULARY

## FOCUS

the sky: *day, night, the sun, a cloud, the moon, a star, light, dark*

## LEVEL

1

## AGE RANGE

6–8

## SKILLS

listening, speaking, reading  
(word recognition)

## TIME

60 minutes

## MATERIALS

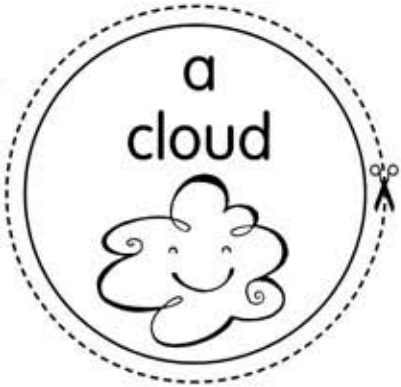
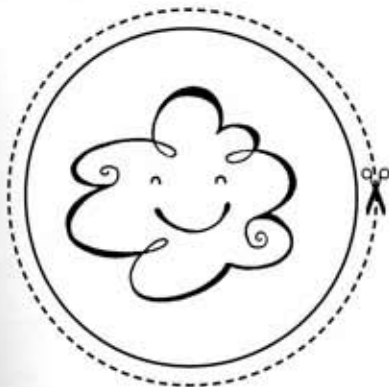
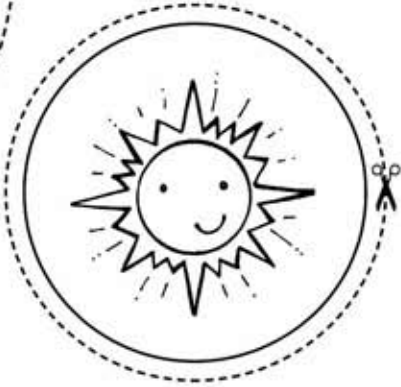
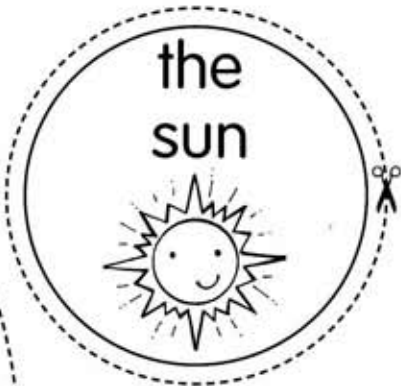
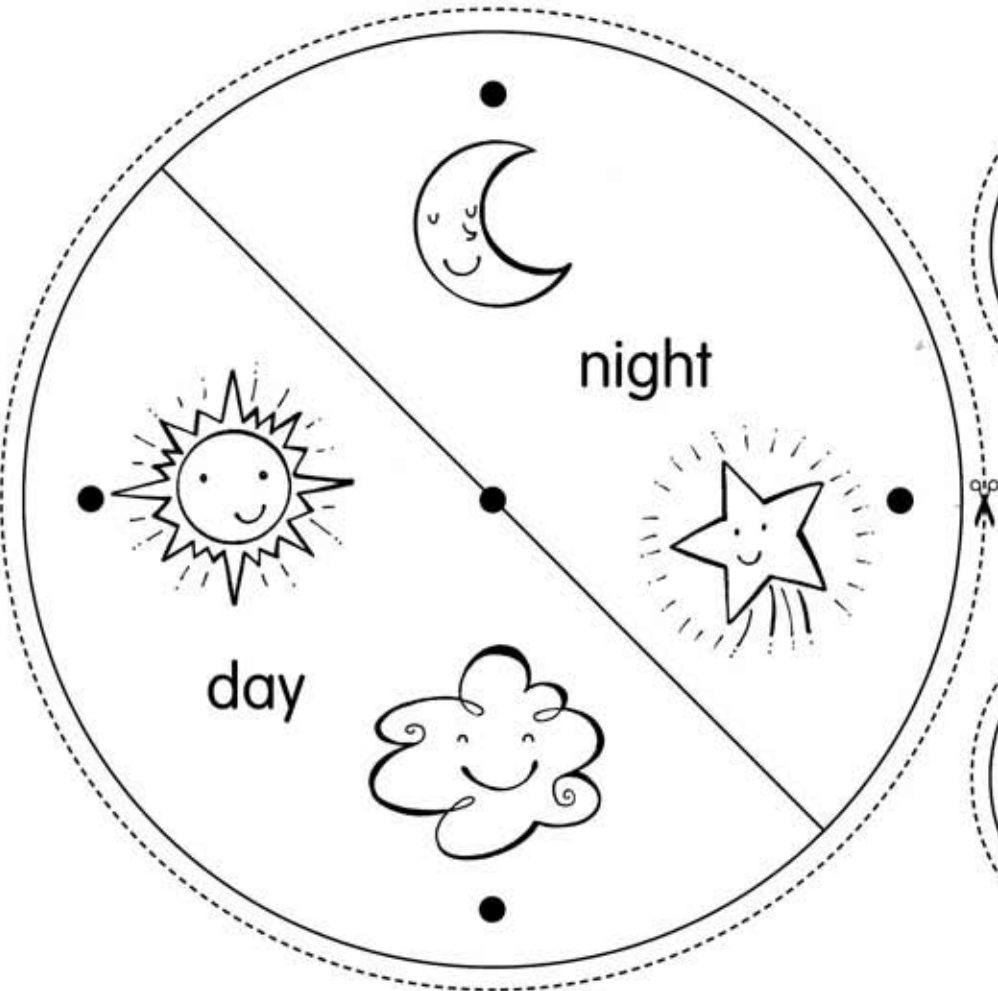
one copy of the *Sky mobile* worksheet per pupil, a piece of card (A4) per pupil, crayons (light blue, dark blue, yellow and grey), scissors, glue, clear sticky tape, thread, string

## Before class

Make one copy of the *Sky mobile* worksheet and cut two lengths of thread (approximately 45 cm) and one length of string for each pupil. Make a *sky mobile* to take into class.

## In class

- 1 Pre-teach or revise the vocabulary in the activity, drawing simple pictures on the board. Ask *What colour's the sky/the sun/the moon?* to elicit a collective response. Repeat with *a cloud* and *a star*, checking the correct use of articles. Explain *light* and *dark* by holding up different shades of the same colour crayon and switching the light on and off. Ask individual pupils *Is it dark at night? Is it light at night?* Repeat the questions with *during the day*. Ask *What colour's the sky at night?* to elicit *Dark blue*. Repeat with *during the day* to elicit *Light blue*. With more competent pupils, you can ask *When can we see the sun/the moon/stars/clouds?* to elicit *(At) night* and *(During the) day*.
- 2 Hold up the sky mobile that you have previously made and tell your pupils that they are going to make one.
- 3 Give pupils a copy of the worksheet. Say *Colour the clouds grey. Colour the stars yellow. Colour the sun yellow. Colour the moon yellow*. Draw pupils' attention to the big circle depicting the sky. Point to one semi-circle and ask them if it is day or night and wait for the collective response. Say *Colour day light blue and colour night dark blue*, pointing to the different parts of the circle in turn.
- 4 Demonstrate by example. Pupils roughly cut out the big circle (day and night) and stick it onto card before proceeding to cut around the broken line.
- 5 Pupils then cut out the small circles, following the cut lines. While they are doing this, pierce holes in the points marked on the big circles with a sharp instrument (e.g. the point of scissors or a compass). Do not allow your pupils to attempt to do this, as they will probably cut themselves.
- 6 Show pupils that they must match the pictures in the small circles to the pictures and words in the small circles and stick them back to back, so that the pictures face outwards.
- 7 Show pupils how to thread two pieces of thread through the points in the big circle so that the ends of each piece come down through two opposite holes (across the dividing line). Pupils then stick the ends of the thread to the small pictures with pieces of clear sticky tape, so that the sun and the cloud hang from the day side, and the moon and the star hang from the night side. In this way pupils can pull the pictures down, longer or shorter, depending on whether they want to make it day or night.
- 8 Circulate as they carry out the various steps of the task to monitor and help. As pupils finish their mobiles, thread and knot string through the centre point to hang them up.
- 9 Display the mobiles in the classroom before giving them to pupils to take home.



# Wordwheel 1

## ACTIVITY TYPE

individual matching puzzle

## VOCABULARY FOCUS

colours: orange, red, grey, green, brown, blue, pink, black, yellow, purple

## LEVEL

1

## AGE RANGE

6–8

## SKILLS

reading, speaking

## TIME

20 minutes

## MATERIALS

a copy of the *Wordwheel 1* worksheet per pupil, an enlarged copy of the wordwheel, crayons, scissors, glue

## Before class

Make a copy of the *Wordwheel 1* worksheet per pupil. Prepare an enlarged copy of the wordwheel, colouring the circles appropriately, for demonstration in class.

## In class

- 1 Pre-teach or revise the colours.
- 2 Give each pupil a photocopy and show them your prepared worksheet. By demonstration ask them to do the following.
  - a Colour the small circles appropriately.
  - b Cut out the big circle.
  - c Cut the big circle into ten different cards, using the cut lines as guides.
  - d Jumble up the cards.
- 3 Ask pupils to match the coloured circles to the colour words to form a wheel.
- 4 Check answers by asking pupils to read the colours out in order.
- 5 Ask pupils to stick their finished wordwheel into their notebooks.

## Option

You may prefer to make class sets on card and laminate them.

## Extension

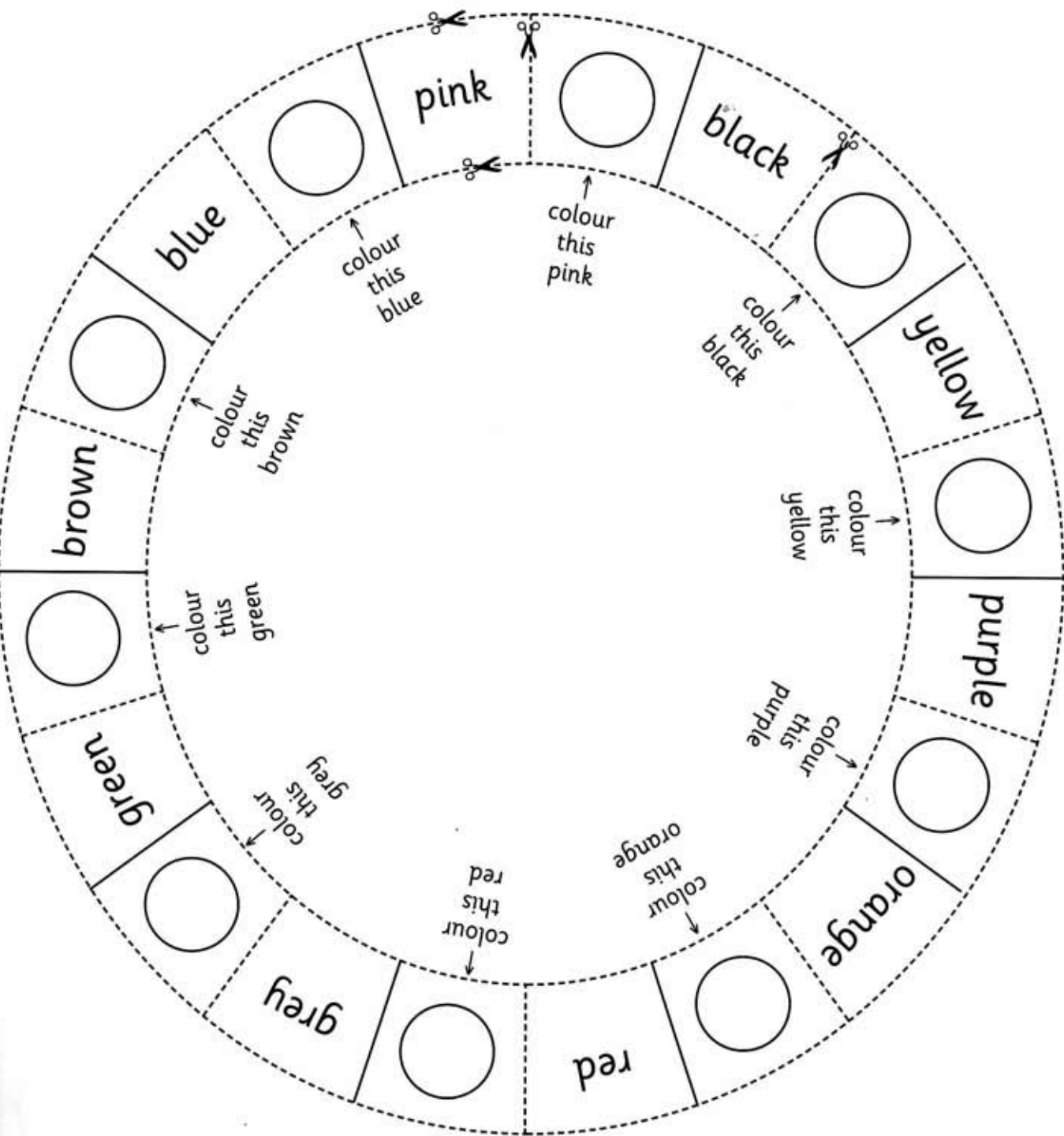
Have a colour quiz. Divide the class into pairs and give each pair a sheet of paper. By demonstration on the board, ask pupils to write numbers 1–10 down the paper, leaving space to write or colour the correct answers (depending on whether or not they can write proficiently).

Pupils write or colour the answers as you say:

- Number 1 What colour's the sky? (blue)  
 Number 2 What colour's a carrot? (orange)  
 Number 3 What colour's an elephant? (grey)  
 Number 4 What colour's a tree? (green and brown)  
 Number 5 What colour's a strawberry? (red)  
 Number 6 What colour's a cloud? (white or grey)  
 Number 7 What colour's the sun? (yellow)  
 Number 8 What colour's a pear? (green or yellow)  
 Number 9 What colour's a panda? (black and white)  
 Number 10 What colour's a monkey? (brown)

Pupils give their answer sheets to the pair on their left to correct collectively. Give one point for each correct answer.

Cut and match.





## Opposites puzzle

### ACTIVITY TYPE

individual 'make and do',  
matching puzzle

### VOCABULARY FOCUS

adjectives: *big, small, hot, cold, fat, thin, wet, dry, happy, sad, dirty, clean*

### LEVEL

1

### AGE RANGE

6–8

### SKILLS

listening, speaking, reading  
(optional)

### TIME

50 minutes

### MATERIALS

an enlarged copy of the  
*Opposites puzzle* worksheet,  
a copy of the *Opposites  
puzzle* worksheet per pupil,  
crayons, card, scissors, glue,  
a glass of water, a paper  
towel

### Before class




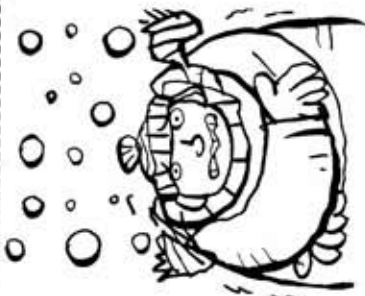

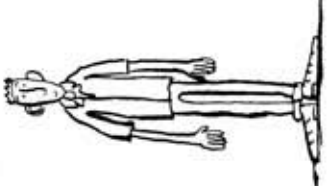
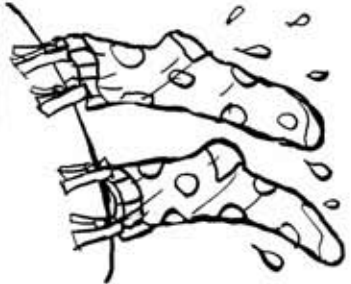
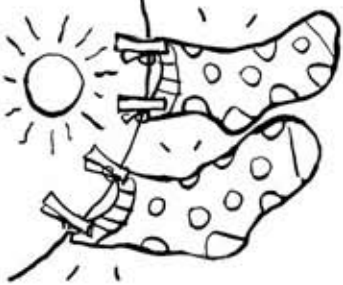

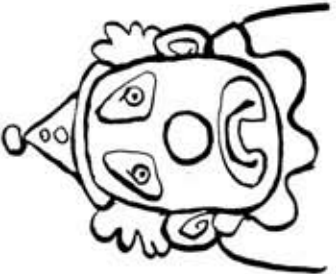
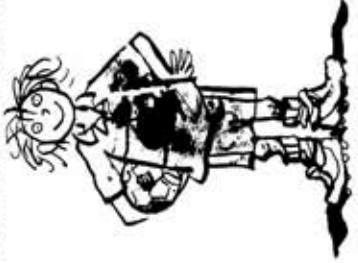
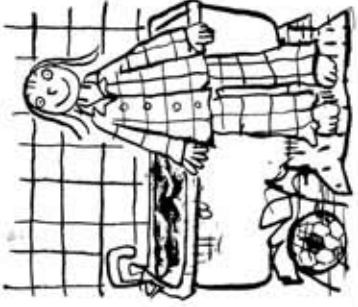
Make an enlarged copy of the *Opposites puzzle* worksheet, colour the pictures and cut them into flashcards. Make one copy of the *Opposites puzzle* worksheet for each pupil. If your pupils cannot read, first erase the text with correcting fluid.

### In class

- 1 Pre-teach or revise the adjectives with the flashcards or realia.
  - a Dip a finger in the glass of water, hold it up and say *Wet, my finger's wet*. Dry your finger on the paper towel and say *Dry, my finger's dry*.
  - b Hold up a flashcard. Say *Are the socks wet? Are the socks dry?* Repeat the procedure with the other flashcards.
  - c Stand facing the class (or ask a pupil to do so), saying *Front*, and turn your back on the class, saying *Back*. Do this a few times and then introduce the concept of 'opposite'. Face the class and say *Wet*. Turn with your back to the class and ask *What's the opposite of 'wet'?* to elicit *Dry*. Test individual pupils at random by asking the question with different adjectives that they know and with those in the activity.
- 2 Give pupils a copy of the worksheet. Pupils glue the sheet onto card and then cut it into twelve puzzle pieces. They jumble up the pieces.
- 3 Demonstrate the puzzle to the class. Using a big table or the floor, spread your set of flashcards out, face up. Find the opposite adjectives and match the pairs.
- 4 Pupils then do the puzzle individually to match their pairs of adjectives. They should repeat each adjective as they make a pair, saying *The opposite of ... is ...*
- 5 Circulate to monitor and check.

### Option

Pupils work in pairs to ask and answer questions with *What's the opposite of ... ?*

|  |  |   |  |
|--|--|---|--|
|    |   |    |    |
| big  | small  | hot   | cold   |
|   |   |   |   |
| fat  | thin   | wet   | dry  |
|  |  |  |  |
| happy  | sad  | dirty   | clean  |

## Toy boxes

### ACTIVITY TYPE

individual 'make and do'

### VOCABULARY

#### FOCUS

toys: ball, doll, car, bike, kite, skate  
colours

### LEVEL

1

### AGE RANGE

6–8

### SKILLS

reading, writing

### TIME

30 minutes

### MATERIALS

an enlarged copy of the *Toy boxes* baseboard, one copy of each of the two *Toy boxes* worksheets per pupil, crayons, pencils, scissors, glue

### Before class

Make an enlarged copy of the *Toy boxes* baseboard, colour the pictures and cut them into flashcards. Make a copy of each of the *Toy boxes* worksheets for each pupil.

### In class

- 1 Practise or pre-teach the toy vocabulary with the flashcards or realia. Give pupils the baseboard worksheet and say *Point to the ball*, *Point to the skate*, etc. to check that they recognise the vocabulary. When they are more confident, ask a pupil to give the instructions. Continue in this way until your pupils can both recognise and reproduce the words.
- 2 Pupils colour the toys as you dictate:  
*Colour the ball blue.*  
*Colour the doll orange.*  
*Colour the skate red.*  
*Colour the kite green.*  
*Colour the bike yellow.*  
*Colour the car pink.*
- 3 Pupils cut round the edge of the boxes, leaving them with one complete picture baseboard with six boxes.
- 4 Give pupils the second worksheet (Word boxes) and ask pupils to trace the words by joining the dots. Ask them to read them aloud to practise pronunciation.
- 5 Pupils cut out the six word boxes.
- 6 Pupils glue the word boxes onto the baseboard. They must stick only along the top ('stick here') so that they can later lift the flaps to see the pictures below.
- 7 Pupils now have their toy boxes. They can be displayed in the classroom as a constant vocabulary reminder, or taken home to show with great pride to their parents.

### Option

Omit step 2 (colour dictation). Pupils colour the toys as they wish. At the end of the activity, divide the class into pairs to ask and answer questions. They must guess the colour of their partner's toys, e.g.

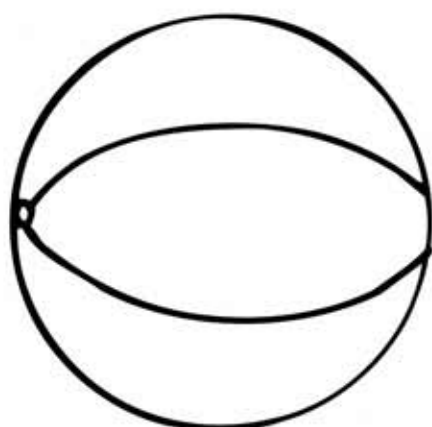
*Is your car red? Is your car green?*

Their partner can lift the flap to reveal the colour.

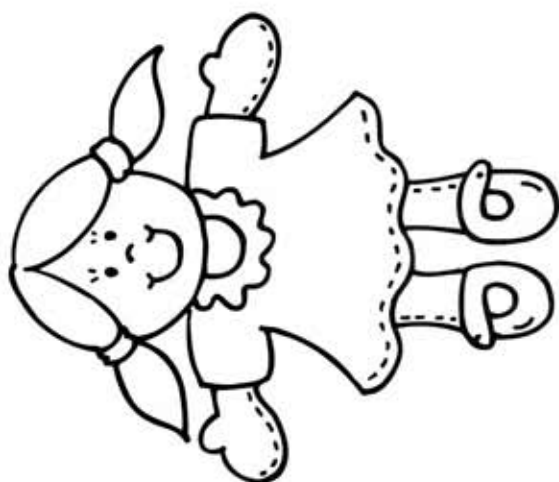
Set a time limit (five minutes) so that both pupils ask and answer.

## Baseboard

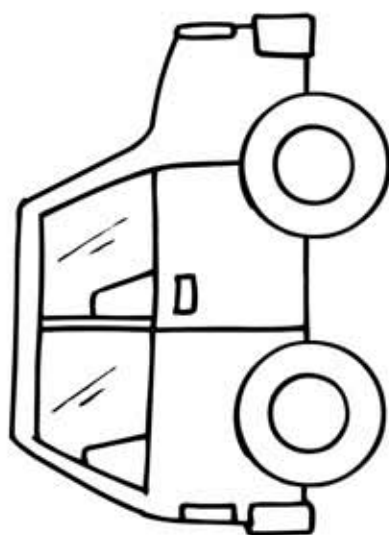
stick here



stick here



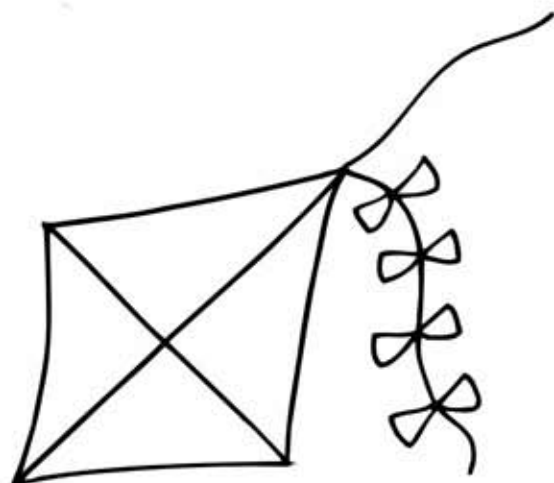
stick here



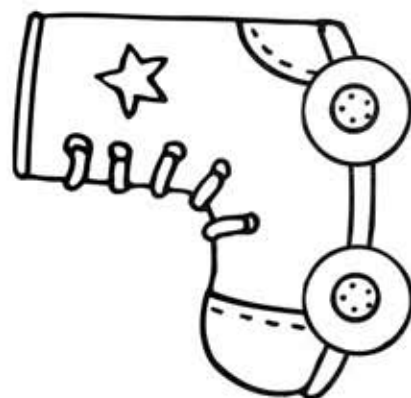
stick here



stick here



stick here



## Word boxes

car

car

skate

skate

doll

doll

kite

kite

ball

ball

bike

bike



## PRIMARY VOCABULARY BOX

1.11

## Happy families



## ACTIVITY TYPE

individual 'make and do',  
small group card game  
(Happy families)

VOCABULARY  
FOCUS

furniture: table, bed, chair,  
picture, sofa, armchair, rug,  
lamp, cupboard, shelf

## LEVEL

1

## AGE RANGE

6–8

## SKILLS

listening, speaking, reading  
(optional)

## TIME

50 minutes

## MATERIALS

one enlarged copy of the  
*Happy families* worksheet,  
one copy of the *Happy  
families* worksheet per pupil,  
crayons, card, scissors, glue

## Before class

Make an enlarged copy of the *Happy families* worksheet, colour the pictures and cut them into flashcards. Make one copy of the *Happy families* worksheet per pupil. To save time you can photocopy the worksheets onto white card. Each game set requires four of each card. If your pupils cannot read, first erase the text with correcting fluid.

## In class

- 1 Pre-teach or revise the furniture names, using the flashcards or realia.
- 2 Give pupils a copy of the worksheet. Dictate for pupils to colour the cards:
 

|                               |                              |
|-------------------------------|------------------------------|
| 1 Colour the bed green.       | 6 Colour the picture pink.   |
| 2 Colour the sofa yellow.     | 7 Colour the table brown.    |
| 3 Colour the lamp black.      | 8 Colour the chair grey.     |
| 4 Colour the shelf purple.    | 9 Colour the rug red.        |
| 5 Colour the armchair orange. | 10 Colour the cupboard blue. |
- 3 Pupils glue the sheet onto card, so that they cannot see through the paper, and then cut it into ten playing cards.
- 4 Happy families is played in groups of four to six. Each group needs four sets of cards.
- 5 Demonstrate the game by example, with yourself and three other pupils.
- 6 Take the four sets of cards, shuffle them and deal them out between the players. The players now look at their cards.
- 7 The aim of the game is to collect families (four of the same card). This is done by asking another player for cards: *Have you got a/an ..., please?*
- 8 If a player has this card, he or she must give it, saying *Yes, I have*. If they have not got the card, he or she replies *No, I haven't* and the next person has their turn.
- 9 Once a player has a set of four, he or she places it on the table.
- 10 The game is over when any player has no cards left (they have all been used to form sets). The winner is the player with the most sets.
- 11 Divide the class into small groups. Ensure each group has four sets of playing cards.
- 12 Circulate as they play. Encourage pupils to use English for communicating while they play, by teaching them some essential phrases beforehand, e.g. *Whose turn is it? It's my turn.*

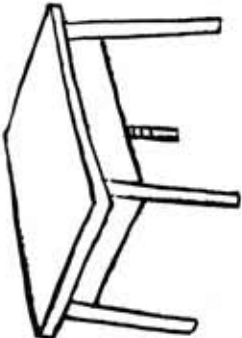
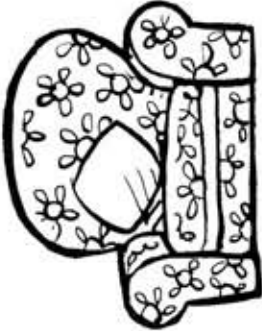


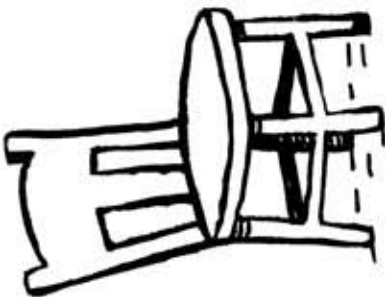

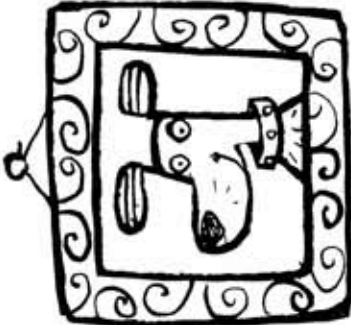
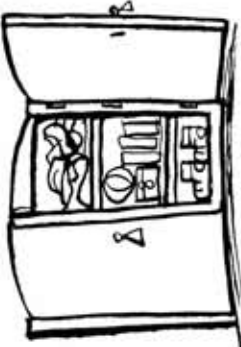


## Options

To save time, children could do the colouring part of the activity in a previous lesson or at home (omit the colour dictation step).

The worksheets can be photocopied onto different coloured paper or card so that pupils have to collect one furniture item of each colour to make sets of all four colours.

## Note

This game can be played with the card sets from 1.2 Snappy clothes and 1.6 On the farm.

|   |                |  |                 |
|---|----------------|--|-----------------|
|  | <p>table</p>   |  | <p>armchair</p> |
|  | <p>bed</p>     |  | <p>rug</p>      |
|  | <p>chair</p>   |   | <p>lamp</p>     |
|    | <p>picture</p> |    | <p>cupboard</p> |
|    | <p>sofa</p>    |    | <p>shelf</p>    |

# PRIMARY VOCABULARY BOX

# 1.12

## Animal stickers

### ACTIVITY TYPE

individual matching activity

### VOCABULARY FOCUS

wild animals: *panda, penguin, snake, tiger, monkey, elephant, giraffe, lion, zebra*

### LEVEL

1

### AGE RANGE

6–8

### SKILLS

reading

### TIME

30 minutes

### MATERIALS

an enlarged copy of the *Animal stickers* worksheet, a copy of the *Animal stickers* worksheet per pupil, card, glue, scissors, crayons

### Before class

Make an enlarged copy of the *Animal stickers* worksheet, colour the pictures, stick the sheet onto card, and cut out the pictures to make nine flashcards. Make a copy of the *Animal stickers* worksheet for each pupil.

### In class

- 1 Ask pupils about the animals on your flashcards. Hold up the first flashcard and ask *What's this?* to elicit *(It's) a ...*
- 2 Continue asking questions about the other flashcards to practise the vocabulary.
- 3 Give out a copy of the worksheet to each pupil. Draw your pupils' attention to the boxes with the text at the foot of the page and ask them to read the information in silence. When the class have finished reading, point to the first picture and say *Is it a panda?* in a questioning tone. Repeat the process by reading out the text in other boxes until you elicit the correct response, *It's a tiger.*
- 4 When pupils understand the activity, ask them to cut out the boxes with the text and stick them under the right pictures, individually.
- 5 Circulate to monitor and help.
- 6 Once pupils have finished, they can colour in the pictures.
- 7 The activity can be corrected individually by the teacher, or collectively by asking pupils to read out the text in the correct order. Alternatively you can practise the question–answer form, *What's number 1? It's a ... What's number 8? It's a ...*

### Extension

In the next class, you can play a whole class or group 'mingling' game (depending on the size of your class).

Pupils cut out the nine 'stickers' (animal pictures with words).

Divide the class into groups of five to six pupils. One pupil from each group collects all the stickers, shuffles them and gives out nine stickers to each pupil.

Pupils then mingle and swap stickers with other pupils from their group to make a complete set of nine again. They must ask *Have you got a ...? Can I have a ...?* and answer *Here you are* or *No, sorry.*

Pupils only give stickers in exchange for another.



|         |         |          |
|---------|---------|----------|
| panda   | penguin | snake    |
| tiger   | monkey  | elephant |
| giraffe | lion    | zebra    |

PRIMARY VOCABULARY  
BOX

1.13

# Spell it

**ACTIVITY TYPE**

individual letter recognition  
and matching game

**VOCABULARY  
FOCUS**

parts of the face: *eye, ear,  
nose, mouth*

**LEVEL**

1

**AGE RANGE**

6–8

**SKILLS**

reading (letter recognition)

**TIME**

40 minutes

**MATERIALS**

a copy of the *Spell it*  
worksheet per pupil, crayons,  
scissors, glue

**Before class**

Make one copy of the *Spell it* worksheet for each pupil.

**In class**

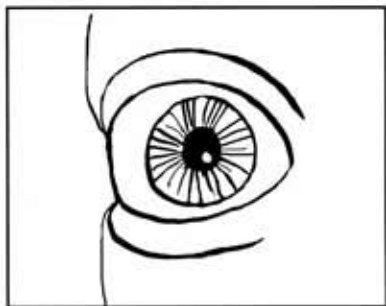
- 1 Pre-teach or revise the parts of the face, pointing to each in turn and asking *What's this?* to elicit a collective response. Test individual pupils at random by saying *Touch your nose*, *Touch your eye*, etc.
- 2 Give pupils a copy of the worksheet. Ask pupils to colour the letter cards at the bottom of the page yellow, in a way that the letters can still be clearly seen. (This is so that the letter cards in the finished activity can be easily differentiated from the letters on the baseboard.) Ask pupils to cut the coloured letter cards up into individual letters.
- 3 Demonstrate the game to the class. Using a big table or the floor, spread a set of letters out, face up. Find the letters that form the words next to the pictures and cover each letter of the words with the same yellow one.
- 4 Pupils then play individually to match their letters to the words.
- 5 Circulate as they play to monitor and check. Where the wrong letters have been selected, prompt pupils to elicit the correct selection by drawing their attention to the similarities in the letter shapes, even asking them to trace the letter with their finger to 'feel' it if necessary, rather than giving the answer.

**Extension**

Pupils can transfer the face words to their notebooks, stick the letters onto the page and draw the pictures next to them.



## Baseboard



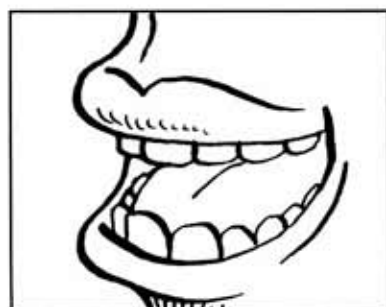
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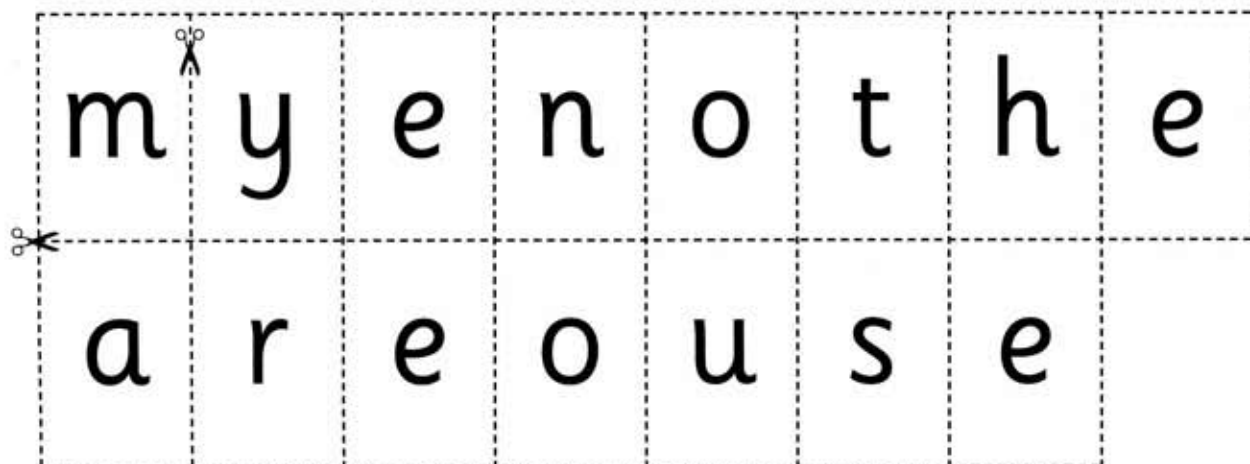
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|---|---|---|---|---|



## Letter cards



# Pairs of squares



## ACTIVITY TYPE

individual matching and colouring activity

## LANGUAGE FOCUS

action verbs: *walk, run, swim, skip, ski, skate, dance, play tennis, jump, ride a bike*

## LEVEL

1

## AGE RANGE

6–8

## SKILLS

reading

## TIME

30 minutes

## MATERIALS

an enlarged copy of the *Pairs of squares* worksheet, a copy of the *Pairs of squares* worksheet per pupil, crayons

## Before class

Make an enlarged copy of the *Pairs of squares* worksheet, colour the pictures and cut them into flashcards. Make a copy of the *Pairs of squares* worksheet for each pupil.

## In class

- 1 Revise or pre-teach the verbs in the activity, using the flashcards. Practise the verbs by asking pupils to play the 'please' game. Give 'orders': *Jump, please. Walk, please. Run, please*, etc. Pupils only do or mime the action when you say *please*. If you say *Jump*, pupils should stand still. Pupils who jump when you do not say *please* sit down and watch until the next round. Speed up the instructions to catch pupils out. Continue playing until you have a winner.
- 2 Give out a copy of the worksheet to each pupil. Ask your pupils to familiarise themselves with the information in silence.
- 3 Draw five 'squares' on the board or an OHT. Draw a person on a bike (*ride a bike*) in the centre of one, and '?' in the outer square. Write 'jump', 'skip', 'walk' and 'ride a bike' in the centre of the others, and 'grey', 'green', 'red' and 'brown' in their outer squares.
- 4 When the class have finished reading, draw their attention to the 'squares' on the board and point to the picture of the person on a bike. Point to an incorrect verb and say *Jump. Is that right?* Give pupils the opportunity to respond, and then repeat the process with *Skip*. Ask the class if this is the right solution.
- 5 Continue this procedure until they have got the idea, and then point to the correct verb and say *Ride a bike. Is that right?* When your class answer affirmatively, say *Good* and pick up a brown crayon or pencil and mime colouring the outer square around the picture of the person on a bike.
- 6 Ask them to complete the worksheet individually.
- 7 Circulate to monitor and help.
- 8 The activity can be corrected individually by the teacher or collectively by asking pupils to read out the correct combinations.
- 9 If there is time at the end of the lesson, the winner from the 'please' game can call out instructions to the rest of the class to play another round of the game.

Colour the pairs.



walk

red



run

yellow



swim

pink



skip

green

ski

orange



skate

purple



dance

black

play tennis

blue

jump

grey



ride a bike

brown



# PRIMARY VOCABULARY BOX

## 2.1

### Lexi-mix

#### ACTIVITY TYPE

small group memory game,  
'make and do' (optional)

#### VOCABULARY FOCUS

kitchen: knife, fork, plate  
bathroom: bath, mirror, toilet  
bedroom: bed, cupboard,  
shelf  
living room: television,  
picture, sofa

#### LEVEL

2

#### AGE RANGE

9–10

#### SKILLS

reading, speaking

#### TIME

20 minutes

#### MATERIALS

an enlarged copy of the *Lexi-mix* worksheet, two copies of the *Lexi-mix* worksheet per group of four pupils, card, crayons, glue

#### Before class

Make an enlarged copy of the *Lexi-mix* worksheet, colour the pictures and cut them into flashcards.

You will require one game set per four pupils. To make a game set, stick two copies of the *Lexi-mix* worksheet onto card. Cut one sheet up horizontally into four baseboards and the other into sixteen individual picture cards. Colour the pictures and cover with adhesive plastic (optional).

#### In class

- 1 Pre-teach or revise the vocabulary using the flashcards.
- 2 Explain the game by example, with yourself as one of the players and three more pupils.
  - a Give each player a baseboard. Ask them to shuffle the picture cards and spread the cards out, face down on the table.
  - b Pupils now take it in turns to turn over a picture card and say the word. Explain that they must pay attention to remember where their words are. If they turn over a word which matches one of their words, they then cover the word on their baseboard with the picture card and turn over another card. If the word does not match, they turn it face down again, ensuring that the other players have had a chance to see it.
  - c The next player continues in the same way.
  - d The first player to cover his or her baseboard completely is the winner.
- 3 Divide the class into groups of four and give one game set to each group.
- 4 Circulate to monitor and correct pronunciation. Encourage your pupils to use English for communicating while they play, by teaching them some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. It's your turn.*

#### Options

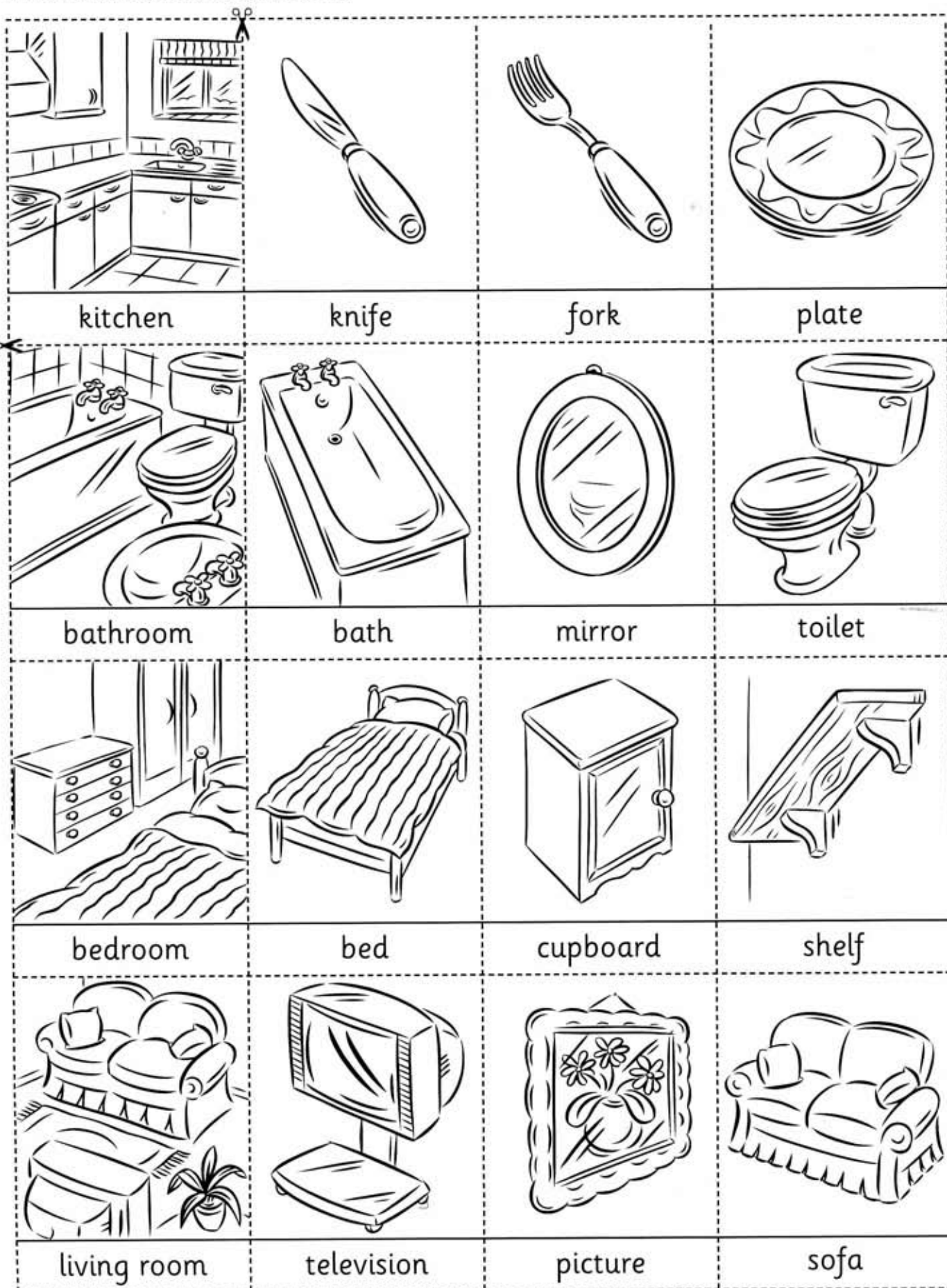
For non-readers, erase the words with correcting fluid before photocopying.

For more competent pupils, erase the pictures on one of the two copies with correcting fluid and erase the words on the other.

#### Extension

Pupils can make their own game sets to keep.

## Picture cards and baseboards





## PRIMARY VOCABULARY BOX

2.2

## Spin a number



## ACTIVITY TYPE

pairwork 'make and do' and numbers game

## VOCABULARY FOCUS

numbers 0–99

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

speaking, number recognition

## TIME

60 minutes

## MATERIALS

an enlarged copy of the *Spin a number* worksheet, a copy of the *Spin a number* worksheet per pair of pupils, scissors, glue, card, crayons

## Before class

Make a copy of the *Spin a number* worksheet for every pair of pupils. Make up a finished pair of spinners from your enlarged copy to take into class.

## In class

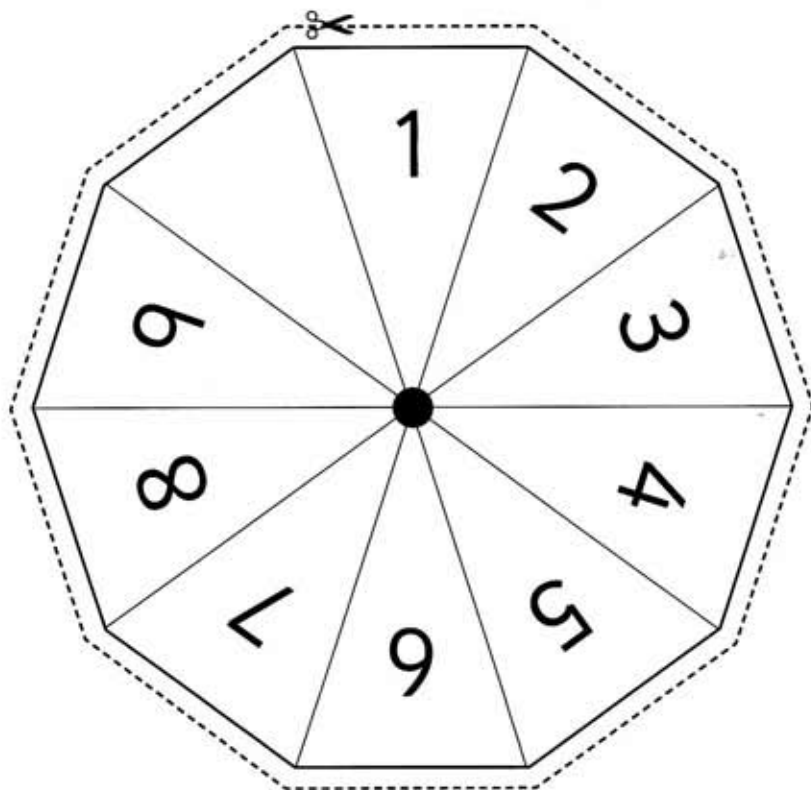
- 1 Pre-teach or revise numbers from 0 to 99. Write 13, 14, 15, 16, 17, 18 and 19 on the board. Say *Listen and repeat*. Point to each number as you say it in turn for pupils to repeat collectively. Check the pronunciation of the final *t* and the correct stress of *thirteen* in contrast with *thirty*. Write 30 under 13, 40 under 14, etc. on the board and repeat the procedure, emphasising the difference in pronunciation between the two numbers.
- 2 Write different numbers on the board and test individual pupils, saying *What number's this?* Show pupils your enlarged set of spinners and tell them that they are going to make some to play a game.
- 3 Divide the class into pairs. Give each pair a copy of the worksheet, which they cut into two and stick onto card. Pupil A colours Spinner A blue and Pupil B colours Spinner B yellow. They then cut out the spinners and stick a pencil through the hole in the middle of each.
- 4 Circulate to monitor and help.
- 5 Explain the game by demonstration with a pupil. Spin your enlarged spinners on a table or the floor to show different combinations of numbers. Explain that the blue spinner represents tens and the yellow spinner represents units, so if the blue spinner reads '3' and the yellow spinner reads '5', the number is 35. If the blue spinner shows the blank (no number), the yellow spinner represents a single unit (1–9).
- 6 Spin the two spinners, say the number aloud and pass the spinners to your partner to have a turn. Write a point for each correct reading on a piece of paper. Continue playing until pupils have a clear idea of the game.
- 7 Pupils play the game. They take it in turns to spin the spinners and say the number. If they do this correctly, they score a point. The score is kept on a piece of paper.
- 8 Set a time limit and the player with the most points at the end is the winner.

## Note

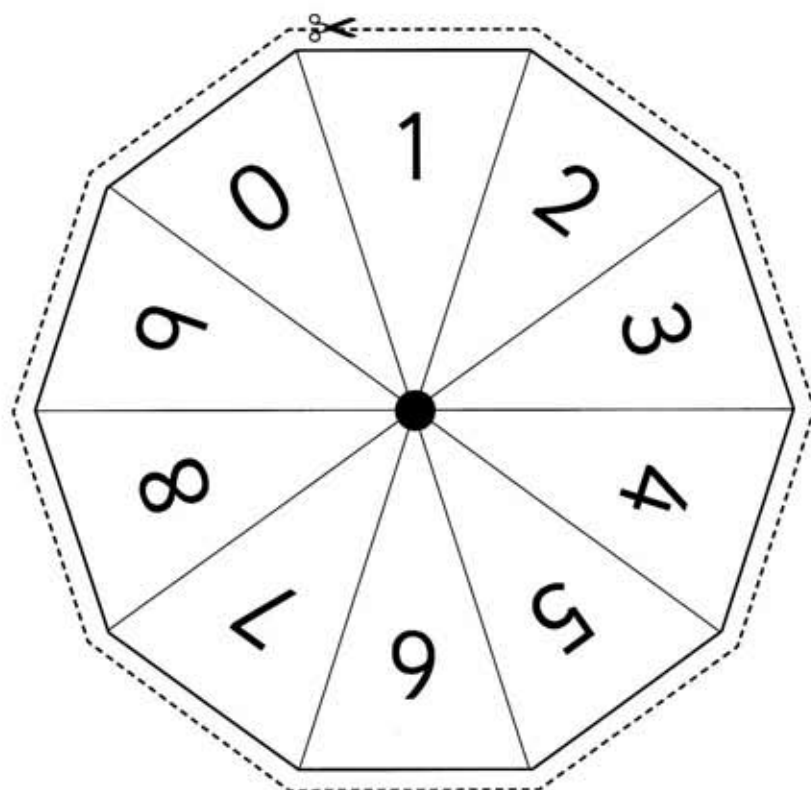
Correct readings of the numbers are allowed or disallowed mutually. If there is conflict, the teacher is the judge.

- 9 Circulate to monitor and help.

## Spinner A



## Spinner B



# PRIMARY VOCABULARY BOX

## 2.3

### Picture dominoes

#### ACTIVITY TYPE

small group dominoes game as a matching activity

#### VOCABULARY FOCUS

house: *telephone, table, television, umbrella, house, chair*

animals: *dog, cat, elephant*

food: *apple, ice cream, orange*

people: *man, girl, boy, woman*

class objects: *pencil, book, pen, bag, ruler, computer*

toys: *doll, ball, kite*

transport: *car, plane, bike*

#### LEVEL

2

#### AGE RANGE

9–10

#### SKILLS

reading, speaking

#### TIME

20–30 minutes

#### MATERIALS















a copy of the *Picture dominoes* worksheets per small group of pupils

#### Before class

Make a copy of both of the *Picture dominoes* worksheets on thin card for each small group. Cut this up into 28 dominoes.

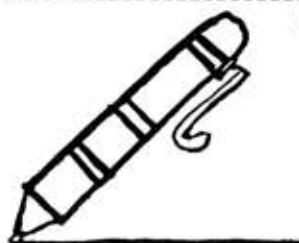
#### In class

- 1 Arrange the class in small groups working around a table.
- 2 Explain the rules. This can be done by example with one small group. Shuffle the dominoes and divide them between the pupils. Turn the last domino face up and place it in the middle of the table.
- 3 The player to the left of the dealer starts. He or she puts a domino next to the one on the table (either before or after). It must match the word or the picture, and the player must say this word.
- 4 The player on his or her left continues, and repeats the process. If any one player cannot put a domino down, it is the next player's turn.
- 5 Encourage pupils to use English for communicating while they play by teaching or revising some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. How do you pronounce ... ? Can you repeat that? You're the winner.*
- 6 The first person to play all his or her dominoes is the winner. The others continue playing while the winner supervises. When all the dominoes have been played, they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.
- 7 Circulate to monitor and check.

|                          |   |                        |   |
|--------------------------|---|------------------------|---|
| telephone<br>TELEPHONE   |    | dog<br>DOG             |    |
| apple<br>APPLE           |    | table<br>TABLE         |    |
| man<br>MAN               |    | computer<br>COMPUTER   |    |
| pencil<br>PENCIL         |  | ice cream<br>ICE CREAM |  |
| television<br>TELEVISION |  | doll<br>DOLL           |  |
| ball<br>BALL             |  | book<br>BOOK           |  |
| umbrella<br>UMBRELLA     |  | girl<br>GIRL           |  |

kite

KITE



pen

PEN



house

HOUSE



orange

ORANGE



boy

BOY



cat

CAT



car

CAR



woman

WOMAN



plane

PLANE



bike

BIKE



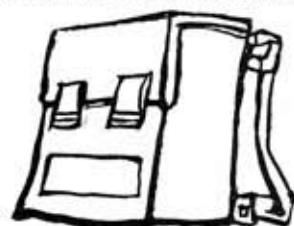
chair

CHAIR



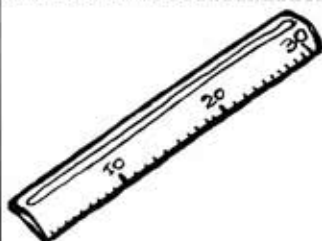
elephant

ELEPHANT



bag

BAG



ruler

RULER





## 2.4

PRIMARY VOCABULARY  
BOX

## Picture broken words

## ACTIVITY TYPE

individual vocabulary  
matching and colouring  
activity

VOCABULARY  
FOCUS

colours  
basic nouns

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

reading, writing

## TIME

20 minutes

## MATERIALS

a copy of the *Picture broken words* worksheet per pupil,  
crayons

## Before class

Make a copy of the *Picture broken words* worksheet for each pupil.

## In class


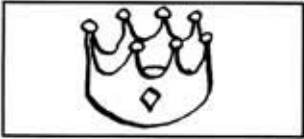
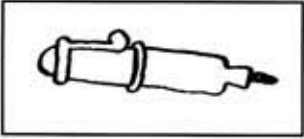



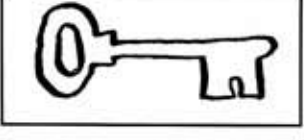


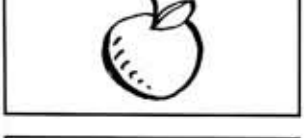

- 1 Revise or pre-teach the necessary colours and vocabulary (see key below for the list of words).
- 2 Give each pupil a copy of the *Picture broken words* worksheet.
- 3 Explain the task by example on the board. Write:  
     'br \_\_\_\_\_  
     cr \_\_\_\_\_'  
 and a number of word endings ('ge', 'ink', 'e', 'ow', 'en', 'ey', 'own') each inside a box similar to those on the worksheet.
- 4 Ask pupils to connect the beginning with the ending. You can suggest possible alternatives for them to say *Yes* or *No*, e.g.  
*Is it brge? Is it brink? Is it bre? Is it brown?*  
 When they get the correct answer, write the complete word on the line next to 'br' ('brown') and 'cr' ('crown') and tick 'own'.
- 5 It is important for pupils to understand that the first part of the word is only a prompt and that they must write the complete word on the line.
- 6 When they have completed the words, they must colour the pictures accordingly. For example, they colour the kite white. See key.
- 7 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 8 When pupils have completed the task, ask them to correct it first by comparing their sheets in small groups. Ask individual pupils to say the words as you write them on the board.

## Key

white kite, brown crown, green pen, red bed, black sock, blue eye, grey key, yellow window, pink drink, purple apple, orange bridge

Write the words and colour the pictures.

Example:

|    |  |      |       |       |
|----|--|------|-------|-------|
|    |    | wh   | white |       |
|    |  | k    | kite  | ite ✓ |
| 1  |    | br   |       |       |
|    |  | cr   |       | ple   |
| 2  |    | gre  |       |       |
|    |  | p    |       | ow    |
| 3  |    | r    |       | en    |
|    |  | b    |       |       |
| 4  |   | bla  |       | e     |
|    |  | so   |       |       |
| 5  |  | blu  |       | own   |
|    |  | ey   |       | ge    |
| 6  |  | gr   |       |       |
|    |  | k    |       |       |
| 7  |  | yell |       | ck    |
|    |  | wind |       | ed    |
| 8  |  | p    |       |       |
|    |  | dr   |       | ink   |
| 9  |  | pur  |       |       |
|    |  | ap   |       |       |
| 10 |  | oran |       | ey    |
|    |  | brid |       |       |

## Clothes maps

### ACTIVITY TYPE

pairwork communication  
game

### VOCABULARY FOCUS

clothes: *T-shirt, dress, sock, shoe, trousers*  
numbers 1–10  
letters a–j

### LEVEL

2

### AGE RANGE

9–10

### SKILLS

speaking, reading

### TIME

45 minutes

### MATERIALS

a copy of the *Clothes maps* worksheet per pupil, an enlarged copy of the *Clothes maps* worksheet

### Before class

Make one copy of the *Clothes maps* worksheet for each pupil. Make an enlarged copy of the *Clothes maps* worksheet.

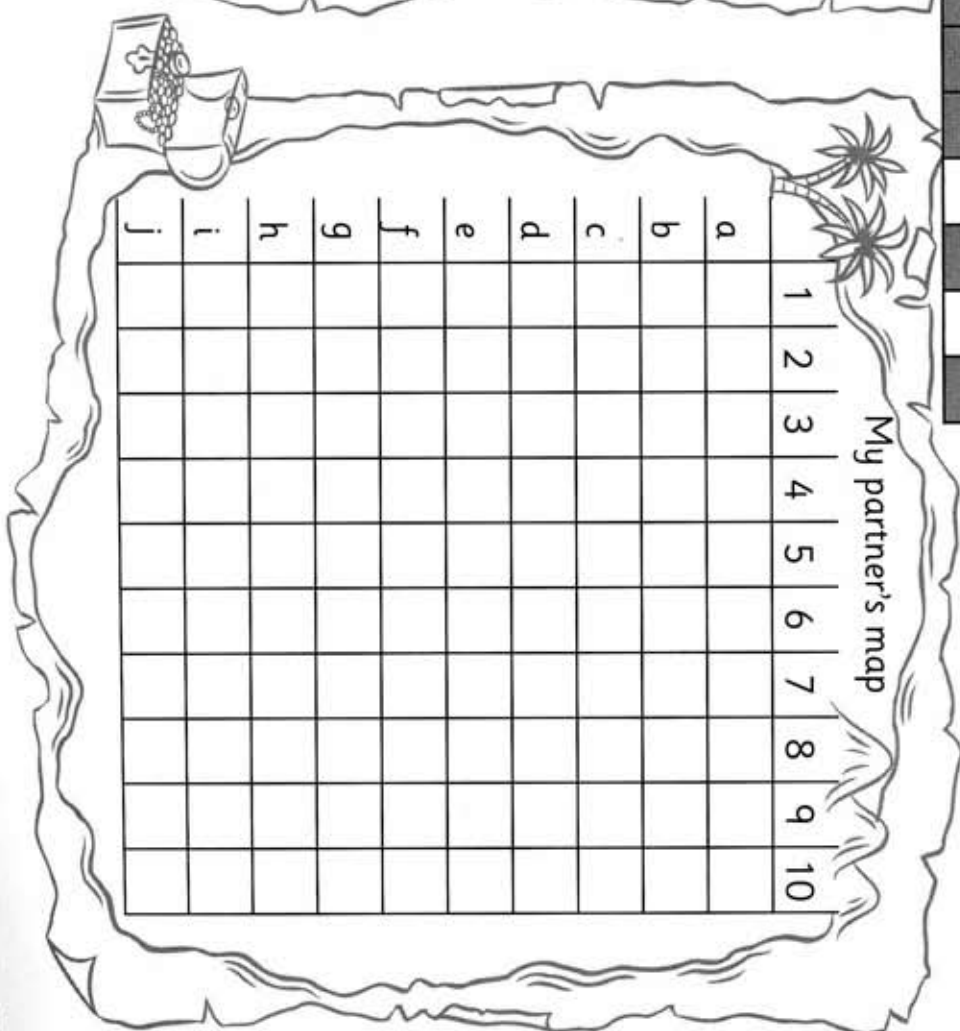
### In class

- 1 Pre-teach or revise clothes vocabulary, letters a–j and numbers 1–10.
- 2 Explain the game by example, using your enlarged copy.
  - a Draw the five articles of clothing anywhere on the chart titled 'My map'. It is important that pupils draw each of these by shading the shapes exactly as in the example on the worksheet. Clothes must not touch directly, but diagonal corners can touch. Pupils must keep their map secret.
  - b The object of the game is to call out coordinates (e.g. a–5, j–10) to try and find the clothes on your partner's map. Mark ticks (✓) and crosses (X) on 'My partner's map' as your partner says Yes or No.
  - c When you think you have found an article of clothing, ask *Is it a (dress)?* or *Are they (trousers)?* If your answer is correct, you get a point. You can, however, only ask the question twice. This is so that pupils do not guess answers.
  - d The winner is the first person to get five points (i.e. all the articles of clothing), or the person who has got the most points when the time has finished.
- 3 Divide the class into pairs and give pupils their copies of the worksheet to play the game. Set a time limit (20–30 minutes).
- 4 Circulate to monitor and correct pronunciation.

### Note

This game was inspired by the children's game, Battleships.

Draw these clothes on your map.  
They cannot touch.

[illegible]

## 2.6

PRIMARY VOCABULARY  
BOX

## In the kitchen

## ACTIVITY TYPE

individual 'make and do',  
pairwork information transfer

## VOCABULARY

## FOCUS

kitchen furniture: *table, chair, sink, clock, cupboard, fridge, window*

kitchen objects: *glass, cup, knife, fork, bottle*

prepositions: *in, next to, under, between*

positions: *top, bottom, left, right*

food: *apples, eggs*  
colours

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

speaking, listening, writing  
(optional)

## TIME

60 minutes

## MATERIALS

a copy of the *In the kitchen* worksheet per pupil, scissors, crayons, an A4 sheet of paper per pupil, glue (optional)

## Before class

Make a copy of the *In the kitchen* worksheet for each pupil. ✱

## In class

- 1 Revise or pre-teach the position words and prepositions that you are going to use later in the dictation: *top, bottom, left, right, next to, under, in* and *between*. Draw a rectangle (long sides at the top and bottom) on the board. Write different letters in the corners ('a', 'b', 'c' and 'd') and between the two letters on the long sides ('y' and 'z'). Ask the class *Where's 'a'?* to elicit *Top left*. Continue in the same way with *b, c* and *d*. Ask *Where's 'y'?* to elicit *Between 'a' and 'b'*. Continue in this way until pupils seem confident.
- 2 Give pupils a copy of the *In the kitchen* worksheet. Check that they know the words.
- 3 Ask pupils to draw and then colour the kitchen objects as you dictate. Say:  

|  |                                    |
|--|------------------------------------|
| <i>Draw three cups in the cupboard.</i>            | <i>Colour the cupboard yellow.</i> |
| <i>Draw two glasses next to the cups.</i>          | <i>Colour the table brown.</i>     |
| <i>Draw a knife and fork next to the sink.</i>     | <i>Colour the fridge green.</i>    |
| <i>Draw a bottle under the eggs in the fridge.</i> | <i>Colour the clock orange.</i>    |
| <i>Draw two apples in the fridge.</i>              | <i>Colour the chair red.</i>       |
- 4 Pupils cut out the furniture. The cupboard and fridge doors fold inwards to close and open. By demonstration, ask pupils to draw handles on the outside.
- 5 Give pupils a sheet of A4 paper. They should place it with the long sides top and bottom.
- 6 Now describe your kitchen. The idea is for pupils to position the furniture as you dictate:  
*Put the clock in the top left corner. Put the window in the top right corner. Put the cupboard between the window and the clock. Put the fridge in the bottom left corner. Put the cooker in the bottom right corner. Put the sink next to the cooker. Put the table between the fridge and the sink. Put the chair next to the table.*
- 7 Check collectively by asking the class *Where's the cooker? Where's the fridge?* etc.
- 8 Invite a pupil to dictate to the rest of the class while they place the furniture.
- 9 Arrange the class in pairs: A and B. As make up a kitchen in secret and then dictate to Bs for them to place the furniture in the kitchen. When they have finished, they compare kitchens. They then change roles.
- 10 Circulate to monitor and check.

## Extension

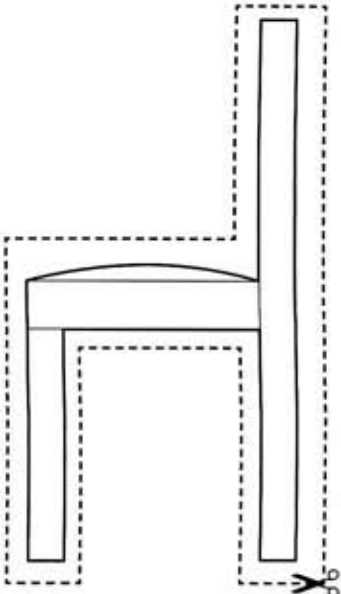
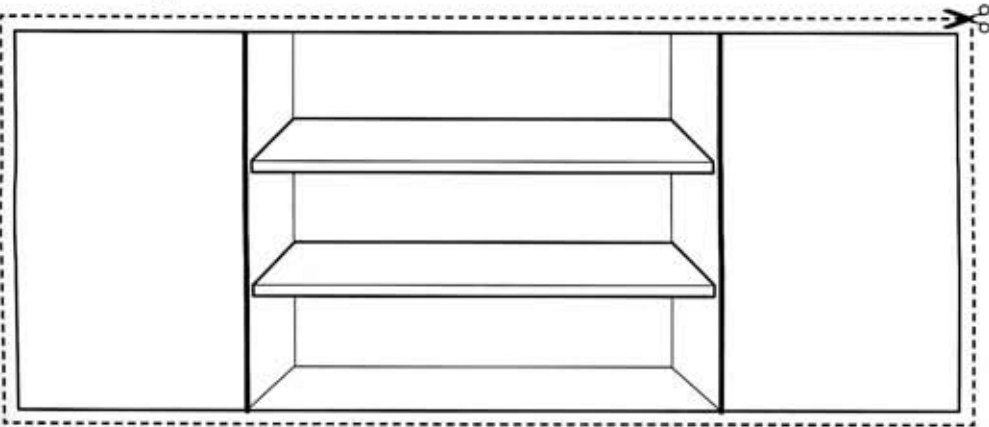
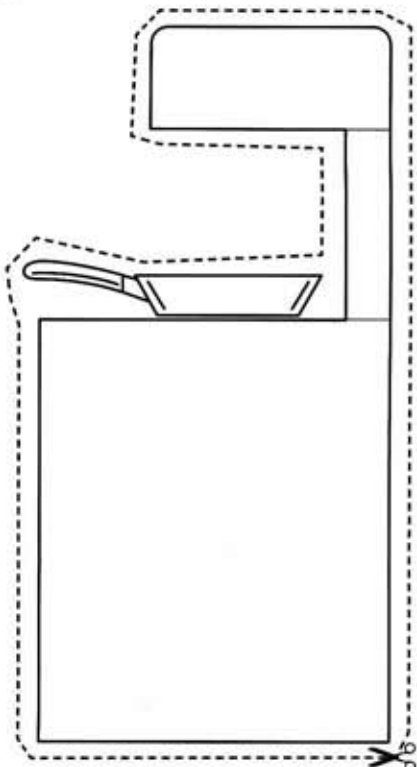
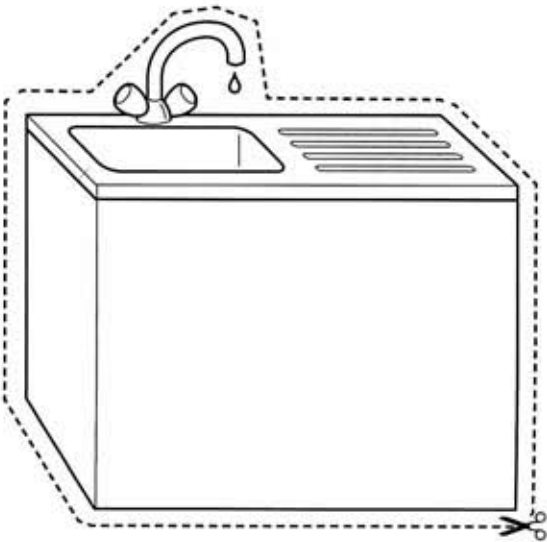
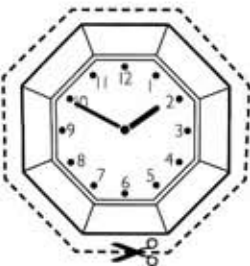
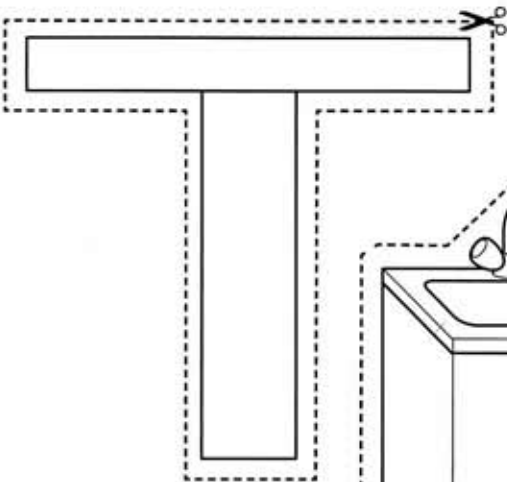
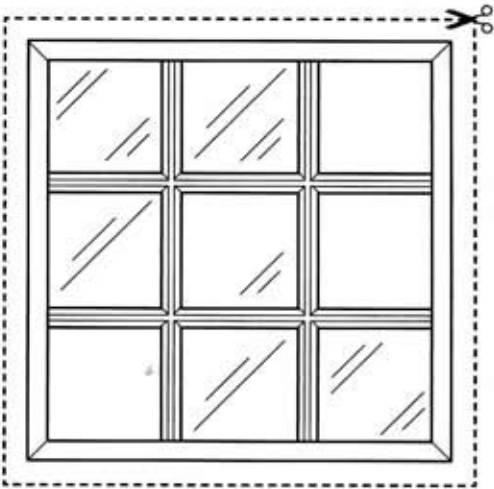
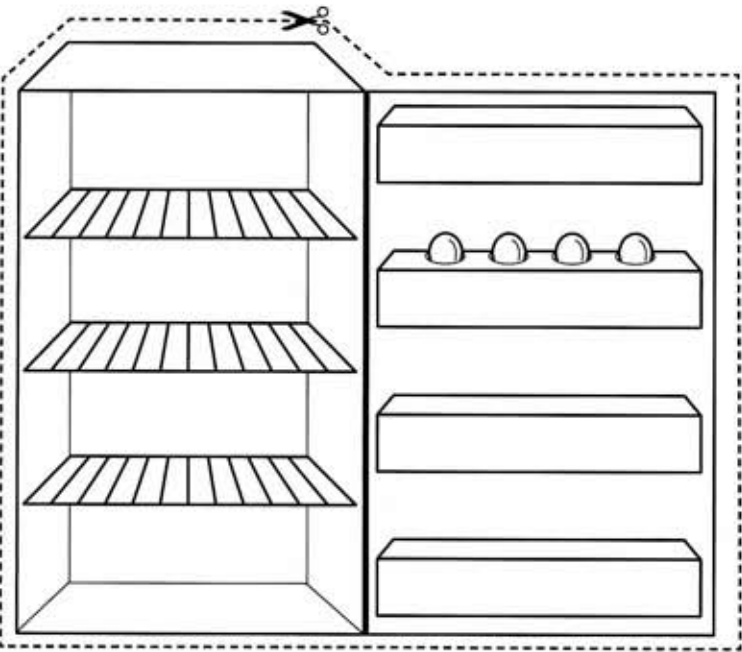
Pupils invent their own 'kitchen' and stick it into their notebooks or onto paper. They then write a description of the kitchen using the language they have practised.

## Options

This activity can be done over two lessons (30 minutes each) as a longer project. Steps 1–3 can be done in the first lesson and steps 4–10 in the second.

To do the activity in one shorter class, omit steps 1–3. To do this, pupils will need to be proficient with prepositions.





## 2.7

## PRIMARY VOCABULARY BOX

## Active adjectives



## ACTIVITY TYPE

whole class TPR and crossword

## VOCABULARY FOCUS

basic adjectives: *big*, *small*, *tall*, *short*, *fat*, *thin*, *young*, *old*, *happy*, *sad*

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

reading and writing

## TIME

40 minutes

## MATERIALS

a copy of the *Active adjectives* worksheet per pupil, prompt cards with adjectives written on them

## Before class

Make a copy of the *Active adjectives* worksheet for each pupil and one set of prompt cards with the adjectives ('big', 'small', 'tall', 'short', 'fat', 'thin', 'young', 'old', 'happy', 'sad') written on them.

## In class

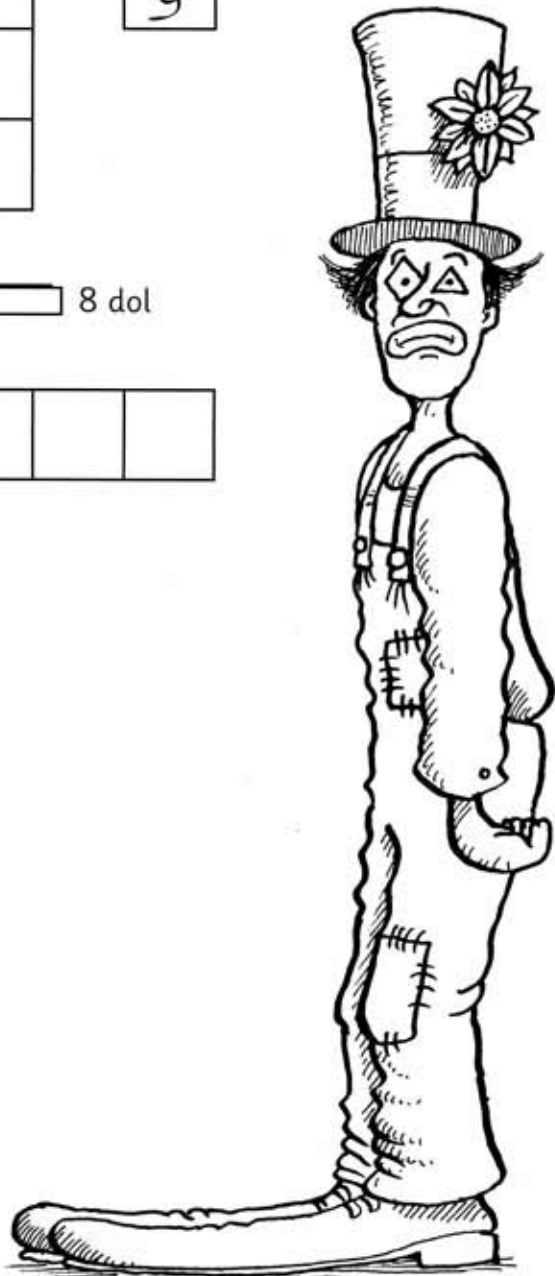
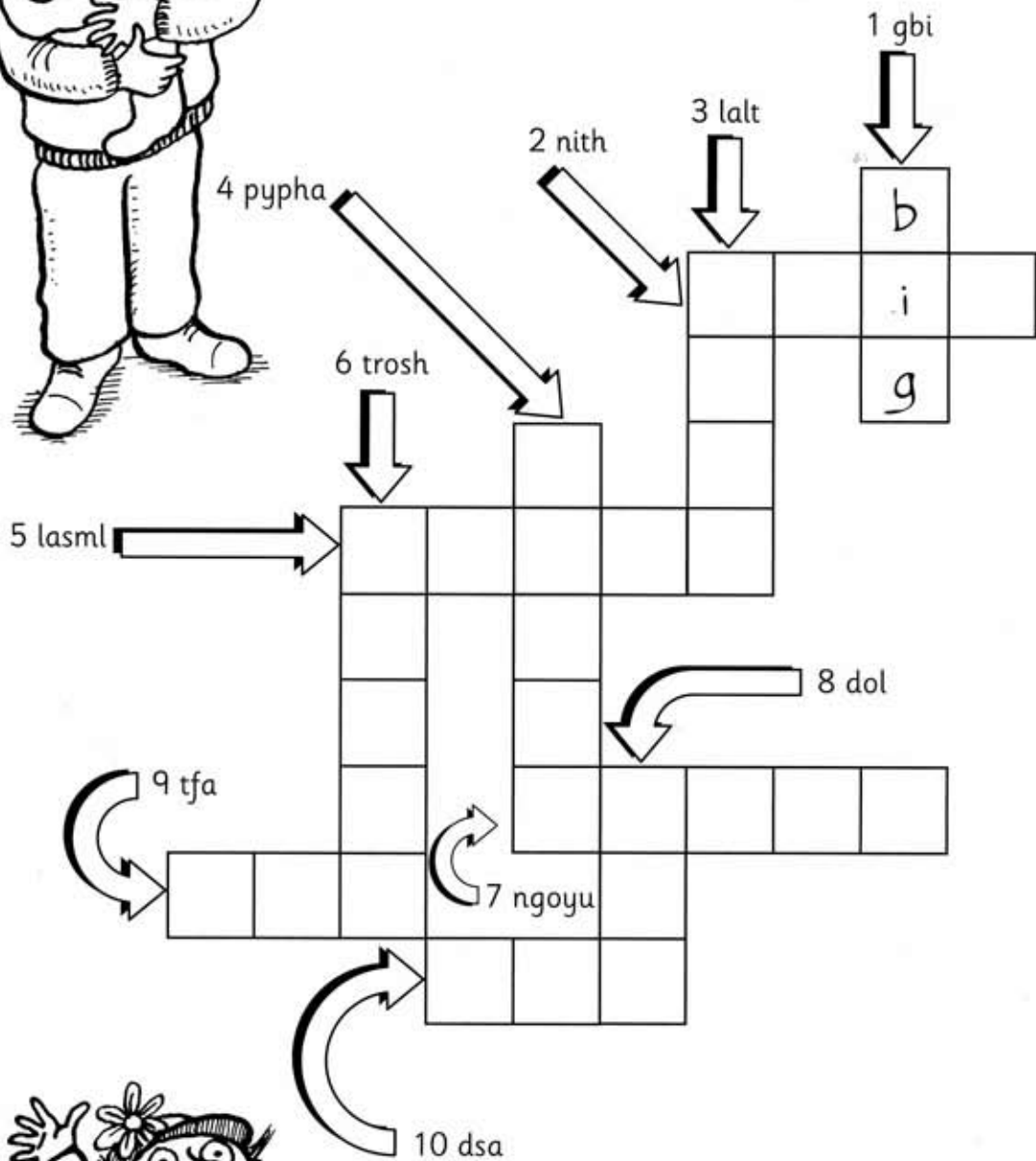
- Mime each of the adjectives in turn, asking your class to copy you and repeat the word.  
*fat*: rounded bent knees, arms rounded at your sides like handles of a cup and cheeks puffed out  
*thin*: legs straight together, arms straight by your sides and cheeks sucked in  
*tall*: arms straight above your head, legs straight together and on tiptoe  
*short*: legs together and bent deeply at the knees, arms straight by your sides  
*big*: straight legs spread as far apart as possible, arms stretched as far apart as possible above your head, forming a star shape  
*small*: kneeling or squatting on the floor, curl up into a ball with your head tucked in  
*young*: mime cradling a baby in your arms and make baby crying noises  
*old*: mime an elderly person walking with a bent back, one hand on your back and holding an imaginary stick with shaky hands  
*happy*: grin widely and laugh  
*sad*: mime crying with a downturned mouth and rub your eyes
- Drill the above mimes as a whole class and then play a game by calling out the adjectives as prompts which pupils mime. Go faster and faster to catch pupils out. Pupils who respond incorrectly sit down and watch. Practise the game several times before playing to get a winner.
- Write the adjectives on the board and ask individual pupils to spell them aloud. Pupils copy the adjectives into their notebooks.
- Draw the following on the board  

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

and write 'g b i' beside it.
- Mime the adjective 'big' to elicit a verbal response.
- Say *Can you spell 'big'?* Write the word in the squares on the board as your pupils dictate it to you, crossing out each letter of the anagram as you do.
- Give a worksheet to each of your pupils and ask them to complete the crossword in the same way.
- Circulate to monitor and help.
- Correct the crossword orally. Ask pupils to spell the adjectives as you write them on the board.

## Extension

Play a whole class game. Ask a pupil to come to the front of the class, read a prompt card silently, and mime the adjective for the other pupils to guess. The pupil who guesses the adjective can come up to the front to mime the next word.



## 2.8

PRIMARY VOCABULARY  
BOX

## Puppet pieces

## ACTIVITY TYPE

individual vocabulary  
reading puzzle

VOCABULARY  
FOCUS

parts of the body: head,  
shoulder, arm, hand, fingers,  
face, leg, knee, foot, toes

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

reading

## TIME

20 minutes

## MATERIALS

a copy of the *Puppet pieces*  
worksheet per pupil, scissors,  
glue, crayons

## Before class

Make a copy of the *Puppet pieces* worksheet for each pupil.

## In class

- 1 Revise or pre-teach the necessary parts of the body.
- 2 Ask pupils to stand up and play the 'touch' game.
  - a You give instructions: *Touch your head, Touch your left knee, Touch your right foot, Touch your left shoulder*, etc. Pupils must follow the instructions.
  - b Practise this several times before playing the game. Pupils who do not touch the correct part of their body sit down and watch the other pupils. Continue until you have a winner.
  - c The winner can then give the touch instructions for the class to play again.
- 3 Give out the worksheet and demonstrate the activity to the class. Explain that pupils must cut out the body words at the bottom of the worksheet and put them in the correct boxes on the worksheet.
- 4 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 5 Once pupils have put them in the correct boxes, correct the activity collectively by drawing a stick puppet on the board and asking pupils to label the relevant parts of the body.
- 6 Ask pupils to glue the words into the boxes on the worksheet.

## Extension

Pupils colour the parts of the body on their worksheet. They then glue the picture into their notebooks and write a description of the puppet, e.g.

'He's got brown hair and green eyes. He's got a red nose and purple knees.'



|      |          |      |      |         |
|------|----------|------|------|---------|
| head | shoulder | arm  | hand | fingers |
| face | leg      | knee | foot | toes    |



## 2.9

## PRIMARY VOCABULARY BOX

## The magic pencil

## ACTIVITY TYPE

individual 'make and do',  
pairwork spelling game

VOCABULARY  
FOCUS

classroom: *pen, book, ruler, eraser, teacher, computer, schoolbag*

options: food and drink (*egg, milk, apple, banana, yoghurt, ice cream, chocolate*)

furniture (*bed, sofa, table, mirror, picture, armchair, bookshelf*) numbers (*2, 4, 8, 12, 15, 13, 17*)

letters of the alphabet and  
spelling

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

speaking

## TIME

60 minutes

## MATERIALS

an enlarged copy of *The magic pencil worksheet*, a copy of *The magic pencil worksheet* per pupil, pieces of paper, scissors, card, glue

## Before class

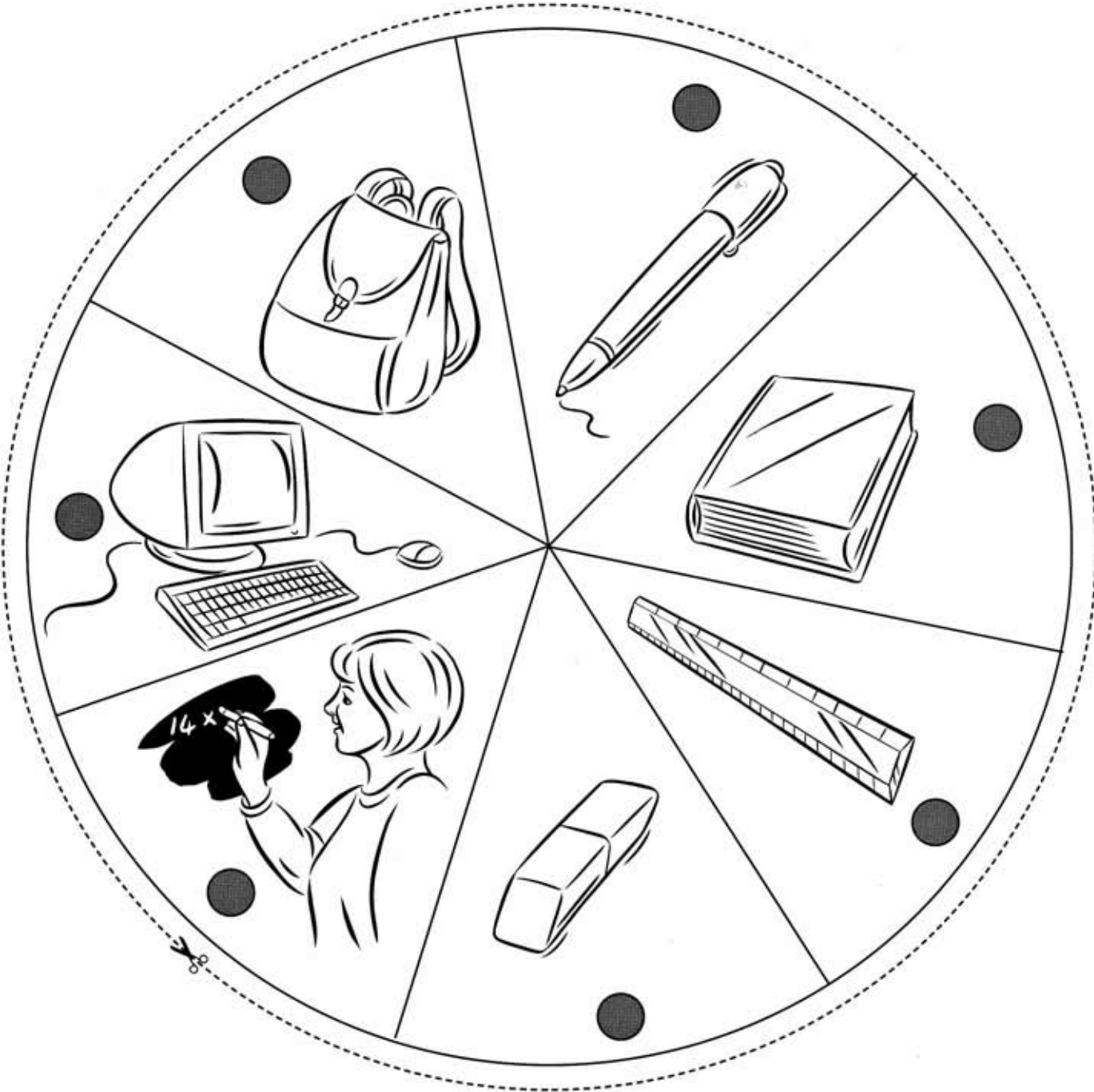
Make a copy of *The Magic pencil worksheet* for each pupil. Make up a finished magic pencil disc from your enlarged copy, with the words for the seven items written on the back.

## In class

- 1 Pre-teach or revise the vocabulary in the activity, using the enlarged magic pencil disc or realia. Practise the spelling, saying *How do you spell 'teacher'?* etc.
- 2 Divide the class into small groups to demonstrate how the activity works.
  - a Hold up your disc. Ask a group to choose a word from it and to write it down on a piece of paper, keeping it secret from you.
  - b With mystical gestures and in a mysterious voice, say *I've got a magic pencil. My pencil knows the word on your piece of paper.*
  - c Hold the disc up in front of you with the pictures facing your class. Ensure that the picture of the pen is at the top.
  - d Ask the group to start spelling their word in silence. Pupils do not say the letters aloud, but clap once for each letter for you to move the pencil, e.g. for *book*, they clap four times, and for *eraser*, they clap six times. When they have spelt the word, they say *Stop!*
  - e With each letter they spell you are going to put the point of your pencil in different holes around the disc from the back so that you are not looking at the pictures.
  - f For the first two letters, put the point of your pencil into two random holes – it does not matter which ones at this point. When your pupils indicate the third letter, you must put the point of the pencil in the hole that corresponds to *pen*.
  - g Continue moving the pencil from hole to hole going to the left (anti-clockwise) around the disc, until your pupils tell you to stop. (Each word has one more letter than the previous one.) Ask *Is this the word?* If they have spelt the word correctly, your pencil will be at the right place, indicating the picture of the word they have chosen.
  - h The group must then show everybody the word they previously wrote on paper. If the word is right, go on to the next group and repeat the process. If the word is wrong, ask the group to spell the word again, aloud this time, as you repeat the pencil movements. Correct the mistake.
- 3 Give pupils a copy of the worksheet to make a magic pencil disc. They glue the disc onto card and then cut it out. They make or cut holes where they have to put their pencil. They can write the words for the items on the back of the disc, in the appropriate places.
- 4 Explain how the disc works, saying that each word has one more letter than the one before, going to the right (in a clockwise direction). If necessary you can write this on the board: 'pen (3), book (4), ruler (5)', etc. Explain by demonstration that when they do the trick they must make sure that their pencil is pointing to *pen* on the third letter (clap) and then they continue going one hole to the left (anti-clockwise) with each new letter.
- 5 Divide the class into pairs for pupils to practise the trick on each other.
- 6 Circulate to monitor and help.

## Option

Erase the pictures with correcting fluid before making copies of the worksheets for pupils to make their own discs using different vocabulary groups. (See Vocabulary focus.)



## All change

## ACTIVITY TYPE

individual vocabulary spelling puzzle

VOCABULARY  
FOCUS

basic nouns (see key below)

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

reading, writing

## TIME

30 minutes

## MATERIALS




a copy of the *All change* worksheet per pupil

## Before class

Make a copy of the *All change* worksheet for each pupil.

## In class

- 1 Revise or pre-teach the necessary vocabulary (see key below for the list of words).
- 2 Explain the task by example on the board. Draw a picture on the board of a box inside a grid, similar to the worksheet, and say *What's this?* to elicit *Box*. Write 'box' in the space next to the picture. Continue the grid underneath and draw a boy to elicit *Boy*, which you write in the space next to the picture. Continue with a toy to elicit *Toy*, which you write in the space next to the picture.

|   |     |
|---|-----|
|    | box |
|   | boy |
|  | toy |

- 3 Point out to pupils the progression from 'box' to 'toy', emphasising the fact that only one letter changes each time: 'box', 'boy', 'toy'.
- 4 Give each pupil a copy of the *All change* worksheet.
- 5 Ask pupils to complete the first activity on the worksheet by writing the words next to the pictures. Tell them that only one letter changes each time as in the example.
- 6 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 7 If pupils have problems, indicate that they do not necessarily need to do the puzzle from 'hat' to 'jam', but that they can also start from 'jam' and work up, or even start in the middle if they are sure about a picture.
- 8 When pupils have completed the task, ask them to correct it, first by comparing in pairs, and then collectively.
- 9 Proceed with the second activity.

## Key








- 1 hat, rat, cat, car, ear, jar, jam
- 2 cup, cap, map, man, men, ten, pen

## Option



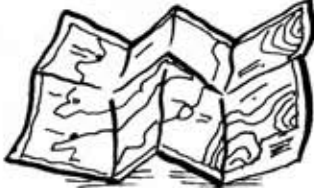



Divide the class into pairs. Pupils take it in turns to write the words and score a point for each correct word. The pupil with the most words at the end of the time limit (ten minutes) is the winner. Correct collectively. Write the words on the board for pupils to score.

Change one letter to form a new word.

1

|   |       |
|---|-------|
|    | hat   |
|     | _____ |
|    | _____ |
|   | _____ |
|  | _____ |
|  | _____ |
|  | jam   |

2

|  |       |
|--|-------|
|    | cup   |
|    | _____ |
|   | _____ |
|  | _____ |
|  | _____ |
| 10   | _____ |
|  | pen   |

# Lexical line-up 1

## ACTIVITY TYPE

individual, pair or small group classification puzzle

## VOCABULARY FOCUS

colours, numbers 1–10, class objects, wild animals, parts of the body, clothes, family, class verbs, fruit, people

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

reading

## TIME

30 minutes

## MATERIALS

a copy of the *Lexical line-up 1* worksheet per pupil, pair or small group, cards

## Before class

Make a copy of the *Lexical line-up 1* worksheet for each pupil, pair or small group. As a shorter activity, you can photocopy a smaller section of *Lexical line-up 1*.

## In class

- 1 Draw four large circles on the board. Title them 'Animals', 'Food', 'Body' and 'Weather'.
- 2 Ask the class to give examples of vocabulary for each lexical group. Write them in the circles.
- 3 In the circle titled 'Animals', write 'sandwich' at the bottom of the list. Ask *Is this correct?* and *Where is 'sandwich'?* to elicit the correct response.
- 4 Draw the following example on the board.

|          |          |          |
|----------|----------|----------|
| bear     | soup     | back     |
| kangaroo | shoulder | sunny    |
| stomach  | cheese   | sandwich |

- 5 Choose a line of words (horizontal, vertical or diagonal) from the grid that are not in the same lexical group, e.g. *Bear, soup, back*. *Is that right?*
- 6 Repeat the same procedure with another three words.
- 7 Repeat the procedure with the three words from the same lexical group (*Stomach, shoulder, back*) and draw a line through the words. If your pupils were not able to see the connection, repeat the explanation with another example.
- 8 Give your pupils the sheet. Ask them to do the activity. Tell them the lines can be horizontal, vertical or diagonal.
- 9 Correct collectively. Ask pupils to justify their answers to encourage discussion. Ask them to suggest a title for each group and to offer other members for these groups.

## Key

- |   |                                      |
|---|--------------------------------------|
| 1 red, blue, green (colours)            | 2 ten, three, seven (numbers)        |
| 3 ruler, pencil, eraser (class objects) | 4 giraffe, lion, monkey (animals)    |
| 5 head, hand, mouth (body)              | 6 socks, trousers, skirt (clothes)   |
| 7 mother, brother, sister (family)      | 8 listen, look, repeat (class verbs) |
| 9 banana, apple, orange (fruit)         | 10 man, woman, boy (people)          |

## Option

With more competent classes, you can ask pupils to make their own grids which they can give other pupils to do. You may want to select the best of these and photocopy them for later use.

## Extension

Choose five lexical groups and write different words from each one onto cards. Make enough cards for each pupil in the class. Give pupils a card each and ask them to move around the class finding the other members of their lexical group.



Connect three words with a line. — | \ /

1

|                |                 |                  |
|----------------|-----------------|------------------|
| <del>red</del> | shoe            | book             |
| dog            | <del>blue</del> | grey             |
| yellow         | stop            | <del>green</del> |

2

|      |       |        |
|------|-------|--------|
| one  | ten   | shoe   |
| sock | three | eight  |
| pen  | seven | pencil |

3

|        |       |          |
|--------|-------|----------|
| ruler  | book  | red      |
| pencil | pen   | cat      |
| eraser | seven | elephant |

4

|          |        |         |
|----------|--------|---------|
| house    | tiger  | giraffe |
| elephant | yellow | lion    |
| boy      | eight  | monkey  |

5

|       |       |       |
|-------|-------|-------|
| mouse | green | mouth |
| foot  | hand  | ruler |
| head  | man   | leg   |

6

|         |          |       |
|---------|----------|-------|
| T-shirt | car      | jeans |
| girl    | pink     | two   |
| socks   | trousers | skirt |

7

|        |         |        |
|--------|---------|--------|
| brown  | shirt   | father |
| mother | brother | sister |
| eye    | four    | play   |

8

|          |       |        |
|----------|-------|--------|
| listen   | black | five   |
| notebook | look  | ear    |
| nose     | run   | repeat |

9

|          |        |       |
|----------|--------|-------|
| cassette | banana | jump  |
| baby     | apple  | nine  |
| jacket   | orange | lemon |

10

|      |        |       |
|------|--------|-------|
| man  | woman  | boy   |
| six  | orange | apple |
| jump | shorts | girl  |

Now write titles for the groups. Write other words for the titles.

1 Colours: yellow, brown

# Beastigram

## ACTIVITY TYPE

individual reading and writing puzzle

## VOCABULARY FOCUS

animals (real and mythical)  
the alphabet

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

reading and writing

## TIME

60 minutes

## MATERIALS

a copy of the *Beastigram* worksheet and the *Beastigram* template per pupil, scissors, glue, card, crayons (optional)

## Before class

Make a copy of the *Beastigram* worksheet and the *Beastigram* template for each pupil.

## In class

- 1 Pre-teach or revise animal vocabulary in general, ensuring that you include all the words in the activity (see the alphabet key below). Brainstorm with the class, writing the vocabulary that will appear in the activity on the board as pupils call it out. Practise the spelling of any tricky words. Test individual pupils, saying, e.g. *How do you spell 'whale'?*
- 2 Ask pupils to copy the words into their notebooks in alphabetical order. Set a time limit to do this and correct the task collectively on the board.
- 3 Divide the class into small groups. Ask the groups to classify the animals into groups, writing them in circles: 'Farm animals', 'Wild animals', 'Pets', 'Mythical beasts', 'Insects' and 'Others'. Explain that some animals may fall into two categories, e.g. a rabbit can be both a wild animal and a pet.
- 4 Give pupils a copy of the worksheet. Draw their attention to the first picture, saying *What's this?* to elicit *Tiger*. Write 'T' on the board. Continue with the next picture (*Horse*) and repeat the procedure until pupils have a clear idea of the task. Explain that this is a secret question written in code for them to write out properly in their notebooks and give the answer. Pupils then do the activity individually.
- 5 Circulate to monitor and help.
- 6 Pupils correct in pairs.

## Key

This animal is the king of the beasts. It lives in Africa. What is it? (A lion.)

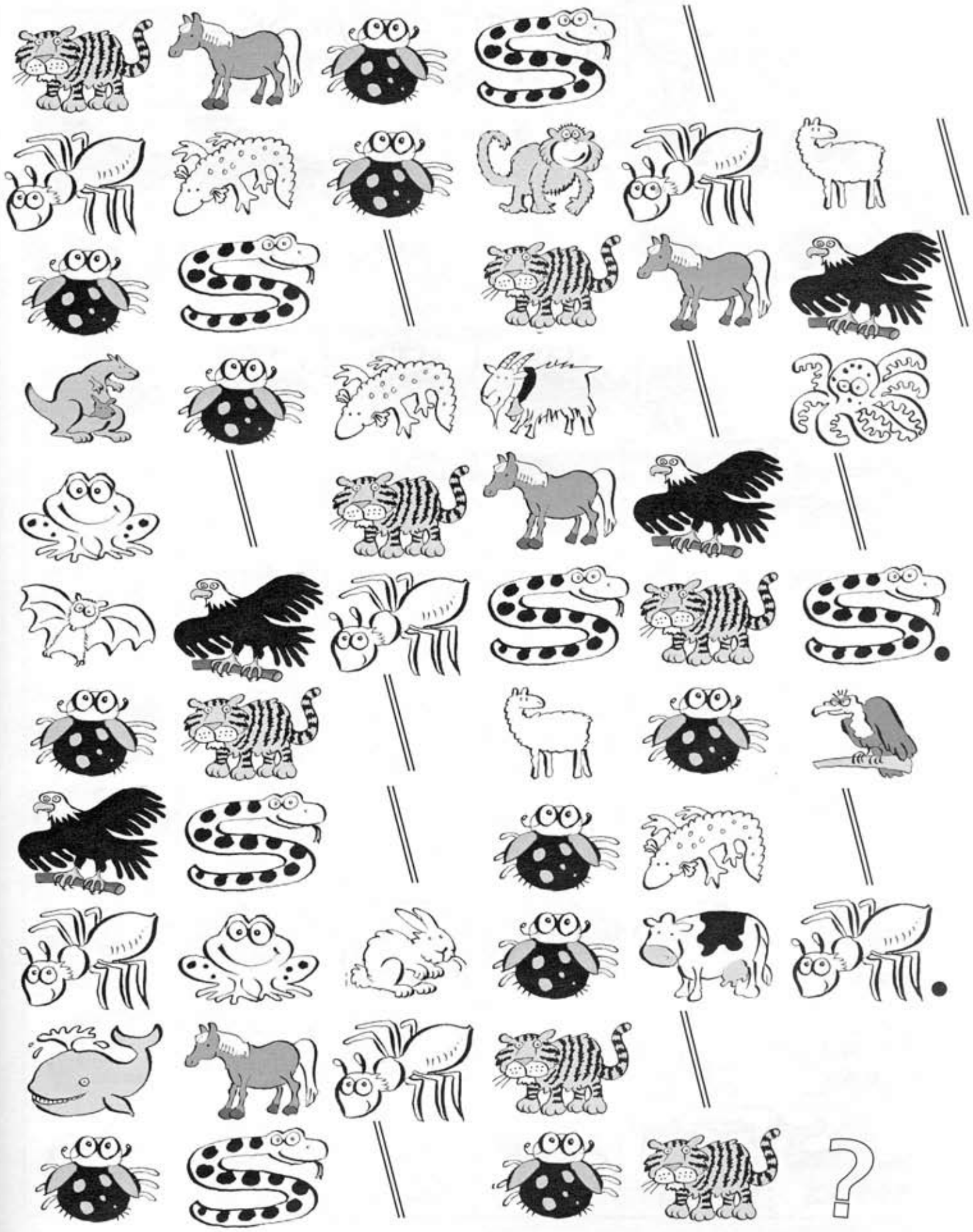
## Extension

Give pupils a copy of the *Beastigram* template and ask them to make up a secret message using these letters. Pupils write their own beastigrams in their notebooks for you to correct. Once their messages have been corrected, pupils cut out the pictures from the template and stick them onto card. Fast finishers can illustrate their beastigrams appropriately. Display the finished beastigrams around the classroom for pupils to de-code each other's messages.

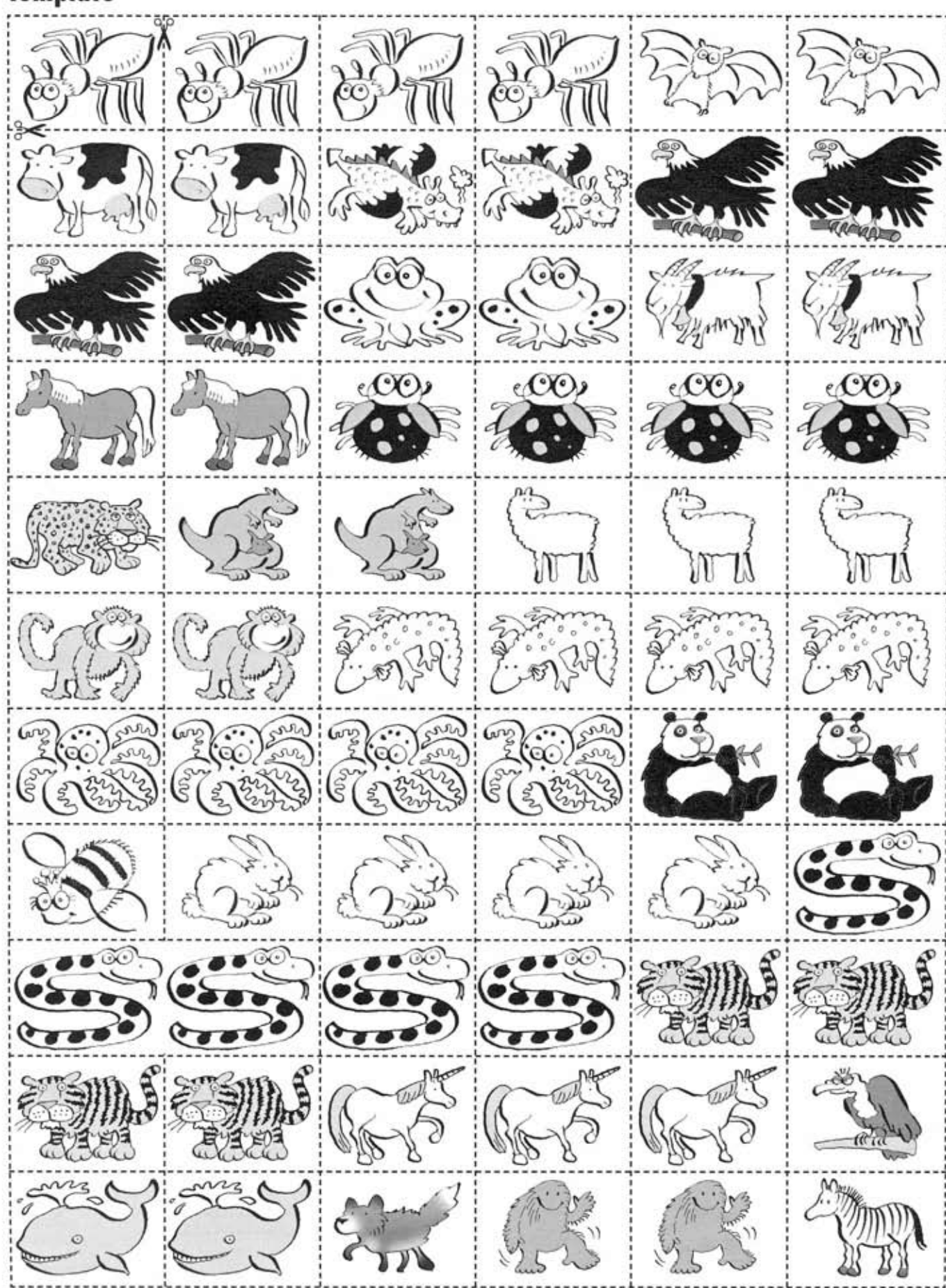
## Key

ant, bat, cow, dragon, eagle, frog, goat, horse, insect, jaguar, kangaroo, llama, monkey, newt, octopus, panda, queen bee, rabbit, snake, tiger, unicorn, vulture, whale, fox, yeti, zebra.

Worksheet



Template



## PRIMARY VOCABULARY BOX

2.13

## Shopping around



## ACTIVITY TYPE

small group memory game

## VOCABULARY FOCUS

shops: chemist's, baker's, greengrocer's, butcher's  
items for sale

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

reading, speaking

## TIME

25 minutes

## MATERIALS

a copy of the *Shopping around* worksheet per group of four pupils, card, glue, scissors

## Before class

You will require one game set per four pupils. To make a game set, stick the *Shopping around* worksheet onto card and cut it up into 24 items for sale, and four shop cards.

## In class

- 1 Pre-teach or revise the vocabulary. First brainstorm shops in general with the whole class. Progress from this to things sold in each of the shops. If you have limited time, restrict this to the shops used later in the game. Write the items on the board for pupils to copy into their notebooks.
- 2 Explain the game by example, with yourself as one of the players and three more pupils.
  - a Place a folded shop card in front of each player. Ask them to shuffle the word cards and to spread the cards out, face down on the table.
  - b Pupils now take it in turns to turn over a word card and say the word. Explain that they must pay attention to remember where the words are. If the item is sold in their shop they then put the word behind their shop card and turn over another card. If the word does not match, they turn it face down again, ensuring that the other players have had a chance to see it.
  - c The next player continues in the same way.
  - d The first player to collect their six shop items is the winner.
- 3 Divide the class into groups of four and give one game set to each group.
- 4 Circulate to monitor and correct pronunciation. Encourage your pupils to use English for communicating while they play, by teaching them some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. It's your turn.*

## Note

Words are allowed or disallowed by group members. If there is conflict, the teacher is the judge.

## Option

Pupils can make their own game sets to keep.





Chemist's



Baker's



Greengrocer's



Butcher's



comb

bread

potatoes

bacon

toothpaste

cakes

onions

chops

soap

sandwiches

carrots

hamburgers

toothbrush

pies

grapes

chicken

shampoo

rolls

cherries

sausages

medicine

croissants

plums

meat

## PRIMARY VOCABULARY

2.14

## Family circles

## ACTIVITY TYPE

individual vocabulary reading puzzle

## VOCABULARY FOCUS

family members

## LEVEL

2

## AGE RANGE

9–10

## SKILLS

reading, writing, speaking

## TIME

20 minutes

## MATERIALS

a copy of the *Family circles* worksheet per pupil

## Before class

Make a copy of the *Family circles* worksheet for each pupil.

## In class

- 1 Draw two intersecting circles on the board and write 'She' at the top of one and 'He' at the top of the other. Write 'man', 'woman' and 'baby' next to the circles.
- 2 Ask *Man – he or she?* to elicit *He* and write it in the 'He' circle. Repeat with *Woman – he or she?* to elicit *She* and write it in the 'She' circle. Do the same with *Baby – he or she?* to elicit that it can be either *He* or *She*, depending on its gender, and write it in the intersection. You may like to point out that 'baby' is an exception when talking about people, in that we can also say *It* if we don't know the baby's gender or name (compare pets).
- 3 Give out the worksheet and demonstrate the activity to the class. Explain that pupils must put the words into the appropriate circles, depending on whether they are 'She', 'He' or 'She or He'.
- 4 At this stage, do not explain vocabulary.
- 5 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 6 When pupils have completed the task, ask them to correct it first by comparing their sheets in small groups, before correcting the activity collectively. Now explain any vocabulary that your pupils still have doubts about.

## Key

She: grandmother, daughter, sister, wife, granddaughter, aunt, mum, Mrs

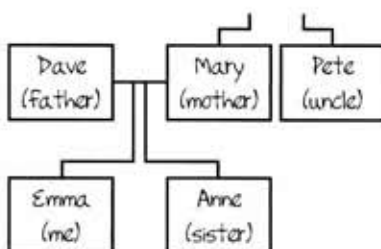
He: son, uncle, dad, grandfather, grandson, Mr, husband

She or he: parent, cousin, grandparent, children

- 7 Ask pupils to study the spelling of the words. In pairs, they test each other.

## Extension

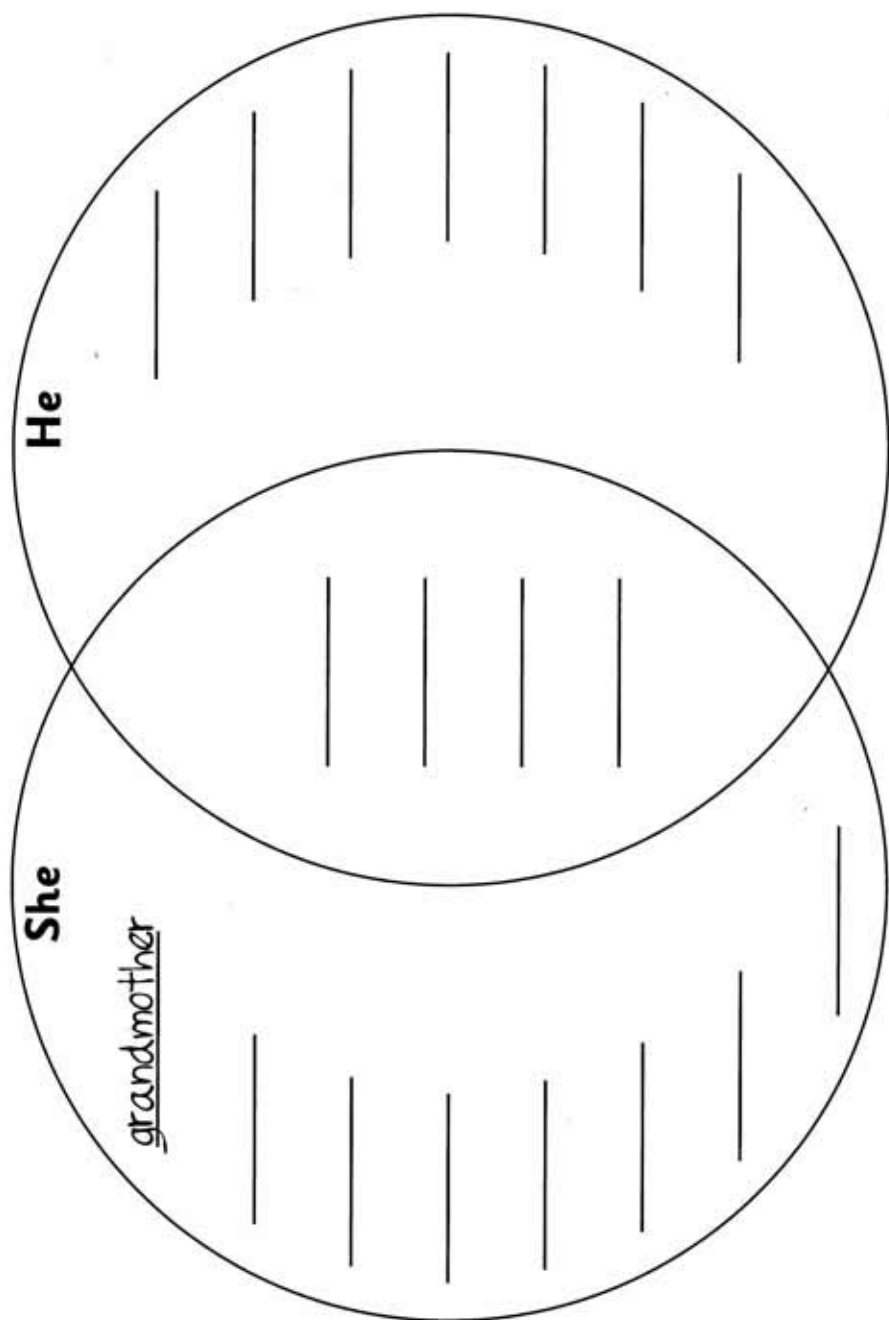
Show pupils how to make a family tree. Give them an example by drawing a limited family tree on the board, starting with your name. Work from this to include brother, sister, mother, father, etc. You may need to pre-teach *step-father* and *step-mother*. Start by writing first names, and then under these write the titles 'brother', 'sister', 'mother', etc. according to the relationship they have to you (you can invent this information), e.g.



Ask pupils to make their own family tree in the same way.

Put the words in the circles.

|               |        |          |         |          |             |        |
|---------------|--------|----------|---------|----------|-------------|--------|
| grandmother ✓ | son    | uncle    | dad     | daughter | grandfather | parent |
| grandson      | sister | cousin   | wife    | Mr       | grandparent |        |
| granddaughter | aunt   | children | husband | mum      | Mrs         |        |



In pairs, test the spelling of the words.

## PRIMARY VOCABULARY

## 3.1

## Treasure island

**ACTIVITY TYPE**

whole class TPR and  
individual reading puzzle

**VOCABULARY****FOCUS**

right, left, up, down, towards  
landmarks

**LEVEL**

3

**AGE RANGE**

11–12

**SKILLS**

reading, writing

**TIME**

50 minutes

**MATERIALS**

a copy of the *Treasure island*  
worksheet per pupil

**Before class**

Make a copy of the *Treasure island* worksheet for each pupil.

**In class**

- 1 Ask pupils to stand in lines (maximum ten pupils in a line) all facing the same way. Demonstrating by example, drill the adverbs and prepositions in the activity. Say *Look up*, *Look down*, *Look towards the window/door/board* (put your flat hand above your eyes as though surveying something in the distance). Make a game of the drill, repeating these quickly, changing the order to catch pupils out. Say *Turn right*, making a 90° turn to the right; repeat with *Turn left*. Drill *left* and *right* by repeating this while pupils turn on the spot one way or the other, soldier-style. With each turn, all the pupils should be facing the same direction (those that are not are eliminated). Say *Three left*, while pupils make a 270° turn in three stages. Continue with other similar orders, e.g. *Two right*, *Four left*, *One right*, until you have a winner. Play with the whole class again, but including all the prepositions and adverbs in the activity and going faster and faster to catch pupils out.
- 2 Give each pupil a copy of the worksheet.
- 3 Familiarise pupils with the names of the landmarks by saying *Point to Siren's Island*, *Point to Dragon's Rock*, etc. Explain vocabulary if necessary.
- 4 Ask the class to read the activity in silence. Draw pupils' attention to the first instruction, explain how to find the first coordinate by example and ask them to mark the intersection in pencil. Continue with the next set of instructions, pointing out that they must first write the coordinates (letter and number) and then answer the question about the place name. Check that pupils mark each intersection with pencil so that they can go back and check their routes, if necessary, without having to start from the beginning.
- 5 When pupils have a clear idea of the task, ask them to do the activity individually.
- 6 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest so that pupils go back and identify their own errors.
- 7 When pupils have completed the task, ask them to correct it, first by comparing their sheets in pairs and then collectively, writing the answers on the board.

**Key**

B6 Palm Beach, H6 Giant's Hole, H9 Dragon's Rock, H4 White Cliff, I7 Bat Cave,  
C9 Pirate's Bay

Read and answer the questions.

Start at G8.



up



down



left



right

Go left five squares. Stop. Go down two squares. Stop. Where are you? B6 What can you see?

Palm Beach Go right six squares. Stop. Where are you? \_\_\_\_ What can you see?

\_\_\_\_ Go up three squares. Stop. Where are you? \_\_\_\_ Look towards the sea.

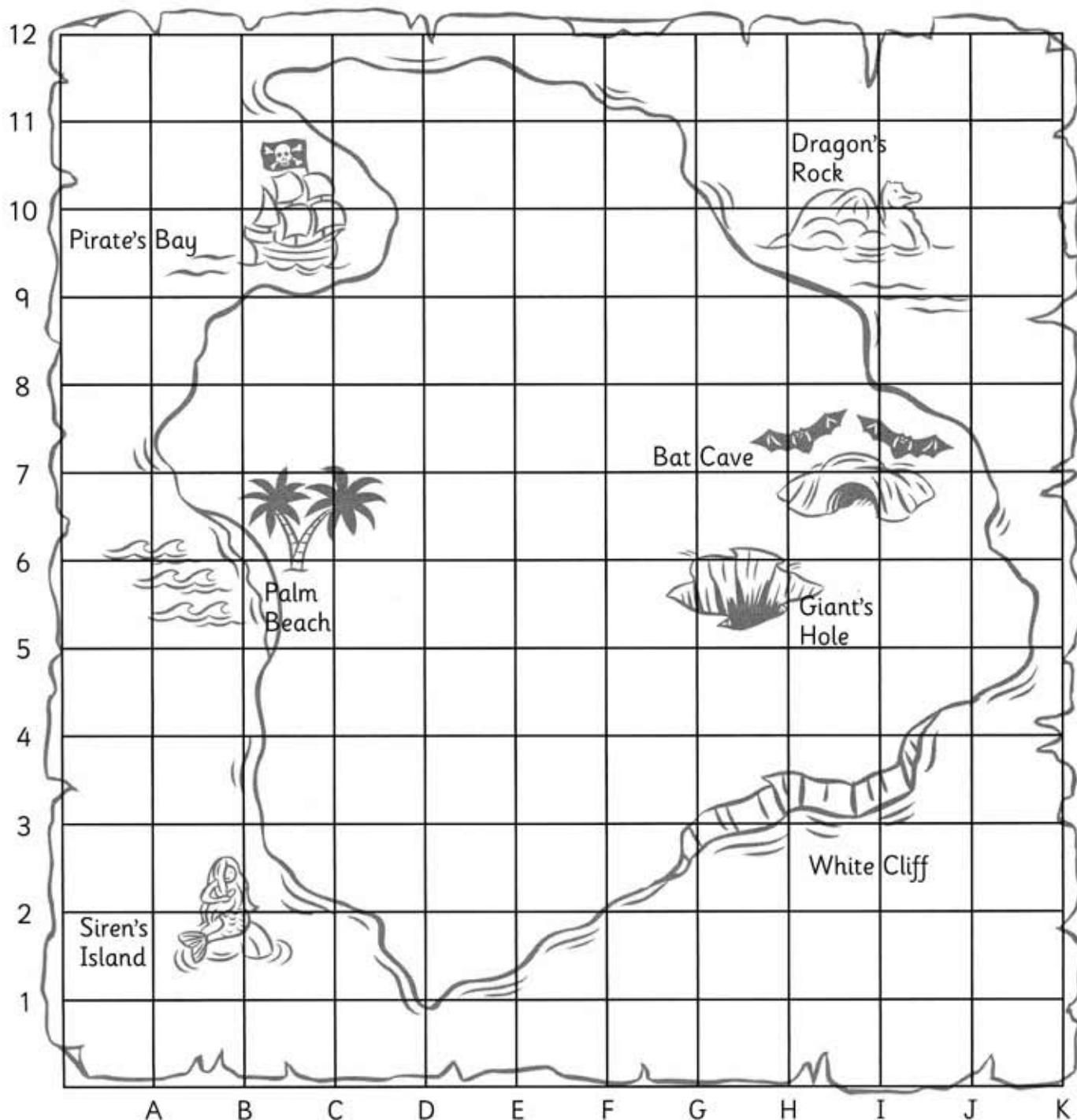
What can you see? \_\_\_\_ Go down five squares. Stop. Where are you? \_\_\_\_

What can you see? \_\_\_\_ Go up three squares. Stop. Go right one square. Stop.

Where are you? \_\_\_\_ What can you see? \_\_\_\_ Go left six squares. Stop. Go up

two squares. Stop. Where are you? \_\_\_\_ Your treasure is here. Where is it? \_\_\_\_

Draw the treasure on the map.





## PRIMARY VOCABULARY

3.2

## Word maze

## ACTIVITY TYPE

individual classification  
puzzleVOCABULARY  
FOCUS

jobs and occupations

## LEVEL

3

## AGE RANGE

11–12

## SKILLS

reading, writing (optional)

## TIME

45 minutes

## MATERIALS

a copy of the *Word maze*  
worksheet per pupil, 10–20  
cards with different jobs  
written on them

## Before class

Make a copy of the *Word maze* worksheet for each pupil. Prepare 10–20 cards with different jobs written on them.

## In class

- 1 Pre-teach or revise job and occupation vocabulary, ensuring that you include all the words in the key (see below). Brainstorm with the class, writing the vocabulary on the board as pupils call it out. Ask pupils to copy the words into their notebooks.
- 2 Play the '20 questions' game.
  - a Ask a pupil to come to the front of the class and give him or her a job card (e.g. 'doctor'). Say to the class *You can ask 20 questions to discover his or her job. He or she can answer only Yes, No or Sometimes.*
  - b Demonstrate the question types by example, e.g.
 

|                                   |                                   |
|-----------------------------------|-----------------------------------|
| <i>Do you work with children?</i> | <i>Have you got a tractor?</i>    |
| <i>Do you wear a uniform?</i>     | <i>Have you got a paintbrush?</i> |
| <i>Do you work with animals?</i>  | <i>Have you got a camera?</i>     |
| <i>Do you write?</i>              | <i>Are you a doctor?</i>          |
  - c Pupils take it in turns to ask questions, until somebody guesses the job or the 20 questions have finished.
  - d The person who guesses the job comes to the front of the class and takes a card.
- 3 Give out the worksheet and demonstrate the activity to the class. Explain that pupils must draw lines through the occupation words, starting at the 'Start' arrow and finishing at the 'Finish' arrow. Insist that they use pencil to be able to rub out and correct as they go along. Demonstrate with the first three words ('vet', 'builder', 'baker').
- 4 Point out to pupils that they can go left, right, up or down, but **not** diagonally. They may have to go back on themselves, so they must look at all the words.
- 5 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 6 They correct their sheets in pairs, and then collectively.

## Key

vet, builder, baker, student, clown, nurse, pilot, painter, athlete, butcher, doctor, singer, architect, secretary, cook, dentist, footballer, artist, farmer, mechanic, dancer, journalist, actor, schoolgirl, engineer, driver, firefighter, teacher

## Extension

Ask pupils to make their own word maze.

Before class, erase the words from the *Word maze* with correcting fluid, and make one copy per group of three to four pupils.Divide the class into groups and give each group a blank *Word maze*. Give each group a word group (e.g. 'parts of the body', 'verbs', 'wild animals'). They will need at least 15 words. First they write in the vocabulary items for their word group in a wiggly route, and then they complete the grid with other words. Set a time limit.

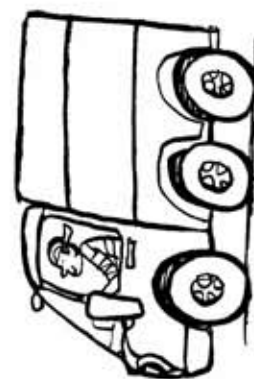
Groups change grids to try and trace the route from start to finish.

Follow the occupation words. → ← ↓ ↑

Start →

|        |         |          |           |           |            |             |          |
|--------|---------|----------|-----------|-----------|------------|-------------|----------|
| vet    | builder | better   | small     | cook      | dentist    | footballer  | dance    |
| teach  | baker   | painting | school    | secretary | cinema     | artist      | farmer   |
| clown  | student | lamp     | singer    | architect | bed        | street      | mechanic |
| nurse  | teeth   | butcher  | doctor    | knees     | sing       | journalist  | dancer   |
| pilot  | painter | athlete  | beautiful | telephone | schoolgirl | actor       | cheese   |
| lorry  | run     | faster   | sausage   | photos    | engineer   | fish        | butter   |
| listen | chair   | tennis   | look      | skirt     | driver     | firefighter | teacher  |

Finish →



## PRIMARY VOCABULARY

## 3.3

## Broken words

## ACTIVITY TYPE

individual vocabulary  
matching activity

## VOCABULARY

## FOCUS

adjectives  
nouns

## LEVEL

3

## AGE RANGE

11–12

## SKILLS

reading, writing

## TIME

25 minutes

## MATERIALS

a copy of the *Broken words*  
worksheet per pupil

## Before class

Make a copy of the *Broken words* worksheet for each pupil. \*

## In class

- 1 Revise or pre-teach the necessary adjectives and nouns (see key below for the list of words).
- 2 Give each pupil a copy of the *Broken words* worksheet.
- 3 Explain the task by example on the board. Write 'w' on the board, and a number of word endings (e.g. 'othes', 'ess', 'appy', 'et', 'ghurt' and 'ble') each inside a box similar to those on the worksheet.
- 4 Ask pupils to connect the beginning with the ending. You can suggest possible alternatives for them to say *No* or *Yes*, e.g.  
*Is it 'wothes'? Is it 'wess'? Is it 'wappy'? Is it 'wet'?*
- 5 When they get the correct answer, write the complete word on the line next to 'w' ('wet') and tick 'et'.
- 6 It is important for pupils to understand that the first part of the word is only a prompt and that they must write the complete word on the line. Explain that there are two lines because there are two different words which start with 'w'. Continue with the procedure as above until pupils get the second answer ('water').
- 7 Explain that one of the two words is an adjective and the other is a noun.
- 8 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 9 When pupils have completed the task, ask them to correct it first by comparing their sheets in small groups. Then write the correct words on the board as pupils call them out.

## Key

beautiful, beach 1 wet, water 2 dry, dress 3 tall, table 4 short, shoes 5 long, lorry  
6 happy, hand 7 sad, sandwich 8 young, yoghurt 9 old, octopus 10 new, number  
11 clean, clothes 12 dirty, dinner

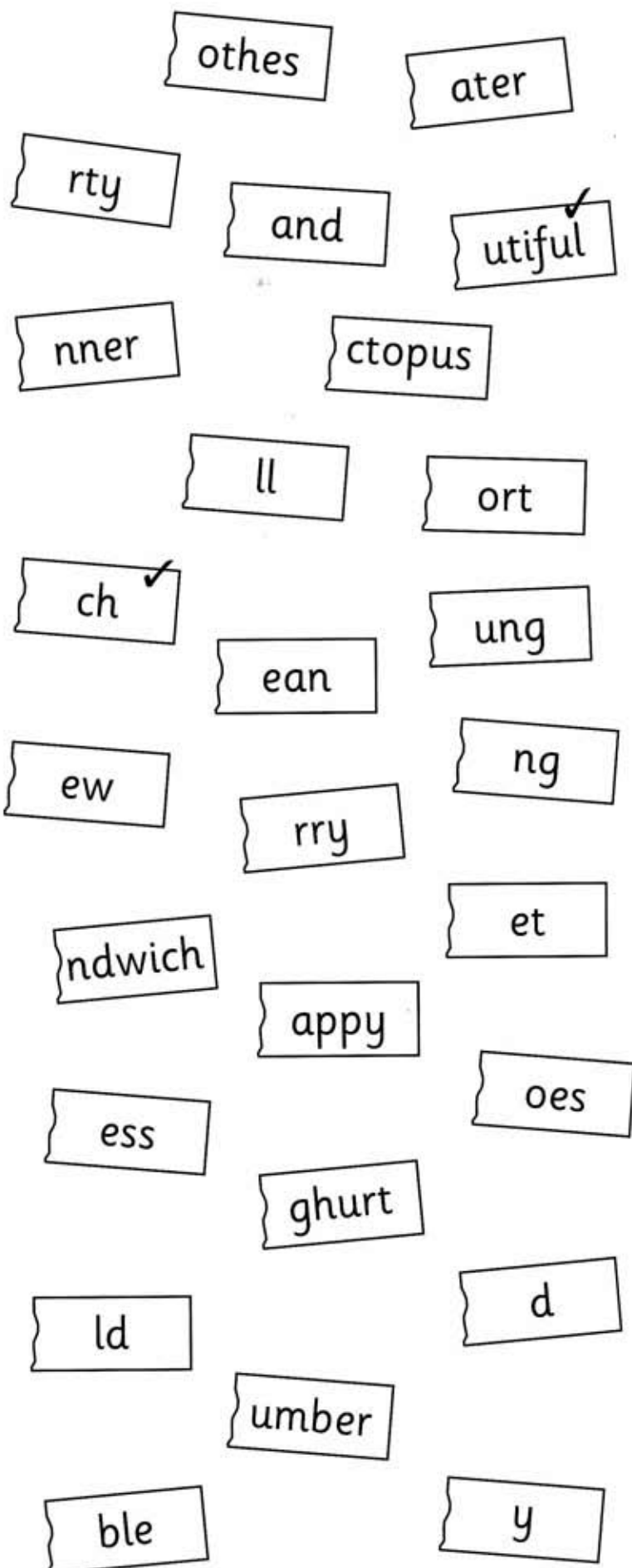
## Extension

In pairs, pupils write five sentences using a pair of words in each, e.g.  
'Mary's sad because she hasn't got a sandwich.'

Find the adjectives and the nouns.

Example:

|    |     |                    |
|----|-----|--------------------|
|    | bea | beautiful<br>beach |
| 1  | w   |                    |
| 2  | dr  |                    |
| 3  | ta  |                    |
| 4  | sh  |                    |
| 5  | lo  |                    |
| 6  | h   |                    |
| 7  | sa  |                    |
| 8  | yo  |                    |
| 9  | o   |                    |
| 10 | n   |                    |
| 11 | cl  |                    |
| 12 | di  |                    |



# PRIMARY VOCABULARY BOX

## 3.4

### Lexical line-up 2

#### ACTIVITY TYPE

individual, pair or small group  
classification puzzle

#### VOCABULARY FOCUS

natural places, days of the week, question words, prepositions, food, weather, months, seasons, furniture, appliances

#### LEVEL

3

#### AGE RANGE

11–12

#### SKILLS

reading, writing

#### TIME

20 minutes

#### MATERIALS

a copy of the *Lexical line-up 2* worksheet per pupil, pair or small group

#### Before class

Make a copy of the *Lexical line-up 2* worksheet for each pupil, pair or small group. As a shorter activity, you can photocopy a smaller section of *Lexical line-up 2*.

#### In class

- 1 Draw four large circles on the board. Title them 'Food', 'Occupations', 'Places', 'Materials'.
- 2 Ask the class to give examples of vocabulary for each topic. Write them in the circles.
- 3 In the circle titled 'Places' write 'sandwich' at the bottom of the list. Ask *Is this correct?* and *Where is sandwich?* to elicit the correct response.
- 4 Draw the following example on the board.

|         |        |             |
|---------|--------|-------------|
| biscuit | actor  | metal       |
| pizza   | wood   | post office |
| glass   | singer | doctor      |

- 5 Choose a line of words (horizontal, vertical or diagonal) from the grid that are not in the same lexical group, e.g. *Biscuit, actor, metal*. *Is that right?*
- 6 Repeat the same procedure with another three words.
- 7 Repeat the procedure with the three words from the same lexical group (*Glass, wood, metal*) and draw a line through the words. Give another example if necessary.
- 8 Give your pupils the worksheet. Ask them to do the activity. Tell them the lines can be horizontal, vertical or diagonal.
- 9 Correct collectively. Ask pupils to justify their answers to encourage discussion. Ask them to suggest a title for each group and to offer other members for these groups.

#### Key

- |  |  |
|--|--|
| 1 mountain, river, forest (natural places) | 2 Saturday, Friday, Tuesday (days of the week) |
| 3 what, why, where (question words)        | 4 under, behind, next to (prepositions)        |
| 5 yoghurt, cheese, eggs (foods)            | 6 sunny, windy, rainy (weather)                |
| 7 April, February, September (months)      | 8 summer, autumn, spring (seasons)             |
| 9 table, chair, shelf (furniture)          | 10 fridge, cooker, television (appliances)     |

#### Note

If pupils come up with alternative groupings and are capable of giving a reasonable justification, count them as valid.

#### Option

Erase the text using correcting fluid and make blank copies for more competent learners to invent their own grids. Correct these before giving them to other pupils to do.

#### Extension

Choose five lexical groups and write different words from each one onto cards. Make enough cards for each pupil in the class. Give pupils a card each and ask them to move around the class finding the other members of their lexical group.



Connect three words with a line. — | \ /

1

|                     |                  |                   |
|---------------------|------------------|-------------------|
| jungle              | computer         | telephone         |
| <del>mountain</del> | <del>river</del> | <del>forest</del> |
| green               | snow             | cards             |

2

|          |        |          |
|----------|--------|----------|
| Monday   | windy  | Tuesday  |
| March    | Friday | January  |
| Saturday | sunny  | December |

3

|      |        |       |
|------|--------|-------|
| who  | before | how   |
| what | why    | where |
| now  | when   | after |

4

|       |      |         |
|-------|------|---------|
| where | up   | under   |
| on    | what | behind  |
| down  | who  | next to |

5

|           |        |        |
|-----------|--------|--------|
| seven     | milk   | packet |
| chocolate | eat    | bottle |
| yoghurt   | cheese | eggs   |

6

|        |        |       |
|--------|--------|-------|
| hot    | Friday | rainy |
| winter | windy  | snow  |
| sunny  | cold   | May   |

7

|           |          |          |
|-----------|----------|----------|
| April     | November | Thursday |
| February  | Saturday | Sunday   |
| September | rainy    | windy    |

8

|          |        |        |
|----------|--------|--------|
| cold     | summer | June   |
| December | autumn | August |
| hot      | spring | winter |

9

|         |       |          |
|---------|-------|----------|
| table   | chair | shelf    |
| near    | sofa  | cupboard |
| bicycle | on    | kite     |

10

|          |           |            |
|----------|-----------|------------|
| fridge   | telephone | book       |
| bath     | cooker    | comic      |
| computer | skates    | television |

Now write titles for the groups. Write other words for the titles.

1 Natural places: lake, hill

# PRIMARY VOCABULARY

## Wordwheel 2

3.5

**ACTIVITY TYPE**

individual matching puzzle

**VOCABULARY****FOCUS**

prepositions: *through, in front of, behind, between, under, next to, on, in*

adverbs: *up, down*

**LEVEL**

3

**AGE RANGE**

11–12

**SKILLS**

reading, writing

**TIME**

20–30 minutes

**MATERIALS**

a copy of the Wordwheel 2 worksheet per pupil

**Before class**

Make one copy of the Wordwheel 2 worksheet for each pupil.

**In class**

- 1 Pre-teach or revise the prepositions and adverbs.
  - a You can use a pencil and your hand to illustrate them, e.g.  
*between*: hold your hand up and place the pencil between two fingers  
*behind*: hold your hand in front of you, palm towards you, and place the pencil behind it  
*through*: hold your hand up, push the pencil between two fingers, and pull it through from the other side, emphasising the movement
  - b When you have illustrated each one, drill by calling out the prepositions and adverbs for pupils to respond with the right action.
- 2 Give each pupil a photocopy and tell them to cut out the circle and then cut the circle into ten different cards, using the cut lines as guides.
- 3 Ask pupils to match the illustrations to the words to form a circle.
- 4 Check answers by asking pupils to read the words out in order, and then asking pupils to come out to the board and to draw a diagram for each one.
- 5 Ask pupils to copy the pictures and words into their notebooks.

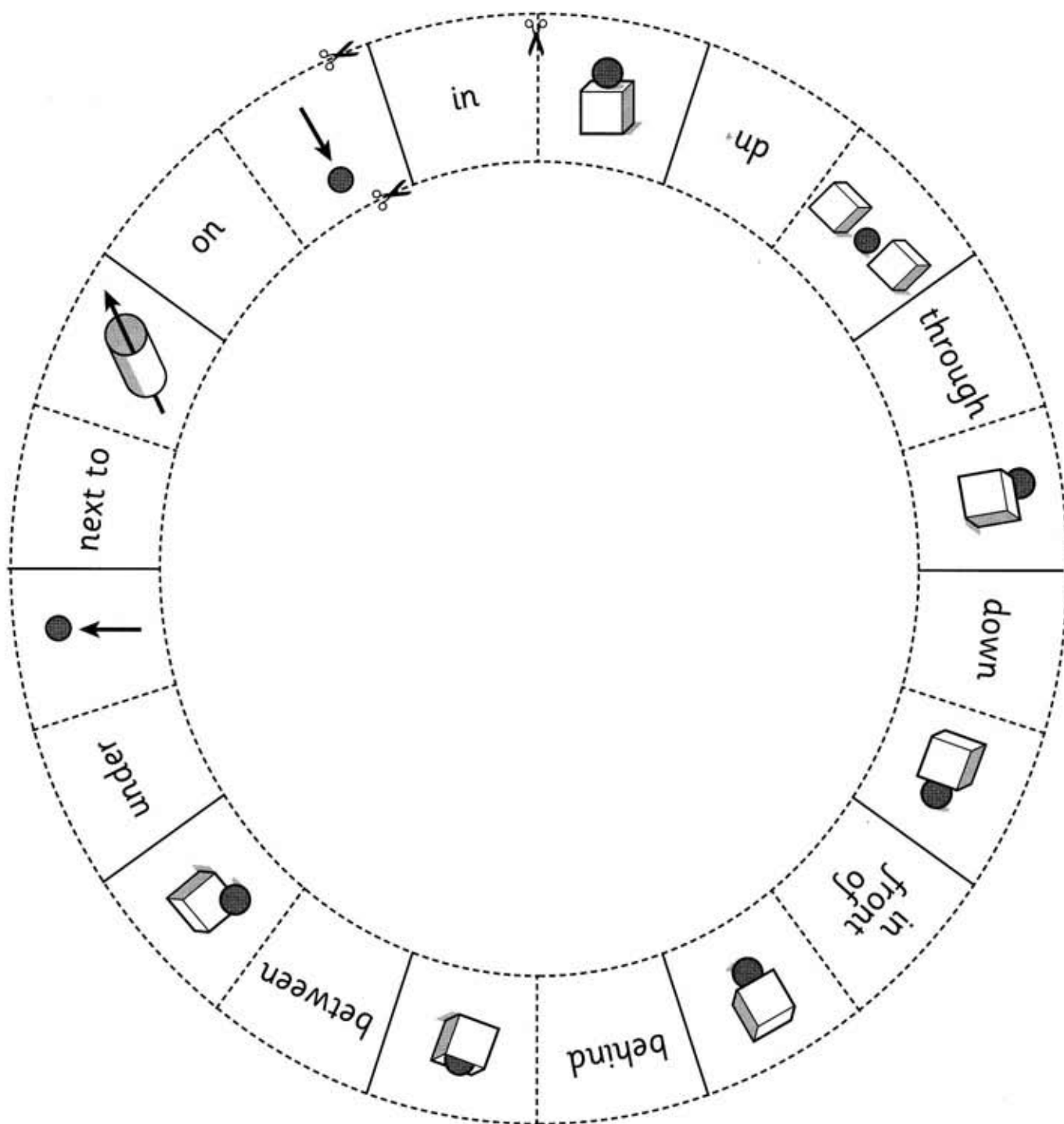
**Option**

Erase the text and pictures with correcting fluid to make a template for different lexical groups, e.g. synonyms (*little/small, etc.*) or antonyms (*cheap/expensive, etc.*).

**Extension**

In pairs, pupils give each other instructions to practise the words on the worksheet. Demonstrate by example. Say to a pupil, e.g. *Put the book between your desk and my desk. Put the pencil under the chair.*

Cut and match.



# PRIMARY VOCABULARY BOX

## 3.6

### Word quiz

#### ACTIVITY TYPE

small group game, quiz

#### VOCABULARY FOCUS

spelling, plural nouns, opposites, negatives, past simple, months, numbers, sums, colours, capital cities, days of the week, produce

#### LEVEL

3

#### AGE RANGE

11–12

#### SKILLS

reading, speaking

#### TIME

30 minutes

#### MATERIALS

a copy of the baseboard from 3.12 *The spelling game* and a set of *Word quiz* cards per small group, counters

#### Before class

Make a copy of one baseboard (3.12) and a copy of both of the *Word quiz* worksheets for each group of four to six pupils. Prepare sets of cards by sticking the worksheets onto card and cutting them up into individual cards. To save time, these could be photocopied directly onto thin card. For a shorter version, copy only one of the pages of question cards.

#### In class

- 1 Arrange the class in small groups (maximum six pupils divided into three pairs) working around a table.
- 2 Explain the rules. This can be done by example.
  - a Each pair of players has a counter which they place on 'START'. The question cards are placed in a pile face down on the table.
  - b The pair with the youngest player starts.
  - c The pair on their right takes a question card and reads it aloud (obviously not reading the answer which is at the bottom of the card). The pair whose turn it is must answer the question correctly in order to advance two squares on the board.
  - d If they cannot answer it, or answer incorrectly, the pair on their left tries to answer the question. If they are correct, they advance one square.
  - e Once questions have been answered, the card is put at the bottom of the pile, so that it may be repeated later in the game.
  - f It is now the turn of the pair on the left of the first pair, and the process continues.
  - g The winner is the pair which first reaches or is closest to 'HOME'. You can set a time limit (e.g. 20 minutes).
- 3 Encourage pupils to use English for communicating while they play by teaching/revising some essential phrases beforehand, e.g. *Whose turn is it? It's our turn. Is that a noun? Can you repeat that? You're the winner.*
- 4 Give each group their baseboard, question cards and counters and let them play.
- 5 Circulate to monitor and help.

#### Option

This can also be played as a whole class quiz game with various teams and the teacher reading out questions from the cards and keeping the scores on the board. In this case the baseboard is not needed.

#### Extension

More competent learners can make up more question cards to use in a later class.

|   |   |   |  |  |  |
|---|---|---|--|--|--|
| <b>Word quiz</b><br>Spell 'chemist'.<br><br>Spell 'chair'.<br><br>Spell 'eyes'.<br><br>Spell the plural of 'family'.<br><br>Spell 'year'.<br><br>Spell the plural of 'country'. | <b>Word quiz</b><br>Spell 'chair'.<br><br>Spell 'eyes'.<br><br>Spell the plural of 'family'.<br><br>Spell 'year'.<br><br>Spell the plural of 'country'. | <b>Word quiz</b><br>Spell 'eyes'.<br><br>Spell the plural of 'family'.<br><br>Spell 'year'.<br><br>Spell the plural of 'country'. | <b>Word quiz</b><br>Spell the plural of 'family'.<br><br>Spell 'year'.<br><br>Spell the plural of 'country'. | <b>Word quiz</b><br>Spell 'year'.<br><br>Spell the plural of 'country'.                                      | <b>Word quiz</b><br>Spell the plural of 'country'.   |
|   |   |   | families   |  | countries  |
| <b>Word quiz</b><br>What's the plural of 'child'?<br><br>children   | <b>Word quiz</b><br>What's the plural of 'man'?<br><br>men  | <b>Word quiz</b><br>What's the plural of 'person'?<br><br>people  | <b>Word quiz</b><br>What's the plural of 'foot'?<br><br>feet   | <b>Word quiz</b><br>What's the plural of 'this'?<br><br>these  | <b>Word quiz</b><br>What's the plural of 'knife'?<br><br>knives  |
| <b>Word quiz</b><br>What's the opposite of 'hot'?<br><br>cold   | <b>Word quiz</b><br>What's the opposite of 'full'?<br><br>empty   | <b>Word quiz</b><br>What's the opposite of 'dirty'?<br><br>clean  | <b>Word quiz</b><br>What's the opposite of 'wet'?<br><br>dry   | <b>Word quiz</b><br>What's the opposite of 'slow'?<br><br>fast   | <b>Word quiz</b><br>What's the opposite of 'new'?<br><br>old   |
| <b>Word quiz</b><br>What's the negative of 'She likes chocolate'?<br>She doesn't like chocolate   | <b>Word quiz</b><br>What's the negative of 'He's ten'?<br>He isn't ten  | <b>Word quiz</b><br>What's the negative of 'I've got a dog'?<br>I haven't got a dog   | <b>Word quiz</b><br>What's the negative of 'We went to the cinema'?<br>We didn't go to the cinema            | <b>Word quiz</b><br>What's the negative of 'We get up at seven o'clock'?<br>We don't get up at seven o'clock | <b>Word quiz</b><br>What's the negative of 'They're playing football'?<br>They aren't playing football |
| <b>Word quiz</b><br>What's the past of 'go'?<br><br>went  | <b>Word quiz</b><br>What's the past of 'take'?<br><br>took  | <b>Word quiz</b><br>What's the past of 'is'?<br><br>was   | <b>Word quiz</b><br>What's the past of 'do'?<br><br>did  | <b>Word quiz</b><br>What's the past of 'eat'?<br><br>ate   | <b>Word quiz</b><br>What's the past of 'see'?<br><br>saw   |
| <b>Word quiz</b><br>Which is the tenth month?<br><br>October  | <b>Word quiz</b><br>Which is the fourth month?<br><br>April   | <b>Word quiz</b><br>Which is the first month?<br><br>January  | <b>Word quiz</b><br>Which is the last month?<br><br>December   | <b>Word quiz</b><br>Which is the eighth month?<br><br>August   | <b>Word quiz</b><br>Which is the fifth month?<br><br>May   |



|  |   |  |  |  |   |
|--|---|--|--|--|---|
| <b>Word quiz</b><br>How many days are there in a week?<br><br><b>7</b>                   | <b>Word quiz</b><br>How many hours are there in a day?<br><br><b>24</b>                 | <b>Word quiz</b><br>How many weeks are there in a year?<br><br><b>52</b>                   | <b>Word quiz</b><br>How many seconds are there in a minute?<br><br><b>60</b>             | <b>Word quiz</b><br>How many minutes are there in an hour?<br><br><b>60</b>                | <b>Word quiz</b><br>How many months are there in a year?<br><br><b>12</b>                 |
| <b>Word quiz</b><br>How much is $78 + 19$ ?<br><br><b>97</b>                             | <b>Word quiz</b><br>How much is $59 + 13$ ?<br><br><b>72</b>                            | <b>Word quiz</b><br>How much is $45 + 12$ ?<br><br><b>57</b>                               | <b>Word quiz</b><br>How much is $32 + 17$ ?<br><br><b>49</b>                             | <b>Word quiz</b><br>How much is $15 + 23$ ?<br><br><b>38</b>                               | <b>Word quiz</b><br>How much is $9 + 16$ ?<br><br><b>25</b>                               |
| <b>Word quiz</b><br>What colour do you get if you mix red and green?<br><br><b>brown</b> | <b>Word quiz</b><br>What colour do you get if you mix red and white?<br><br><b>pink</b> | <b>Word quiz</b><br>What colour do you get if you mix red and yellow?<br><br><b>orange</b> | <b>Word quiz</b><br>What colour do you get if you mix red and blue?<br><br><b>purple</b> | <b>Word quiz</b><br>What colour do you get if you mix yellow and blue?<br><br><b>green</b> | <b>Word quiz</b><br>What colour do you get if you mix black and white?<br><br><b>grey</b> |
| <b>Word quiz</b><br>What's the capital of Russia?<br><br><b>Moscow</b>                   | <b>Word quiz</b><br>What's the capital of France?<br><br><b>Paris</b>                   | <b>Word quiz</b><br>What's the capital of England?<br><br><b>London</b>                    | <b>Word quiz</b><br>What's the capital of the USA?<br><br><b>Washington</b>              | <b>Word quiz</b><br>What's the capital of Australia?<br><br><b>Canberra</b>                | <b>Word quiz</b><br>What's the capital of Japan?<br><br><b>Tokyo</b>                      |
| <b>Word quiz</b><br>Which day comes after Monday?<br><br><b>Tuesday</b>                  | <b>Word quiz</b><br>Which day comes before Sunday?<br><br><b>Saturday</b>               | <b>Word quiz</b><br>Which day comes after Wednesday?<br><br><b>Thursday</b>                | <b>Word quiz</b><br>Which day comes before Tuesday?<br><br><b>Monday</b>                 | <b>Word quiz</b><br>Which day comes after Thursday?<br><br><b>Friday</b>                   | <b>Word quiz</b><br>Which day comes before Saturday?<br><br><b>Friday</b>                 |
| <b>Word quiz</b><br>Where do we get milk from?<br><br><b>cows</b>                        | <b>Word quiz</b><br>Where do we get wood from?<br><br><b>trees</b>                      | <b>Word quiz</b><br>Where do we get honey from?<br><br><b>bees</b>                         | <b>Word quiz</b><br>Where do we get eggs from?<br><br><b>hens</b>                        | <b>Word quiz</b><br>Where do we get wool from?<br><br><b>sheep</b>                         | <b>Word quiz</b><br>Where do we get meat from?<br><br><b>animals</b>                      |

## 3.7

PRIMARY VOCABULARY  
BOX

## Word spider

## ACTIVITY TYPE

individual collocations puzzle

## VOCABULARY

## FOCUS

*do, play, have* and collocations (see key below)

## LEVEL

3

## AGE RANGE

11–12

## SKILLS

reading, writing

## TIME

20 minutes

## MATERIALS

a copy of the *Word spider* worksheet per pupil

## Before class

Make a copy of the *Word spider* worksheet for each pupil.

## In class

- 1 Revise or pre-teach the necessary vocabulary (see key below for the list of words).
- 2 Explain the task by example on the board:

|    |      |      |
|----|------|------|
| do | play | have |
|    |      |      |

*a shower*  
*table tennis*  
*some work*

Say *Do a shower?* in a questioning tone of voice, to elicit the response *No*. Repeat with *Play a shower?* to elicit the response *No* again. Finally say *Have a shower?* to elicit the response *Yes*, and write 'a shower' in the column under 'have'.

Repeat the process with *table tennis* and *some work*, to elicit *play table tennis* and *do some work*. Explain that these are pre-made combinations (and, if you wish, tell them that they can be called 'collocations').

- 3 Give each pupil a copy of the *Word spider* worksheet.
- 4 Ask pupils to complete the worksheet by writing the words in the appropriate spider, depending upon which verb they combine with.
- 5 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 6 When pupils have completed the task, ask them to correct it, first by comparing their sheets in small groups, and then collectively writing the answers on the board.

## Key

*do*: the housework, the dishes, an exercise, a project, the cooking, the shopping, your homework, a crossword

*play*: the piano, volleyball, the guitar, a game, tennis, football, basketball, the violin

*have*: a bath, breakfast, dinner, a sandwich, a holiday, lunch, a rest, a party

## Extension

In groups of three to four, pupils write sentences about each spider with their corresponding verbs, e.g.

'Danny did the housework yesterday.'

'Polly plays the piano on Mondays.'

'Harry has a rest after lunch.'

Set a time limit (ten minutes). Correct collectively. Groups read their sentences aloud for you to write on the board.

Put these words with the correct verb.

the housework ✓

the dishes

the piano

volleyball

an exercise

a project

a bath

the guitar

breakfast

a game

dinner

tennis

the cooking

football

a sandwich

a holiday

lunch

the shopping

basketball

a rest

your homework

the violin

a party

a crossword

the housework

Danny

• do •

Polly

• play •

Harry

• have •

## 3.8

PRIMARY VOCABULARY  
BOX

## Categories

## ACTIVITY TYPE

whole class word classifying game

VOCABULARY  
FOCUS

clothes, class objects, animals, food and drink, toys, school subjects, furniture, countries, shops, jobs

## LEVEL

3

## AGE RANGE

11–12

## SKILLS

reading, speaking, writing

## TIME

20 minutes

## MATERIALS

a copy of the *Categories* worksheet per small group, cut into four

## Before class

Make a copy of the *Categories* worksheet for each group of three pupils. There are two copies of two different cards, 1 and 2. Card 1 is easier than card 2. For each round of the game you need a new card, so the number of photocopies depends upon how many rounds you wish to play. Each round takes four or five minutes.

## In class

- 1 Arrange the class in groups of three pupils.
- 2 Explain the rules.
  - a Write an example card and a letter, e.g. 'B', on the board.
  - b Ask pupils to suggest words for each category, and write the first correct suggestions in the spaces provided:

|                |                |
|----------------|----------------|
| Clothes        | <u>boots</u>   |
| Class objects  | <u>book</u>    |
| Animals        | <u>bull</u>    |
| Food and drink | <u>biscuit</u> |
| Toys           | <u>ball</u>    |

- c Explain that when the first group has completed the card, they shout 'Stop!' and all the other groups must stop writing. Groups swap cards with the group next to them and then correct them collectively.
- d Explain the scoring system: ten points for a correct answer which no other group has got, and five points if another group has the same answer. Points can be deducted for misspelling. Each group writes their score on the card.
- e Tell pupils that brand names are not allowed.
- 3 Give each group a *Categories* card and write the first letter on the board. Pupils write words beginning with this letter on their cards.
- 4 Set a maximum time limit of three minutes. If in this time no group has completed the card, give them another minute before stopping and correcting.
- 5 You can play several rounds by giving them more cards, and then adding up the total scores.
- 6 Encourage pupils to use English for communicating while they play by teaching/revising some essential phrases beforehand, e.g. *How do you spell ... ? How do you say ... in English? Can you say ... in English? What does ... mean? You're the winners.*
- 7 Circulate to monitor and help.

## Extension

You can give pupils more time (ten minutes) and ask them to write as many words in each category as time allows. They get one point for each correct word.

## Option

You can adapt the cards by erasing the categories with correcting fluid and writing categories which are more relevant to your own groups.

1

## CATEGORIES

Write one word for each category with the first letter:

Clothes \_\_\_\_\_

Class objects \_\_\_\_\_

Animals \_\_\_\_\_

Food and drink \_\_\_\_\_

Toys \_\_\_\_\_

Score \_\_\_\_\_

1

## CATEGORIES

Write one word for each category with the first letter:

Clothes \_\_\_\_\_

Class objects \_\_\_\_\_

Animals \_\_\_\_\_

Food and drink \_\_\_\_\_

Toys \_\_\_\_\_

Score \_\_\_\_\_

2

## CATEGORIES

Write one word for each category with the first letter:

School subjects \_\_\_\_\_

Furniture \_\_\_\_\_

Countries \_\_\_\_\_

Shops \_\_\_\_\_

Jobs \_\_\_\_\_

Score \_\_\_\_\_

2

## CATEGORIES

Write one word for each category with the first letter:

School subjects \_\_\_\_\_

Furniture \_\_\_\_\_

Countries \_\_\_\_\_

Shops \_\_\_\_\_

Jobs \_\_\_\_\_

Score \_\_\_\_\_



## 3.9

PRIMARY VOCABULARY  
BOX

## Wordchain

## ACTIVITY TYPE

individual vocabulary  
reading puzzle

VOCABULARY  
FOCUS

simple nouns and definitions  
(see key below)

## LEVEL

3

## AGE RANGE

11–12

## SKILLS

reading, writing

## TIME

30 minutes

## MATERIALS

a copy of the *Wordchain*  
worksheet per pupil

## Before class

Make a copy of the *Wordchain* worksheet for each pupil.

## In class

- 1 Pre-teach the vocabulary which pupils are not familiar with (see key below for the list of words).
- 2 Explain the task by example on the board.  
Write the following definition on the board:  
'It has two wheels. You ride it.'  
Say *This is a definition. What's the word?* to elicit *Bike*. They may need some prompting as it is the first one. Write 'bike' in a box to the left of the definition. Write the following definition underneath the first:  
'The opposite of hate/dislike.'  
to elicit *Like*, which you write in a box to the left of the definition.  
Continue with:  
'I ... in a house.'  
to elicit *Live*, which you write in a box to the left of the definition.
- 3 Point out to pupils the progression from 'bike', to 'like', to 'live', emphasising the fact that only one letter changes each time.
- 4 Give each pupil a copy of the *Wordchain* worksheet.
- 5 Ask pupils to complete the worksheet by writing the words next to the definitions. Tell them that only one letter changes each time, as in the example.
- 6 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 7 If pupils have problems, indicate that they do not necessarily need to do the puzzle from 'bank' to 'bald', but that they can also start from 'bald' and work up, or even start in the middle if they are sure about a definition.
- 8 When pupils have completed the task, ask them to correct it, first by comparing their sheets in small groups, and then collectively.

## Key

bank, band, hand, land, lane, line, like, lake, cake, cage, page, pale, tale, talk, walk, wall, well, bell, tell, tall, ball, bald

## Extension

Write 'past' on the board. Ask your class to suggest another word by changing only one letter. Write this underneath 'past' (e.g. 'last', 'part', 'fast'). Continue in the same way, prompting where necessary until your class have made a collective wordchain (minimum five words).

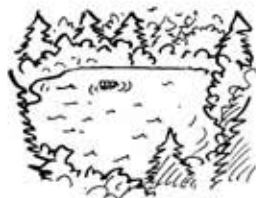
Here are two possible wordchains:

'past, fast, last, lost, lose, nose, rose'

'past, part, park, dark, bark, bars, bats, bits'

Ask the class to suggest definitions for each word. Write these on the board.

Write the words. Change one letter every time.



|      |  |
|------|--|
| bank | We keep money here.                                  |
|      | A group of musicians.                                |
|      | It's at the end of our arm.                          |
|      | Not sea or air. Solid earth.                         |
|      | A small street.                                      |
|      | This is sometimes on paper to help us write clearly. |
|      | The opposite of 'hate'/'dislike'.                    |
|      | A large area of water. Not sea.                      |
|      | Something sweet to eat on our birthday.              |
|      | A pet canary's house.                                |
|      | This is in a book.                                   |
|      | Without much colour.                                 |
|      | A traditional story.                                 |
|      | Speak.   |
|      | Move your feet to get from one place to another.     |
|      | This is where we usually put pictures and posters.   |
|      | The opposite of 'badly'.                             |
|      | This rings.  |
|      | Say.   |
|      | The opposite of 'short'.                             |
|      | We play football with this.                          |
| bald | Without hair.  |

**ACTIVITY TYPE**

individual reading, cognitive puzzle

**VOCABULARY****FOCUS**

days of the week, school subjects, o'clock times

**LEVEL**

3

**AGE RANGE**

11–12

**SKILLS**

reading for information, writing

**TIME**

30–40 minutes

**MATERIALS**

an enlarged copy of the *Fabio's timetable* worksheet, a copy of the *Fabio's timetable* worksheet per pupil

**Before class**

Make one enlarged copy of the *Fabio's timetable* worksheet and a copy of the *Fabio's timetable* worksheet for each pupil.

**In class**

- 1 Give out the photocopies. Pupils do the first activity on the worksheet. Correct collectively on the board, explaining any vocabulary they do not know. (PE is Physical Education.)
- 2 Pupils read the information in the second activity in silence, while you stick the enlarged copy of the timetable onto the board.
- 3 When they have finished reading, draw pupils' attention to the timetable and read the first piece of information on the worksheet aloud. Point to the timetable and show them that the information is organised according to days and times.
- 4 To illustrate that the information is not in progressive order, say the first sentence: *Fabio's got English and maths every day except Tuesday*, and move your finger along the first three rows of the timetable with a questioning expression, shrugging your shoulders, or write question marks in the spaces if you prefer. Say *It's not possible* and encourage pupils to continue reading the information.
- 5 Read the second piece of information aloud. Say *Aha! History at nine o'clock on Tuesdays*. Look excited and point to 'Tuesday 9.00' as though you have made a great discovery. Write the information onto the timetable.
- 6 Continue to explain by example and when you feel that pupils have got a clear idea of what they have to do and seem confident, ask them to complete the puzzle individually.
- 7 While the class are doing the puzzle, circulate to help and correct. Try not to give them too much help, only prompting and suggesting.
- 8 Correct the activity collectively. Ask pupils to read the information back to you, point by point, while you write it on the board. Encourage them to justify their answers.

**Key**

|       | Monday    | Tuesday          | Wednesday | Thursday | Friday           |
|-------|-----------|------------------|-----------|----------|------------------|
| 9.00  | Maths     | History          | Geography | English  | Computer studies |
| 10.00 | Science   | Computer studies | English   | History  | English          |
| 11.00 | Geography | French           | Music     | French   | French           |
| 12.00 | Lunchtime |                  |           |          |                  |
| 1.00  | English   | Art              | French    | Science  | Maths            |
| 2.00  | PE        | Art              | Maths     | Science  | Music            |
| 3.00  | PE        | Swimming         | Science   | Maths    | Drama            |


**Extension**

Once they have completed the timetable on the worksheet, ask pupils to write out their own school timetable.

Write the words next to the pictures.


|         |       |         |        |             |                  |
|---------|-------|---------|--------|-------------|------------------|
| English | drama | history | French | maths       | computer studies |
| science | PE    | art     | music  | geography ✓ |                  |

1




geography

2




\_\_\_\_\_

3




\_\_\_\_\_

4




\_\_\_\_\_

5




\_\_\_\_\_

6




\_\_\_\_\_

7




\_\_\_\_\_

8




\_\_\_\_\_

9




\_\_\_\_\_

10



\_\_\_\_\_

11



\_\_\_\_\_

Read the information and complete Fabio's school timetable.

- 1 Fabio's got English and maths every day except Tuesday.
- 2 He's got history on Tuesday and Thursday mornings. History is at nine o'clock on Tuesdays.
- 3 He's got French before lunch on Tuesdays, Thursdays and Fridays, and after lunch on Wednesdays.
- 4 He's got computer studies on Tuesday and Friday mornings. Computer studies is at nine o'clock on Fridays.
- 5 He's got four science classes a week – one is on Monday mornings and one is on Wednesday afternoons. The other two are at one o'clock and two o'clock on Thursdays.
- 6 On Monday afternoons he's got two hours of PE.
- 7 He's got two hours of art on Tuesday afternoons.
- 8 He's got music after English on Wednesdays, and before drama on Fridays.
- 9 He's got geography on Wednesday and Monday mornings. On Mondays geography is after science, and on Wednesdays it's at nine o'clock.

|       | Monday    | Tuesday  | Wednesday | Thursday | Friday |
|-------|-----------|----------|-----------|----------|--------|
| 9.00  |           |          |           | English  |        |
| 10.00 | Science   |          |           |          |        |
| 11.00 |           |          |           |          |        |
| 12.00 | Lunchtime |          |           |          |        |
| 1.00  | English   |          |           |          | Maths  |
| 2.00  |           |          | Maths     |          |        |
| 3.00  |           | Swimming |           |          | Drama  |



# Free time

**ACTIVITY TYPE**

whole class matching activity,  
individual writing

**VOCABULARY  
FOCUS**

free time: activity, location  
and equipment

**LEVEL**  
3

**AGE RANGE**  
11–12

**SKILLS**  
reading, speaking, writing

**TIME**  
30 minutes

**MATERIALS**  
an enlarged copy of the *Free time* worksheet, a copy of the second activity per pupil

**Before class**

Make one enlarged copy of the *Free time* worksheet for your class, and cut the top section up into eighteen cards. Make one copy of the second activity on the *Free time* worksheet for each pupil.

**In class**

- 1 Pre-teach or revise the vocabulary if necessary.
- 2 Give a card to each pupil. If you have fewer than 18 pupils, give out the same number of cards as you have pupils (make sure that they are from the same groups). If you have more than 18 pupils, give one card to pairs of pupils.
- 3 Tell pupils that they must walk around and form six different groups of three members each. Each group has a free time activity, a place where you do this activity and what you use to do the activity.
- 4 Pupils mingle and form groups.
- 5 Circulate to monitor and correct pronunciation. Encourage your pupils to use English for communicating while they look for their group, by teaching them some essential phrases beforehand, e.g. *Do you play ... at home? Do you use a ... to play video games? You don't use a ... to windsurf.*
- 6 Each group corrects itself, until the class are happy with the groups formed. They identify themselves in front of the rest of the class.
- 7 Give pupils the second activity on the worksheet. Pupils complete this individually.
- 8 Correct collectively on the board. Draw attention to the correct preposition in each case (see below).

**Key**

| What activity?   | Where do you do it?     | What with?              |
|------------------|-------------------------|-------------------------|
| play tennis      | on a court              | with a ball and rackets |
| play football    | on a pitch              | with a ball and goals   |
| go swimming      | in a pool or in the sea | with a swimming costume |
| windsurf         | on a lake or on the sea | with a board            |
| play video games | at home                 | with a TV and console   |
| go camping       | in the country          | with a tent             |



|                  |                         |                         |
|------------------|-------------------------|-------------------------|
| play tennis      | on a pitch              | with a TV and console   |
| play football    | on a lake or on the sea | with a tent             |
| go swimming      | on a court              | with a ball and rackets |
| windsurf         | in a pool or in the sea | with a ball and goals   |
| play video games | in the country          | with a board            |
| go camping       | at home                 | with a swimming costume |

Complete the table.

| What activity? | Where do you do it? | What with? |
|----------------|---------------------|------------|
|                |                     |            |
|                |                     |            |
|                |                     |            |
|                |                     |            |
|                |                     |            |
|                |                     |            |

## The spelling game

### ACTIVITY TYPE

small group game, spelling

### VOCABULARY FOCUS

words with problematical  
spelling

### LEVEL

3

### AGE RANGE

11–12

### SKILLS

reading, speaking

### TIME

30 minutes

### MATERIALS

a copy of *The spelling game*  
baseboard and a set of *The  
spelling game* word cards per  
small group, dice, counters

### Before class

Make a copy of both of *The spelling game* worksheets for each group of three to four pupils. Prepare sets of cards by sticking the worksheet onto card and cutting it up into individual cards. If you prefer your pupils can do this at the start of the class.

### In class

- 1 Revise the alphabet.
- 2 Arrange the class in small groups (maximum four pupils) working around a table.
- 3 Explain the rules. This can be done by example.
  - a Each player has a counter which they place on 'START' on the baseboard. The word cards are placed in a pile face down on the table.
  - b To start, they all roll the dice, and the player with the highest number starts.
  - c The first player rolls the dice. The player on his or her right takes a word card and reads it aloud. The player whose turn it is must spell this word correctly in order to advance the number on the dice.
  - d If they cannot spell it, or spell it incorrectly, the player on their left tries to spell the word. If they are correct, they advance one square.
  - e The player on the first player's left rolls the dice and the process continues.
  - f The winner is the first player to reach 'HOME' or the closest to 'HOME' when the time limit is up.
- 4 Encourage pupils to use English for communicating while they play by teaching/revising some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. Is that a noun? Can you repeat that? You're the winner.*
- 5 Give each group their baseboard, word cards, counters and dice and let them play.
- 6 Circulate to monitor and help.

### Note

Correct spellings are allowed or disallowed by group members. If there is conflict, the teacher is the judge.

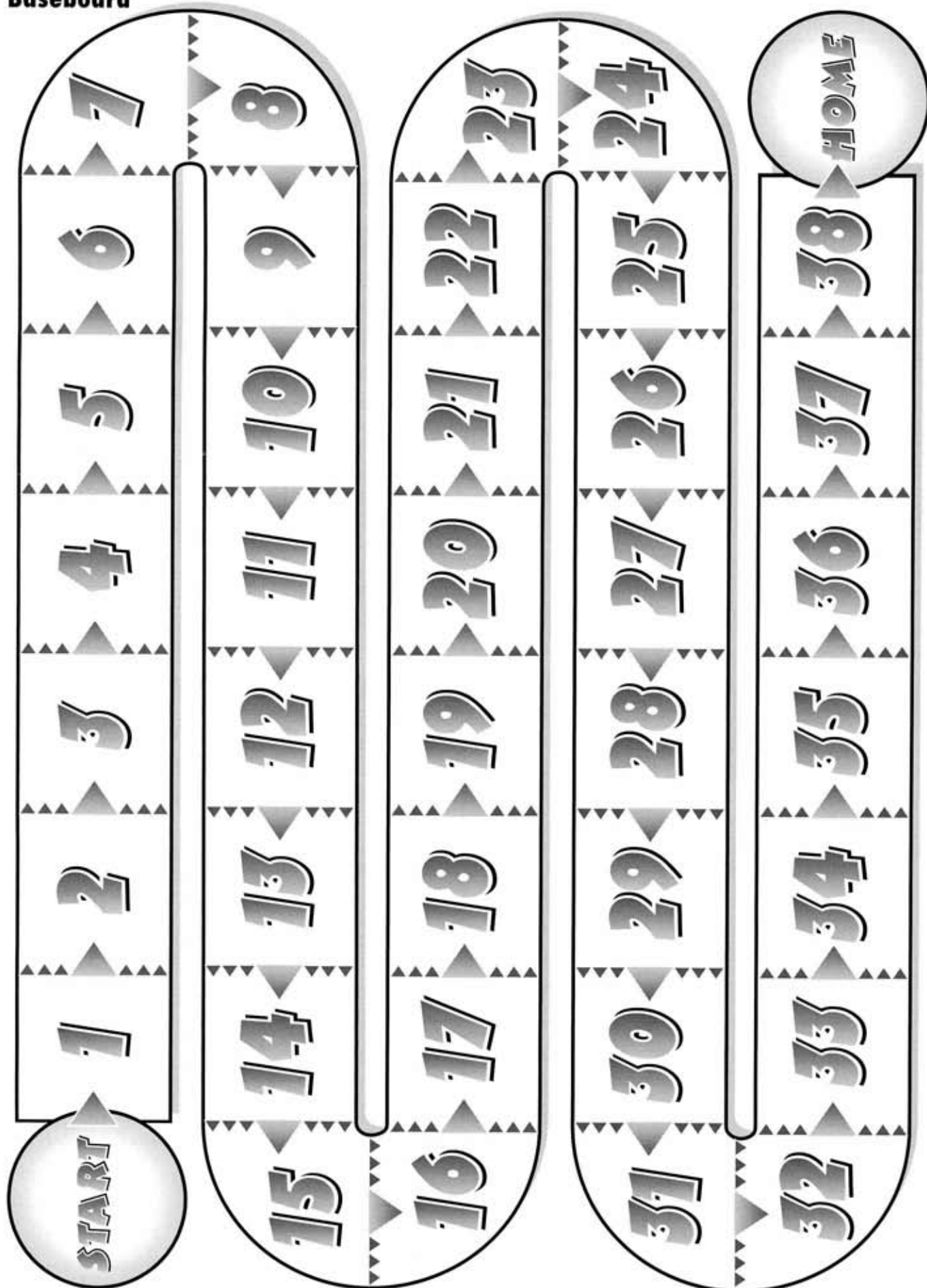
### Extension

You can make your own sets of word cards to include recently acquired vocabulary or words which give your pupils problems.

## Word cards

|           |          |            |             |            |            |
|-----------|----------|------------|-------------|------------|------------|
| address   | answer   | apples     | aunt        | balloon    | because    |
| bicycle   | bigger   | birthday   | blue        | bottle     | bread      |
| breakfast | bridge   | carrot     | chicken     | children   | chocolate  |
| church    | clothes  | dancing    | daughter    | different  | dinner     |
| elephant  | engineer | evening    | family      | famous     | father     |
| favourite | football | friend     | giant       | give       | great      |
| Greece    | guitar   | half       | head        | heavy      | high       |
| hour      | human    | hungry     | intelligent | invention  | Ireland    |
| Italian   | jacket   | juice      | July        | key        | kitchen    |
| knee      | knife    | language   | lazy        | lettuce    | listen     |
| litre     | magazine | million    | mother      | nation     | necessary  |
| night     | nineteen | noisy      | nothing     | often      | orange     |
| other     | out      | penguin    | people      | photograph | picture    |
| pieces    | please   | police     | quarter     | queen      | question   |
| quiet     | quiz     | reading    | ready       | real       | remember   |
| rich      | right    | school     | science     | scissors   | sometimes  |
| surname   | teacher  | these      | thousand    | touch      | tourist    |
| umbrella  | uncle    | understand | usually     | village    | volleyball |
| wash      | watch    | Wednesday  | what        | when       | which      |
| window    | woman    | yacht      | yellow      | yesterday  | young      |

## Baseboard



# PRIMARY VOCABULARY BOX

# 3.13

## Where does it go?

### ACTIVITY TYPE

individual vocabulary reading puzzle

### VOCABULARY FOCUS

basic nouns and their location/container (see key below)

### LEVEL

3

### AGE RANGE

11–12

### SKILLS

reading, writing

### TIME

30 minutes

### MATERIALS

a copy of the *Where does it go?* worksheet per pupil

### Before class

Make a copy of the *Where does it go?* worksheet for each pupil.

### In class

- 1 Revise or pre-teach the necessary vocabulary (see key below for the list of words).
- 2 Explain the task by example.  
Write the following chart on the board:

| 1           |  |
|-------------|--|
| bowl        |  |
| pencil case |  |
| fridge      |  |

| 2      |
|--------|
| milk   |
| sugar  |
| pencil |

Ask *What goes in a bowl?* to elicit *Sugar*. Pupils may need some prompting as it is the first one. Write 'sugar' in the second column, next to 'bowl'. Continue with 'pencil case' and 'fridge'.

- 3 Give each pupil a copy of the *Where does it go?* worksheet.
- 4 Point out that they must connect the places in column 1 with the things in column 2, as in the example on the board.
- 5 Ask pupils to complete the worksheet by writing the words next to the places. They tick the words in column 2 as they find where they go.
- 6 Circulate to monitor, but try to encourage pupil autonomy; do not tell them answers, but rather prompt and suggest.
- 7 When pupils have completed the task, ask them to correct it, first by comparing their sheets in small groups, and then collectively.

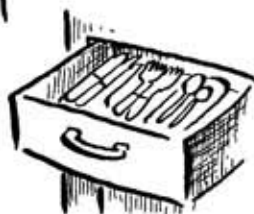
### Key

bowl – sugar, envelope – letter, station – train, kitchen drawer – knife, wardrobe – clothes, shelf – books, pencil case – eraser, tube – toothpaste, can – cola, garden – flowers, purse – money, handbag – purse, jar – jam, packet – crisps, jug – water, garage – car

Connect the places in column 1 with the things in column 2.

| 1              |       |
|----------------|-------|
| bowl           | sugar |
| envelope       |       |
| station        |       |
| kitchen drawer |       |
| wardrobe       |       |
| shelf          |       |
| pencil case    |       |
| tube           |       |
| can            |       |
| garden         |       |
| purse          |       |
| handbag        |       |
| jar            |       |
| packet         |       |
| jug            |       |
| garage         |       |

| 2          |
|------------|
| flowers    |
| purse      |
| sugar✓     |
| books      |
| knife      |
| car        |
| water      |
| train      |
| money      |
| letter     |
| crisps     |
| eraser     |
| toothpaste |
| clothes    |
| cola       |
| jam        |





## PRIMARY VOCABULARY

3.14

## Supermarket mix-up

## ACTIVITY TYPE

individual cognitive puzzle

VOCABULARY  
FOCUSfood and supermarket  
vocabulary

## LEVEL

3

## AGE RANGE

11–12

## SKILLS

reading, writing, speaking

## TIME

30 minutes

## MATERIALS

a copy of the *Supermarket  
mix-up* worksheets per pupil

## Before class

Make one copy of the *Supermarket mix-up* worksheets for each pupil.

## In class

- 1 Give out the photocopies. Explain *customer*, *bag*, *basket*, *box* and *trolley*, if necessary. Ask pupils to read the information in silence while you copy the shopping lists from the worksheet onto the board.
- 2 Draw their attention to the lists on the board and read the first piece of information aloud. Point to the orange juice on Mr Sharpe's list and say *Mr Sharpe bought orange juice. Did he buy vegetables?* to elicit *Yes*. Write 'vegetables' on Mr Sharpe's list.
- 3 Say **Two** customers bought orange juice and move your finger down the other lists with a questioning expression. Say *It's not possible* and continue to the next point.
- 4 Read the second point aloud. Say *Aha! The customer with a shopping basket spent £5.67*. Look excited and point to the basket and the 'Total' box, as though you have made a great discovery. Read the information aloud as you write in the total.
- 5 Read the third point and write the details on the board (the box belongs to Mr Burke).
- 6 For the information that is still unknown, say *It's not possible*. Pupils should understand that they may not be able to write the information at times, and that they need to continue reading.
- 7 When pupils seem confident, ask them to complete the puzzle individually.
- 8 While the class are doing the puzzle, circulate to help and correct. Try not to give them too much help, only prompting and suggesting. Allow them time to work it out for themselves.
- 9 Pupils draw the food and drink items for each person.
- 10 Correct the activity collectively. Ask pupils to read the information back to you, point by point, while you write it on the board. While doing this, talk them through the reasoning process behind each answer.

## Key

| Mr Sharpe<br>(bag) | Mr Burke<br>(box) | Mrs Maskell<br>(trolley) | Mrs Wigan<br>(basket) |
|--------------------|-------------------|--------------------------|-----------------------|
| orange juice       | eggs              | fruit                    | cheese                |
| vegetables         | cornflakes        | eggs                     | coffee                |
| cornflakes         | tea               | coffee                   | milk                  |
| tea                | fruit             | milk                     | yoghurt               |
| meat               | yoghurt           | orange juice             | meat                  |
| bread              | cheese            | vegetables               | bread                 |
| Total £6.78        | Total £8.52       | Total £7.39              | Total £5.67           |

## Extension

Divide the class into teams of four to five pupils. Ask them questions about the information on the worksheet and give them points for correct answers, e.g.

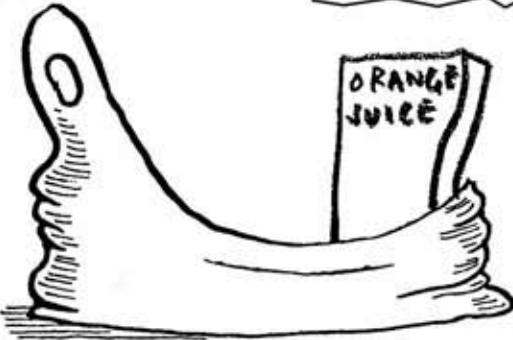
*Who bought orange juice? Did Mr Sharpe buy any vegetables? Where did Mrs Maskell put her shopping? How much did Mrs Wigan spend?*

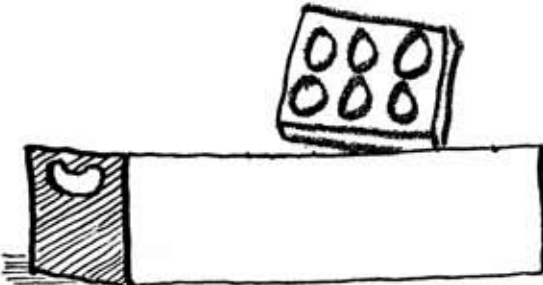
Last Saturday morning Mr Burke, Mr Sharpe, Mrs Wigan and Mrs Maskell went to the supermarket to do their shopping. When they paid their bills, the shop assistants gave the food to the wrong customers. Help them to find their shopping.


- 1 The two customers who bought orange juice also bought vegetables.
- 2 The customer with a shopping basket spent £5.67.
- 3 Mr Burke put his shopping in a box.
- 4 The two men bought cornflakes and tea, but the rest of their shopping was different.
- 5 Mrs Maskell put her shopping in a trolley.
- 6 Mrs Maskell spent £7.39.
- 7 The two customers who bought fruit also bought eggs.
- 8 The two women bought coffee and milk, but the rest of their shopping was different.
- 9 Mr Burke didn't buy any meat and Mrs Maskell didn't buy any bread.
- 10 The two customers who bought yoghurt also bought cheese.
- 11 The customer who spent £6.78 bought meat.
- 12 The two customers who bought meat also bought bread.

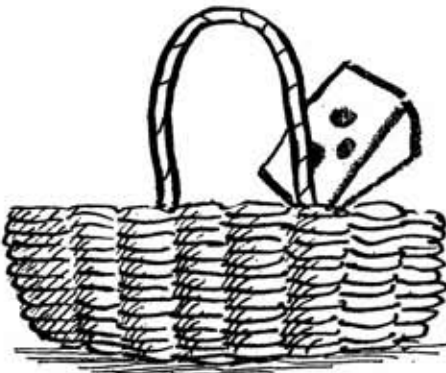


Write the information in the spaces and draw the food and drink for each customer.

|  |   |
|--|---|
| Customer's name<br><u>Mr Sharpe</u>  | Shopping list<br>1 <u>orange juice</u><br>2 _____<br>3 _____<br>4 _____<br>5 _____<br>6 _____ |
|  |   |
| <div>Total</div> <div>_____</div>  |   |

|  |   |
|--|---|
| Customer's name<br>_____   | Shopping list<br>1 <u>eggs</u><br>2 _____<br>3 _____<br>4 _____<br>5 _____<br>6 _____ |
|  |   |
| <div>Total</div> <div><u>£8.52</u></div>   |   |

|  |  |
|--|--|
| Customer's name<br>_____   | Shopping list<br>1 <u>fruit</u><br>2 _____<br>3 _____<br>4 _____<br>5 _____<br>6 _____ |
|  |  |
| <div>Total</div> <div>_____</div>  |  |

|  |   |
|--|---|
| Customer's name<br>_____   | Shopping list<br>1 <u>cheese</u><br>2 _____<br>3 _____<br>4 _____<br>5 _____<br>6 _____ |
|  |   |
| <div>Total</div> <div>_____</div>  |   |



## Vocabulary checklists

### ACTIVITY TYPE

individual self-study

### VOCABULARY FOCUS

see Map of the book

### LEVEL

2–3

### AGE RANGE

9–12

### SKILLS

listening, speaking, reading,  
writing

### TIME

10 minutes

### MATERIALS

a copy of the *Vocabulary  
checklist* worksheet per pupil

### Before class

Make a copy of the *Vocabulary checklist* worksheet per pupil.

### In class

- 1 Give your pupils the worksheet. Ask them to read the list of words on the left in silence. Say *Listen and repeat*, for pupils to practise pronunciation. Repeat the procedure with all the words in the list.
- 2 Ask pupils to study the list of words for five minutes. They then fold the page down the centre and write the words in pencil next to the pictures on the right-hand side.
- 3 Circulate to monitor, but try to encourage pupil autonomy. Do not tell them answers, but rather prompt and suggest.
- 4 When pupils have finished, they can either correct their own work by comparing their answers with the correct answers on the left, or swap worksheets with their neighbour to correct each other's.

### Note

These vocabulary checklists are intended to:

- reinforce the understanding of words in specific lexical groups
- test and practise the writing and spelling of these words
- encourage pupil autonomy through self-evaluation or peer correction.

They are not designed to be used as teacher-imposed exams or tests. The idea is that they are used as a means for pupils to measure their own knowledge. Very often pupils think they know words, but they are not always capable of reproducing these words correctly and they should be aware of this. The aim is to practise and reinforce already familiar vocabulary and not to use them as a tool to present new vocabulary.

Look and read.

Say.

Fold the page.

Write the words.

Correct. ✓ ✗

| Toys |          |       |
|------|----------|-------|
|      | doll     | <hr/> |
|      | ball     | <hr/> |
|      | balloon  | <hr/> |
|      | computer | <hr/> |
|      | bike     | <hr/> |
|      | kite     | <hr/> |
|      | skates   | <hr/> |
|      | bricks   | <hr/> |
|      | racket   | <hr/> |
|      | marbles  | <hr/> |
|      | CD       | <hr/> |

Look and read.



Say.



Fold the page.

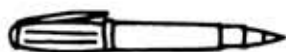


Write the words.

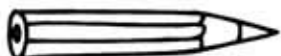


Correct. ✓ X

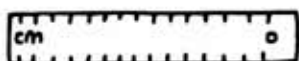
The classroom



pen



pencil



ruler



schoolbag



calculator



book



notebook



pencil sharpener



pencil case



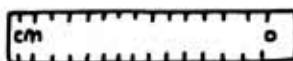
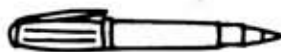
eraser



desk



chair





Look and read.



Say.



Fold the page.



Write the words.



Correct. ✓ X

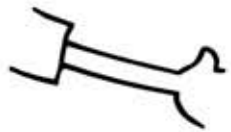
The body



head



shoulder



arm



hand



finger



thumb



leg



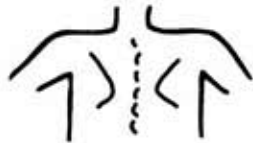
knee



foot



toe



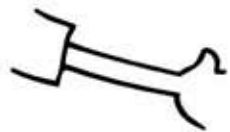
back



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Look and read.



Say.



Fold the page.



Write the words.



Correct. ✓ ✗

Clothes



trousers



skirt



T-shirt



shorts



dress



blouse



shoe



shirt



sock



coat



# Vocabulary checklist 5 Action verbs

Look and  
read.



Say.



Fold the  
page.



Write the  
words.



Correct. ✓ ✗

## Action verbs



skip



hop



ski



skate



fly



play



jump



shout



swim



dance



Look and read.



Say.



Fold the page.



Write the words.



Correct. ✓ ✗

Food and drink



milk



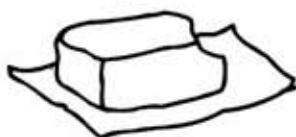
water



fruit juice



ice cream



butter



sugar



egg



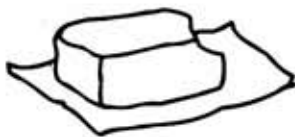
cheese



yoghurt



bread



# Vocabulary checklist 7 Farm animals

PRIMARY VOCABULARY BOX

Look and read.



Say.



Fold the page.



Write the words.



Correct. ✓ ✗

## Farm animals



duck



rabbit



cat



horse



dog



sheep



goat



cow



hen



donkey



Look and read.



Say.



Fold the page.

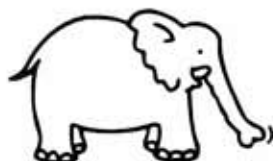


Write the words.



Correct. ✓ ✗

Wild animals



elephant



monkey



zebra



penguin



tiger



lion



whale



seal



snake



dolphin





# Vocabulary checklist 9 In the house

PRIMARY VOCABULARY BOX

Look and read.



Say.



Fold the page.



Write the words.



Correct. ✓ ✗

## In the house



table \_\_\_\_\_



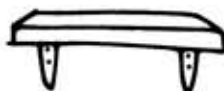
chair \_\_\_\_\_



bed \_\_\_\_\_



window \_\_\_\_\_



shelf \_\_\_\_\_



door \_\_\_\_\_



cupboard \_\_\_\_\_



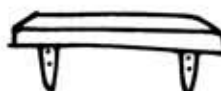
bath \_\_\_\_\_



cooker \_\_\_\_\_



fridge \_\_\_\_\_



Look and read.



Say.



Fold the page.



Write the words.



Correct. ✓ X

In the town



café \_\_\_\_\_



bank \_\_\_\_\_



school \_\_\_\_\_



shops \_\_\_\_\_



restaurant \_\_\_\_\_



hotel \_\_\_\_\_



cinema \_\_\_\_\_



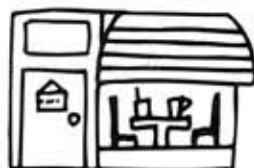
factory \_\_\_\_\_



zoo \_\_\_\_\_



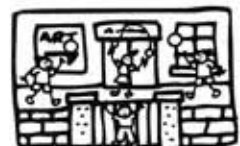
park \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



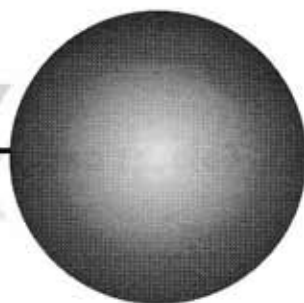
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## Wordsearches

### ACTIVITY TYPE

individual or group  
wordsearch activity

### VOCABULARY FOCUS

see Map of the book

### LEVEL

1-3

### AGE RANGE

7-12

### SKILLS

reading, writing (optional)

### TIME

20 minutes

### MATERIALS

a copy of the *Wordsearch*  
worksheet per pupil

### Before class

Make a copy of the *Wordsearch* worksheet for each pupil.

### In class

- 1** Show them an example of a wordsearch by drawing a reduced grid on the board and writing three words, one letter per square, in different directions: horizontally, vertically and, if appropriate, diagonally. Now fill in the remaining squares with random letters, so make sure that the original three words are hidden.
- 2** Draw their attention to your wordsearch on the board and circle the three hidden words.
- 3** Give your pupils a copy of the worksheet.
- 4** Explain that they must look for the words written or drawn under the wordsearch, and tick them off as they find them. Set a time limit.
- 5** Circulate to monitor and help.
- 6** Once they have finished, pupils correct their sheets in pairs or small groups.

### Extension

Pupils use the words in the wordsearch to make sentences according to their knowledge and ability, e.g.

*hat:*

'It's a green hat.'

'They've got green hats.'

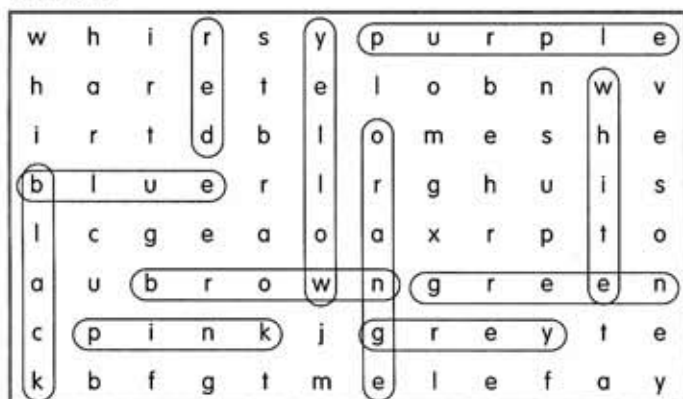
'He's wearing a green hat.'

'She wore a green hat yesterday.'

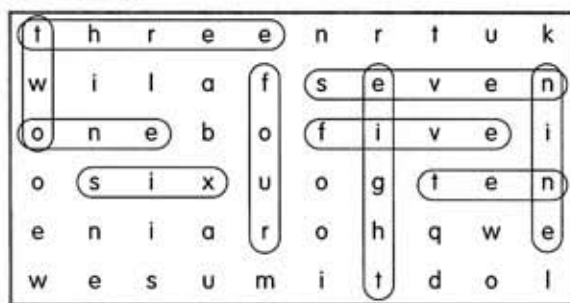
Pupils can also make their own worksheets.

## 1 Colours and numbers

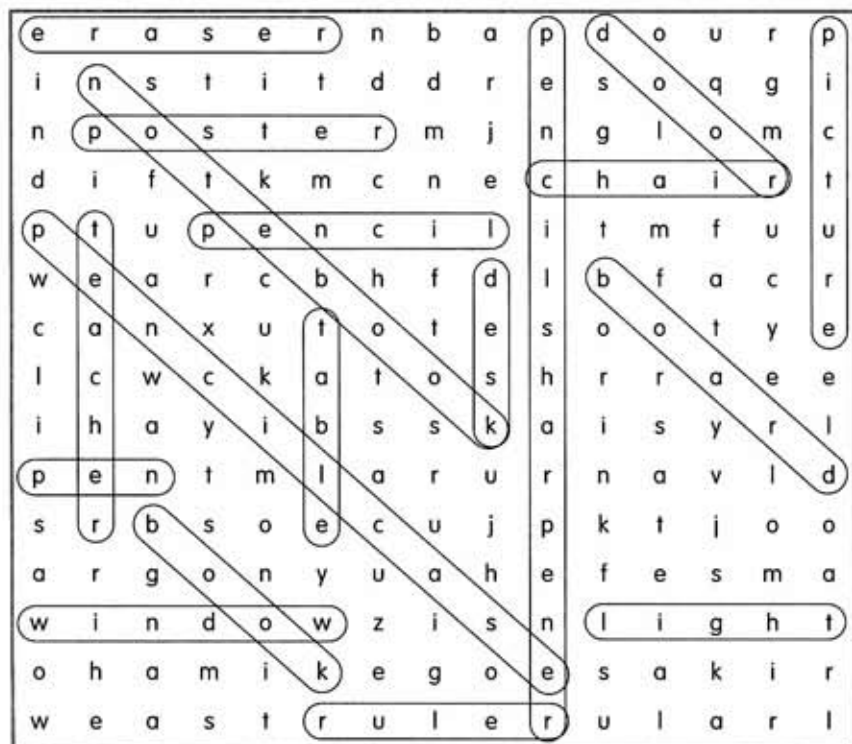
### Colours



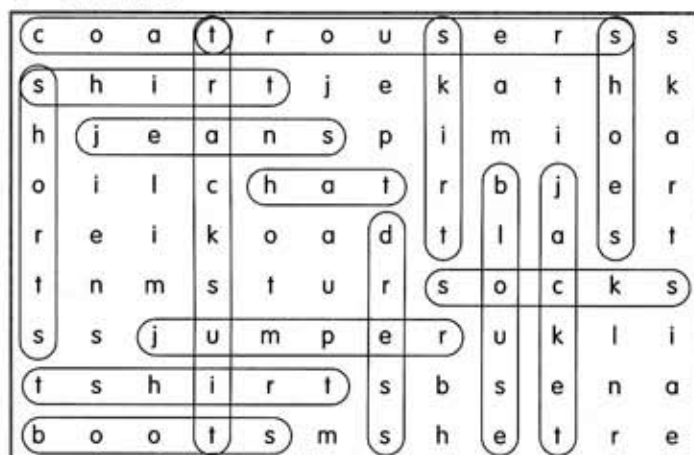
### Numbers



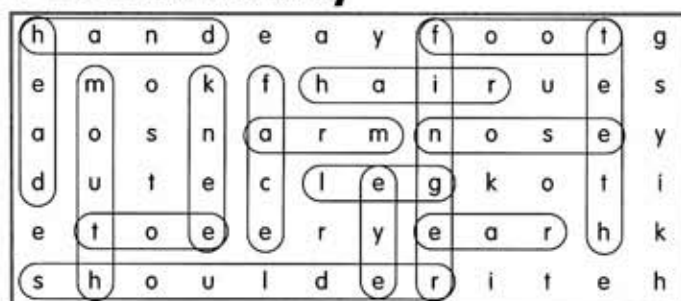
## 2 In the classroom



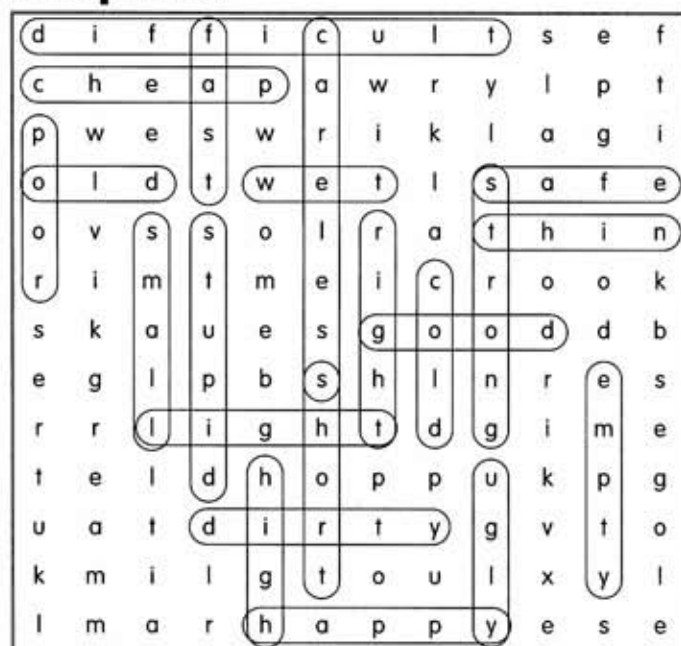
## 3 Clothes



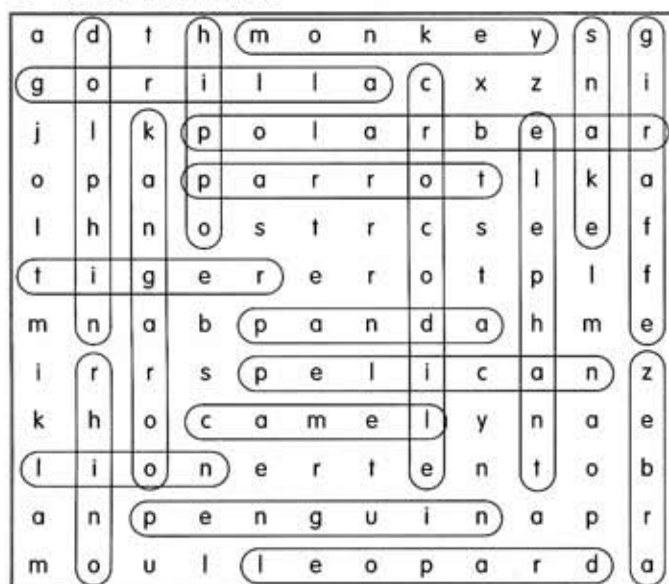
## 4 Parts of the body



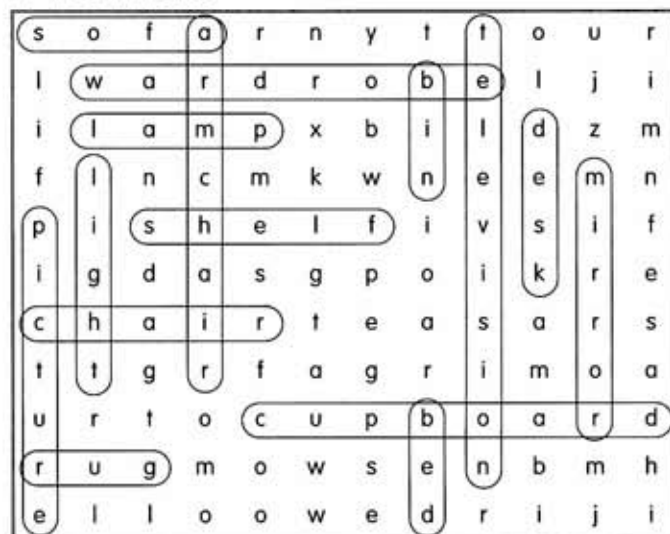
## 5 Adjectives



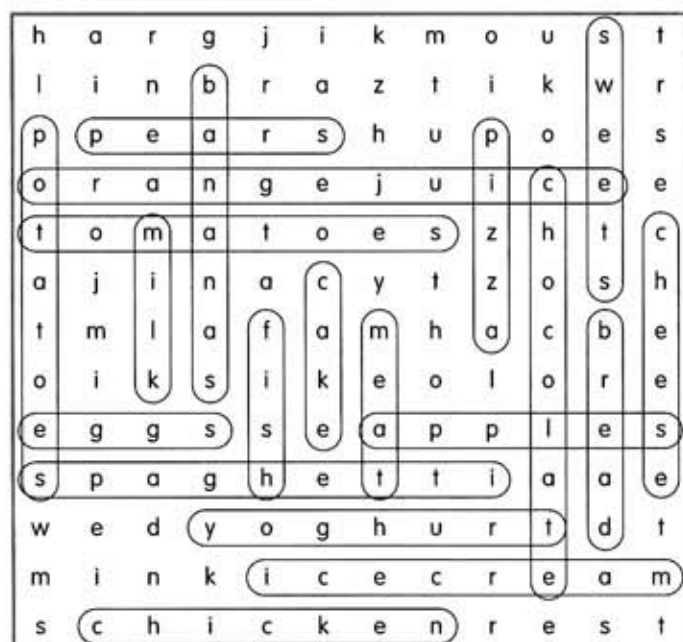
## 6 Wild animals



## 7 Furniture

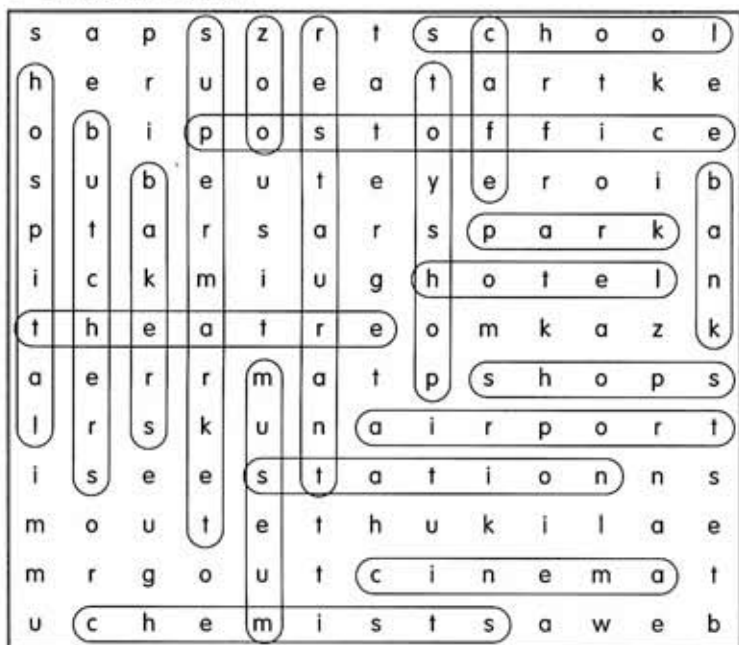


## 8 Food and drink

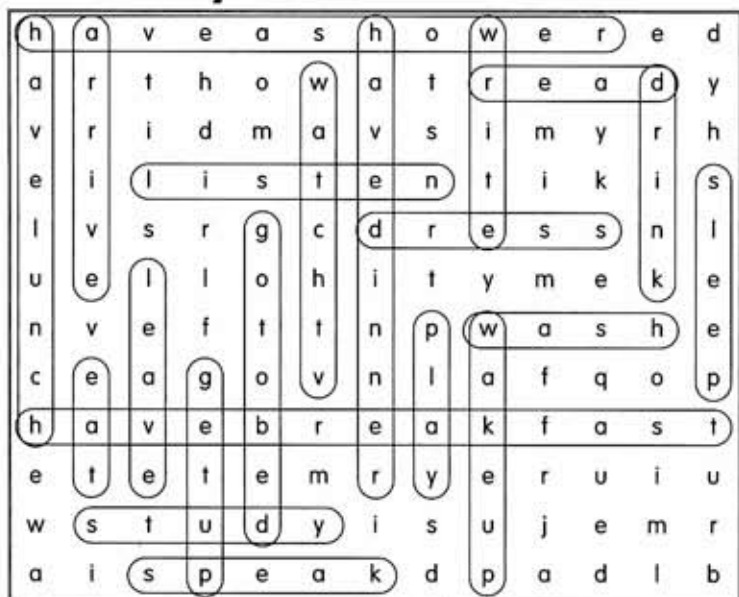




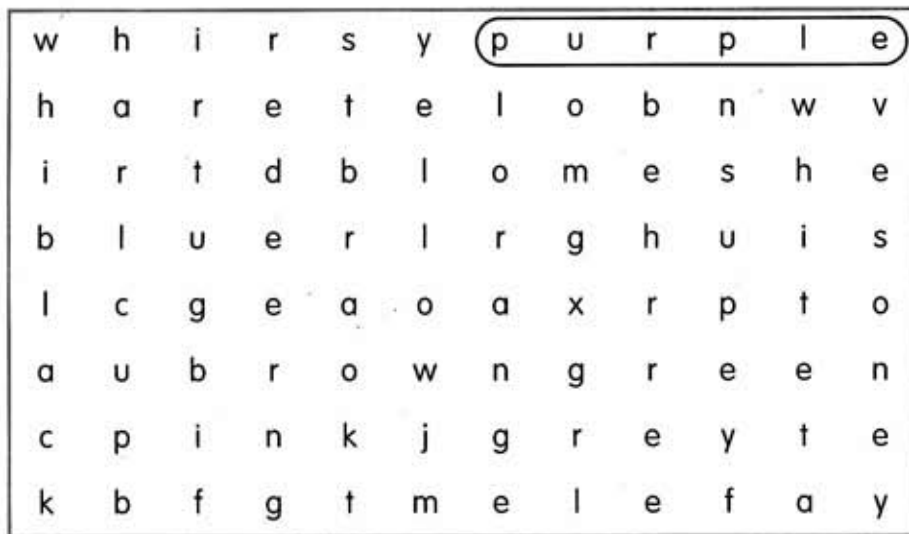
## 9 About town



## 10 The daily routine



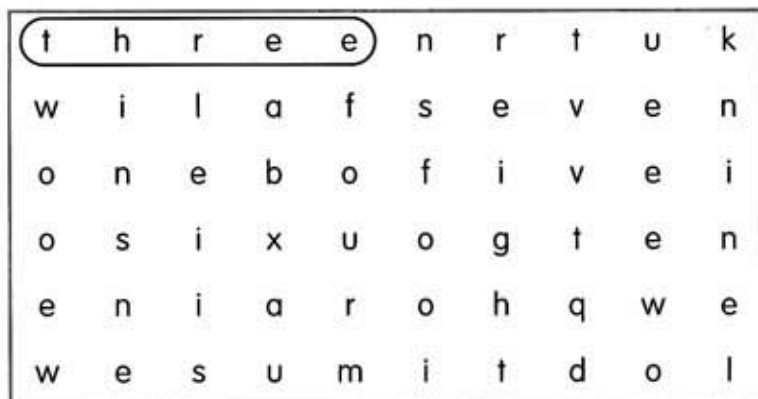
Colours → ↓



Colour the circles.

- |      |                       |        |                       |        |                       |        |                       |
|------|-----------------------|--------|-----------------------|--------|-----------------------|--------|-----------------------|
| blue | <input type="radio"/> | red    | <input type="radio"/> | yellow | <input type="radio"/> | orange | <input type="radio"/> |
| grey | <input type="radio"/> | white  | <input type="radio"/> | black  | <input type="radio"/> | green  | <input type="radio"/> |
| pink | <input type="radio"/> | purple | <input type="radio"/> | brown  | <input type="radio"/> |        |                       |

Numbers → ↓





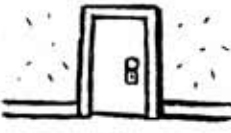

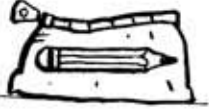













Write the numbers 1–10.

- |      |                       |     |                       |       |                       |       |                       |
|------|-----------------------|-----|-----------------------|-------|-----------------------|-------|-----------------------|
| one  | <input type="radio"/> | two | <input type="radio"/> | three | <input type="radio"/> | four  | <input type="radio"/> |
| five | <input type="radio"/> | six | <input type="radio"/> | seven | <input type="radio"/> | eight | <input type="radio"/> |
| nine | <input type="radio"/> | ten | <input type="radio"/> |       |                       |       |                       |

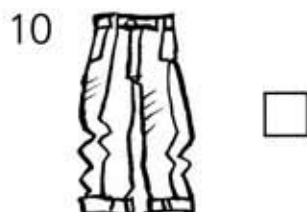
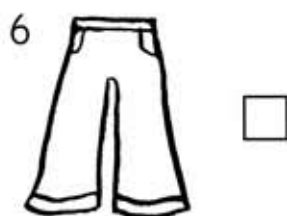
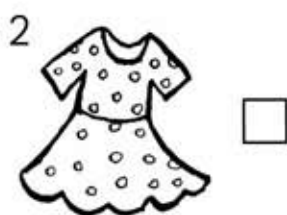
Look for the words and tick (✓) the boxes. → ↓ ↘

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

|    |   |                          |    |   |                          |    |   |                                     |
|----|---|--------------------------|----|---|--------------------------|----|---|-------------------------------------|
| 1  |  | <input type="checkbox"/> | 2  |  | <input type="checkbox"/> | 3  |  | <input type="checkbox"/>            |
| 4  |  | <input type="checkbox"/> | 5  |  | <input type="checkbox"/> | 6  |  | <input type="checkbox"/>            |
| 7  |   | <input type="checkbox"/> | 8  |  | <input type="checkbox"/> | 9  |  | <input type="checkbox"/>            |
| 10 |  | <input type="checkbox"/> | 11 |  | <input type="checkbox"/> | 12 |  | <input type="checkbox"/>            |
| 13 |  | <input type="checkbox"/> | 14 |  | <input type="checkbox"/> | 15 |  | <input checked="" type="checkbox"/> |
| 16 |  | <input type="checkbox"/> | 17 |  | <input type="checkbox"/> | 18 |  | <input type="checkbox"/>            |

Look for the words and tick (✓) the boxes. → ↓

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| c | o | a | t | r | o | u | s | e | r | s | s |
| s | h | i | r | t | j | e | k | a | t | h | k |
| h | j | e | a | n | s | p | i | m | i | o | a |
| o | i | l | c | h | a | t | r | b | j | e | r |
| r | e | i | k | o | a | d | t | l | a | s | t |
| t | n | m | s | t | u | r | s | o | c | k | s |
| s | s | j | u | m | p | e | r | u | k | l | i |
| t | s | h | i | r | t | s | b | s | e | n | a |
| b | o | o | t | s | m | s | h | e | t | r | e |



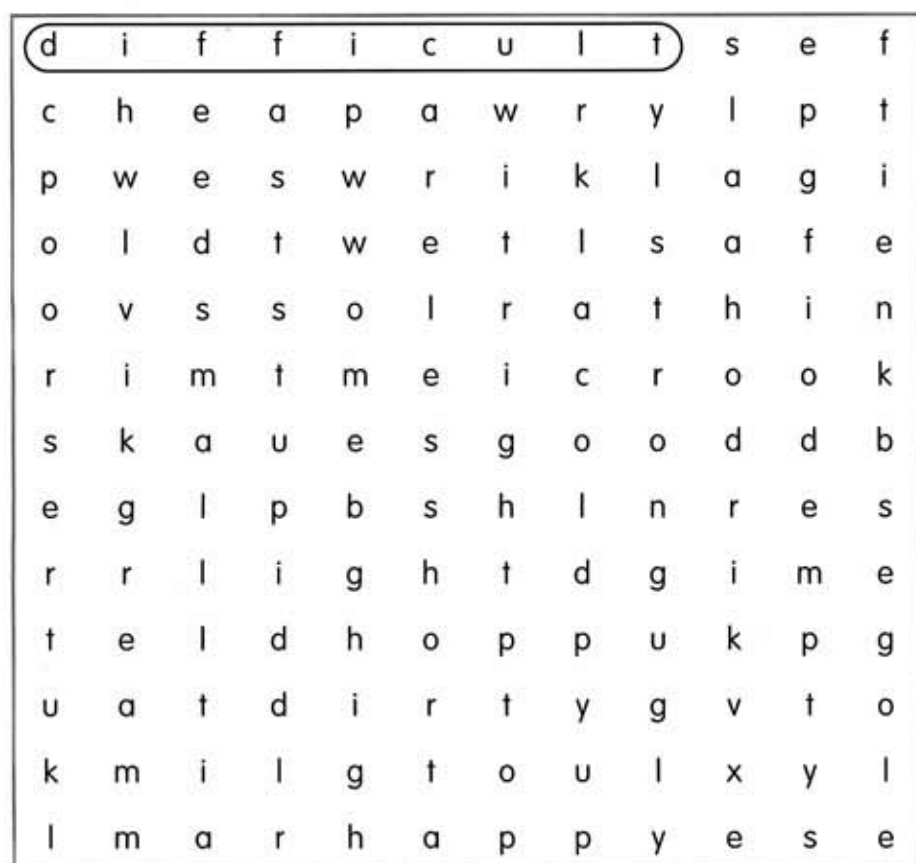
# Wordsearch 4 Parts of the body

Look for the words and tick (✓) the boxes. → ↓

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| h | a | n | d | e | a | y | f | o | o | t | g |
| e | m | o | k | f | h | a | i | r | u | e | s |
| a | o | s | n | a | r | m | n | o | s | e | y |
| d | u | t | e | c | l | e | g | k | o | t | i |
| e | t | o | e | e | r | y | e | a | r | h | k |
| s | h | o | u | l | d | e | r | i | t | e | h |



Find and write the opposite of the words. → ↓



|        |  |
|--------|--|
| clever |  |
| dry    |  |
| bad    |  |
| heavy  |  |
| weak   |  |
| new    |  |
| big    |  |
| hot    |  |
| fat    |  |
| long   |  |
| slow   |  |

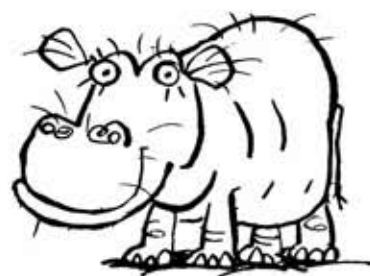
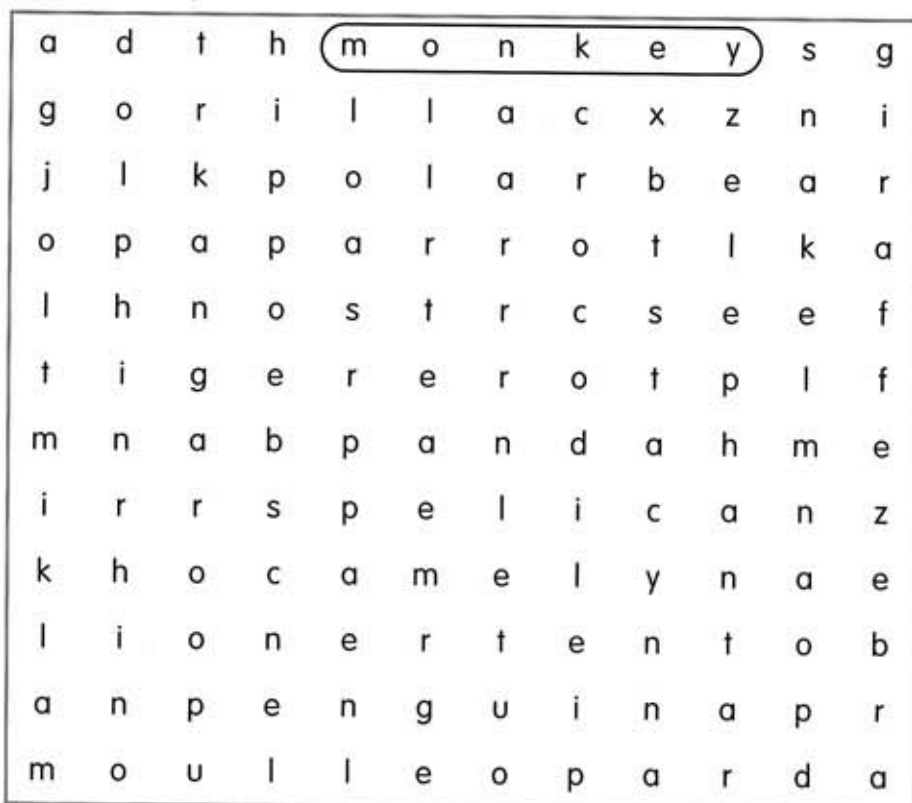
|           |           |
|-----------|-----------|
| beautiful |           |
| expensive |           |
| dangerous |           |
| easy      | difficult |
| careful   |           |
| sad       |           |
| full      |           |
| low       |           |
| clean     |           |
| wrong     |           |
| rich      |           |





# Wordsearch 6 Wild animals

Look for the words and tick (✓) the boxes. → ↓

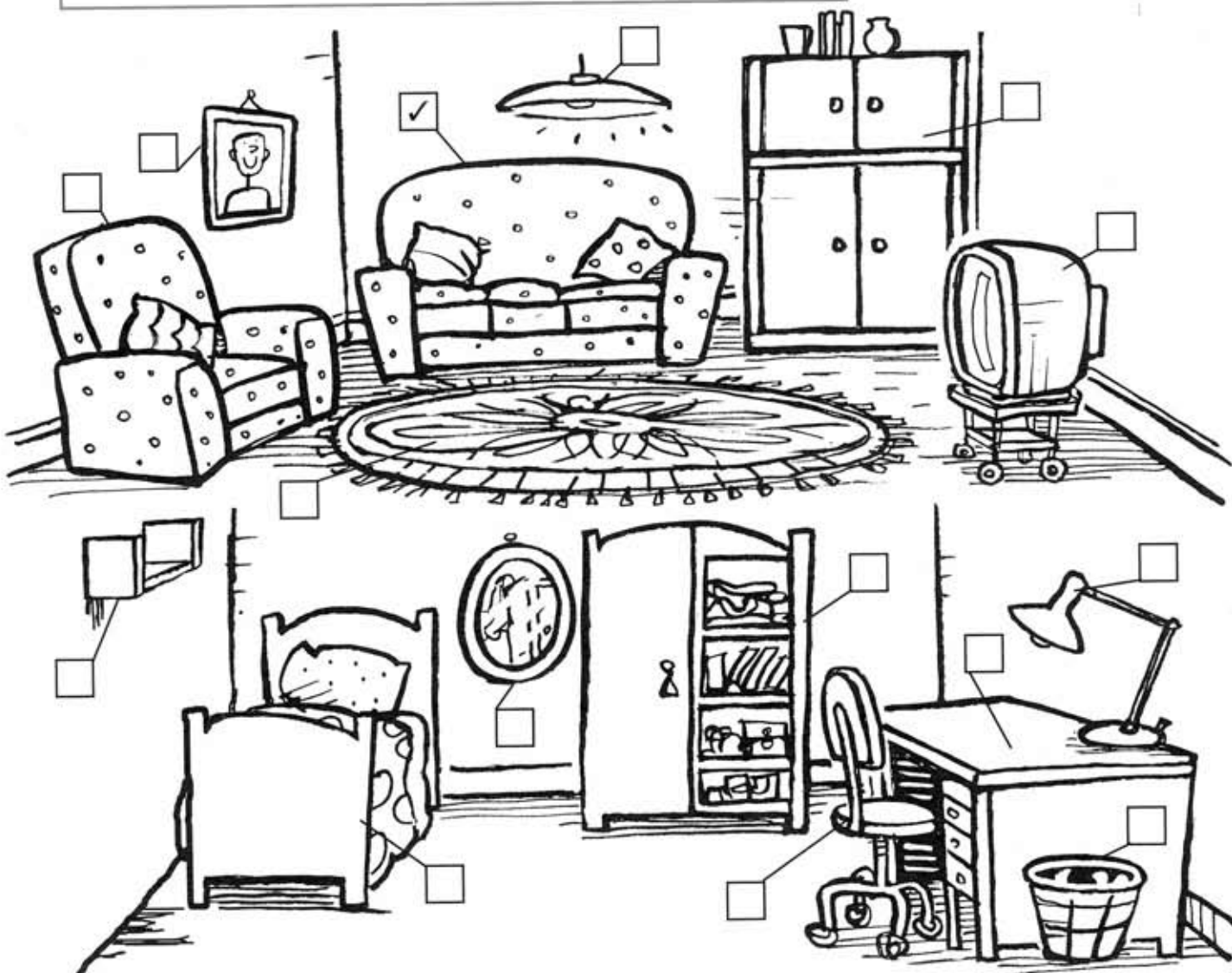
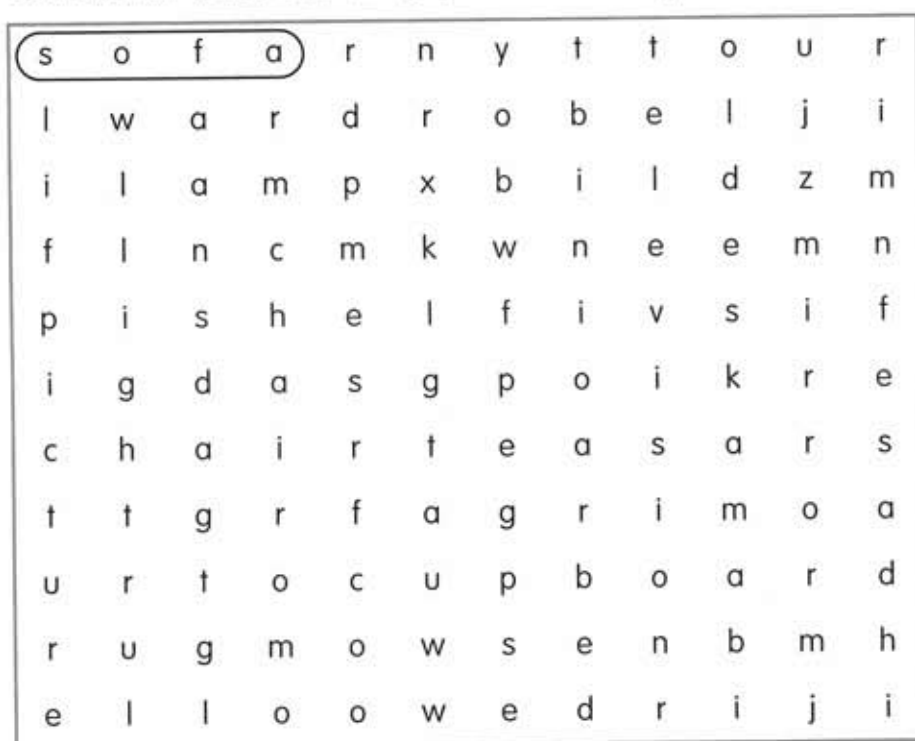


dolphin ☐  
 elephant ☐  
 panda ☐  
 snake ☐  
 penguin ☐  
 zebra ☐  
 giraffe ☐  
 gorilla ☐  
 tiger ☐  
 monkey ☒

polar bear ☐  
 crocodile ☐  
 parrot ☐  
 hippo ☐  
 leopard ☐  
 pelican ☐  
 rhino ☐  
 camel ☐  
 lion ☐  
 kangaroo ☐




Look for the words and tick (✓) the boxes. → ↓




Look for the words and tick (✓) the boxes. → ↓

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| h | a | r | g | j | i | k | m | o | u | s | t |
| l | i | n | b | r | a | z | t | i | k | w | r |
| p | p | e | a | r | s | h | u | p | o | e | s |
| o | r | a | n | g | e | j | u | i | c | e | e |
| t | o | m | a | t | o | e | s | z | h | t | c |
| a | j | i | n | a | c | y | t | z | o | s | h |
| t | m | l | a | f | a | m | h | a | c | b | e |
| o | i | k | s | i | k | e | o | l | o | r | e |
| e | g | g | s | s | e | a | p | p | l | e | s |
| s | p | a | g | h | e | t | t | i | a | a | e |
| w | e | d | y | o | g | h | u | r | t | d | t |
| m | i | n | k | i | c | e | c | r | e | a | m |
| s | c | h | i | c | k | e | n | r | e | s | t |


- 1




☐
- 2




☐
- 3




☐
- 4




☐
- 5




☐
- 6




☐
- 7




☐
- 8




☐
- 9




☐
- 10




☐
- 11




☐
- 12




☐
- 13




☐
- 14




☐
- 15




☐
- 16




☐
- 17




☐
- 18



☐
- 19



☒
- 20



☐

Complete the words for places about town. Then look for the words and tick (✓) the boxes. → ↓

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| s | a | p | s | z | r | t | s | c | h | o | o | l |
| h | e | r | u | o | e | a | t | a | r | t | k | e |
| o | b | i | p | o | s | t | o | f | f | i | c | e |
| s | u | b | e | u | t | e | y | e | r | o | i | b |
| p | t | a | r | s | a | r | s | p | a | r | k | a |
| i | c | k | m | i | u | g | h | o | t | e | l | n |
| t | h | e | a | t | r | e | o | m | k | a | z | k |
| a | e | r | r | m | a | t | p | s | h | o | p | s |
| l | r | s | k | u | n | a | i | r | p | o | r | t |
| i | s | e | e | s | t | a | t | i | o | n | n | s |
| m | o | u | t | e | t | h | u | k | i | l | a | e |
| m | r | g | o | u | t | c | i | n | e | m | a | t |
| u | c | h | e | m | i | s | t | s | a | w | e | b |

- |                  |                          |             |                                     |
|------------------|--------------------------|-------------|-------------------------------------|
| airp <u>o</u> rt | <input type="checkbox"/> | post of__ce | <input type="checkbox"/>            |
| ho__l            | <input type="checkbox"/> | sch__l      | <input checked="" type="checkbox"/> |
| sta__on          | <input type="checkbox"/> | but_h_r's   | <input type="checkbox"/>            |
| res__ura_t       | <input type="checkbox"/> | bak_r's     | <input type="checkbox"/>            |
| the_tr__         | <input type="checkbox"/> | toy s__p    | <input type="checkbox"/>            |
| ca_é             | <input type="checkbox"/> | chem__t's   | <input type="checkbox"/>            |
| cin_m__          | <input type="checkbox"/> | pa_k        | <input type="checkbox"/>            |
| b_nk             | <input type="checkbox"/> | z_o         | <input type="checkbox"/>            |
| m_se_m           | <input type="checkbox"/> | sup__mark__ | <input type="checkbox"/>            |
| hos_i_al         | <input type="checkbox"/> | sh_ps       | <input type="checkbox"/>            |

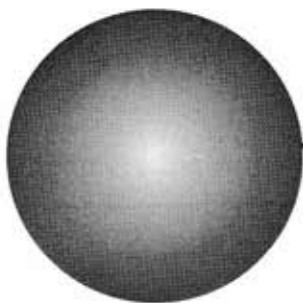


Look for the words and tick (✓) the boxes. → ↓

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

|                |                          |               |                                     |
|----------------|--------------------------|---------------|-------------------------------------|
| wake up        | <input type="checkbox"/> | eat           | <input type="checkbox"/>            |
| get up         | <input type="checkbox"/> | drink         | <input type="checkbox"/>            |
| wash           | <input type="checkbox"/> | play          | <input type="checkbox"/>            |
| dress          | <input type="checkbox"/> | have lunch    | <input type="checkbox"/>            |
| have breakfast | <input type="checkbox"/> | arrive        | <input type="checkbox"/>            |
| leave          | <input type="checkbox"/> | have a shower | <input checked="" type="checkbox"/> |
| listen         | <input type="checkbox"/> | have dinner   | <input type="checkbox"/>            |
| speak          | <input type="checkbox"/> | watch TV      | <input type="checkbox"/>            |
| read           | <input type="checkbox"/> | go to bed     | <input type="checkbox"/>            |
| write          | <input type="checkbox"/> | sleep         | <input type="checkbox"/>            |
| study          | <input type="checkbox"/> |               |                                     |





# PRIMARY VOCABULARY BOX

## Crosswords

### ACTIVITY TYPE

crossword: individual or pairwork (information gap)

### VOCABULARY FOCUS

see Map of the book

### LEVEL

1–3

### AGE RANGE

7–12

### SKILLS

reading, writing, speaking and listening

### TIME

15–40 minutes

### MATERIALS

a copy of the Crossword worksheet per pupil

### Before class

Make a copy of the Crossword worksheet for each pupil.

### In class

- 1 Give a copy of the worksheet to each of your pupils.
- 2 Draw a horizontal arrow (→) on the board and write 'Across'. Draw a vertical arrow (↓) on the board and write 'Down'.
- 3 As an example, draw your pupils' attention to the first Across clue. Draw the appropriate number of squares for the answer on the board, e.g.

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

- 4 Read the clue aloud to elicit the correct answer and write it in the squares.
- 5 Repeat the procedure for the first Down clue.
- 6 Tell them to continue in the same way for the other clues. Make sure they use the completed answers to help them find new answers.
- 7 Circulate to monitor and help.
- 8 Once they have finished, correct the crossword orally: one pupil reads the clue and another answers. Check they have used the correct spelling by asking one pupil while you, or another pupil, write it on the board.

### Half crosswords – pairwork (information gap)

Crosswords 9 and 10 are half crosswords for use as information gap activities.

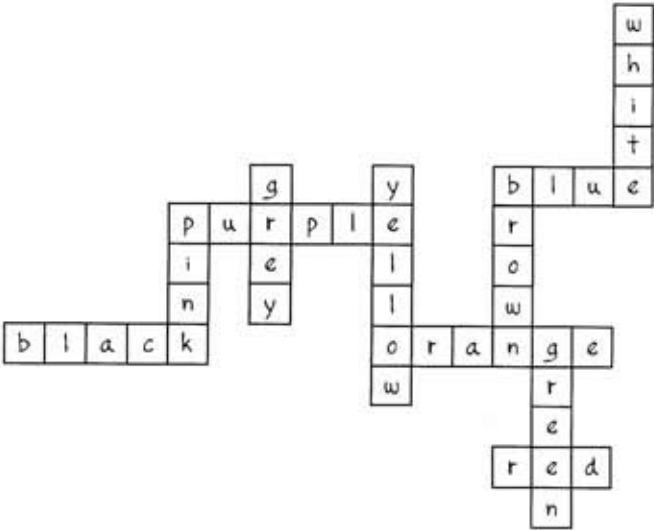
- 1 Make a copy of worksheet A for half the class and worksheet B for the other half.
- 2 Arrange the class in pairs: A and B. Give pupils their worksheet, A or B, and ask them to face their partners. Explain that the information on their worksheet is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 3 Pupils ask each other questions to complete their crossword.

### Note

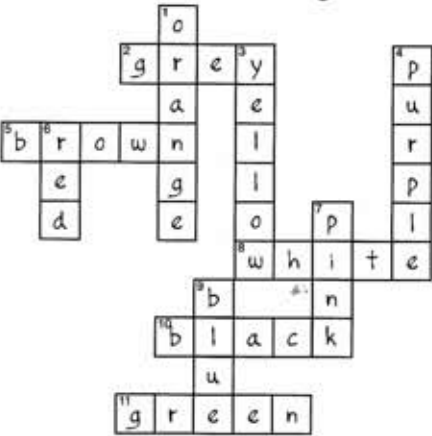
In Crossword 9 Parts of the body, it may be useful to pre-teach or revise *between*, *on top of*, *at the bottom of* and *in the middle of*. You can do this by drawing a simple picture of a mountain on the board, with a tree at the top, a man at the bottom and a man in the middle.



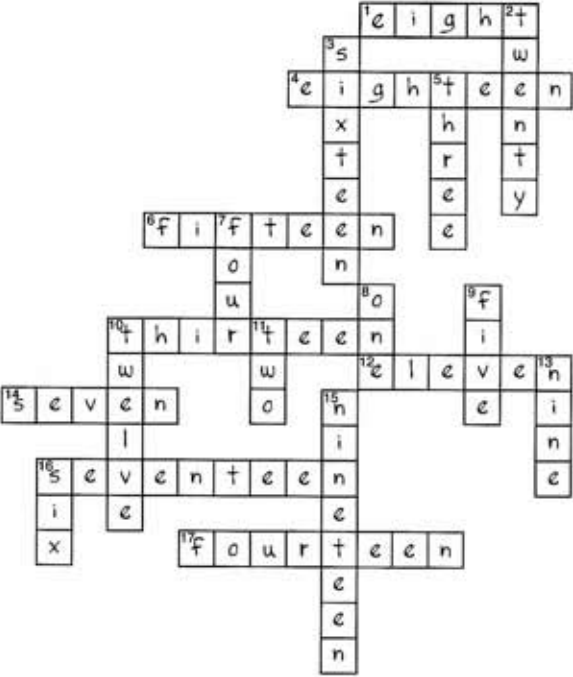
1 Paint pots



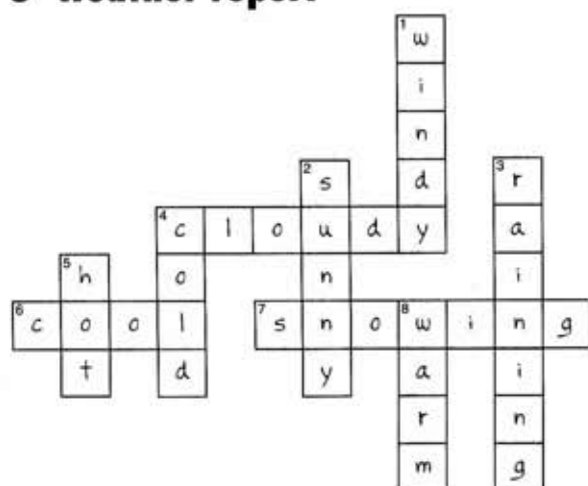
2 Colours and shapes



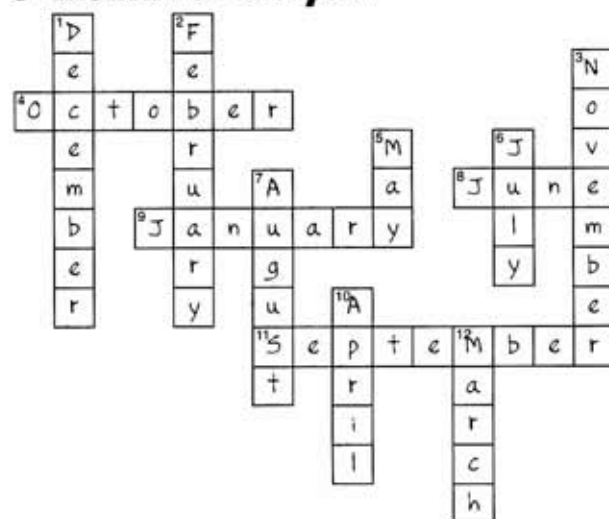
3 Sum it up



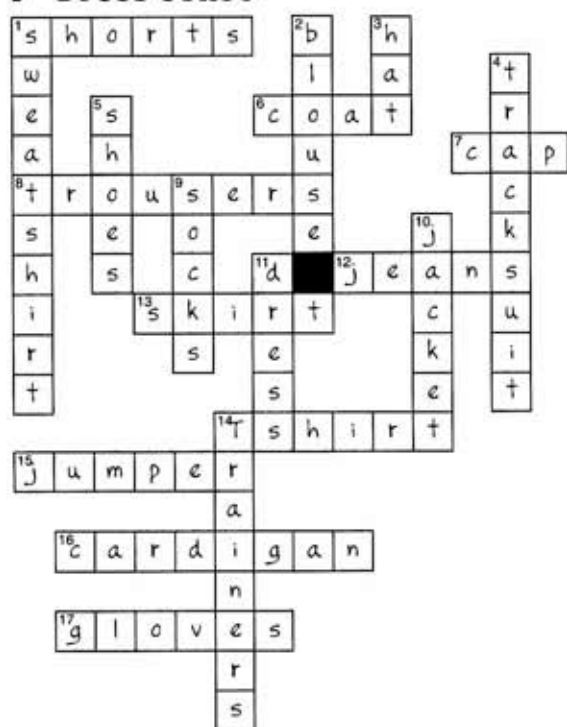
## 5 Weather report



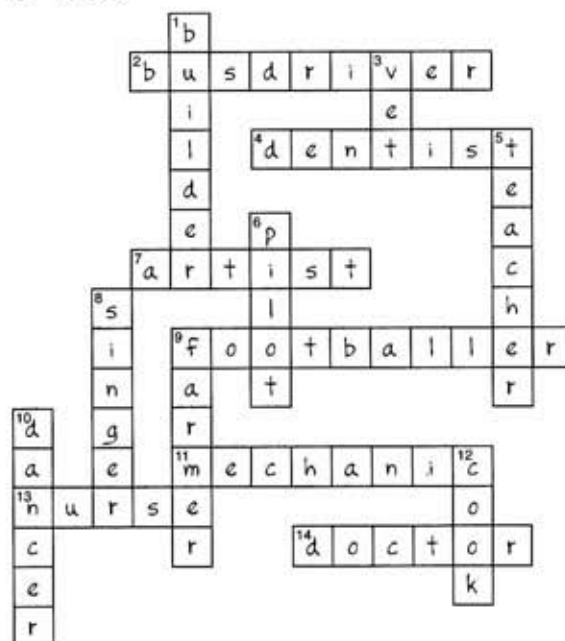
### 6 Months of the year



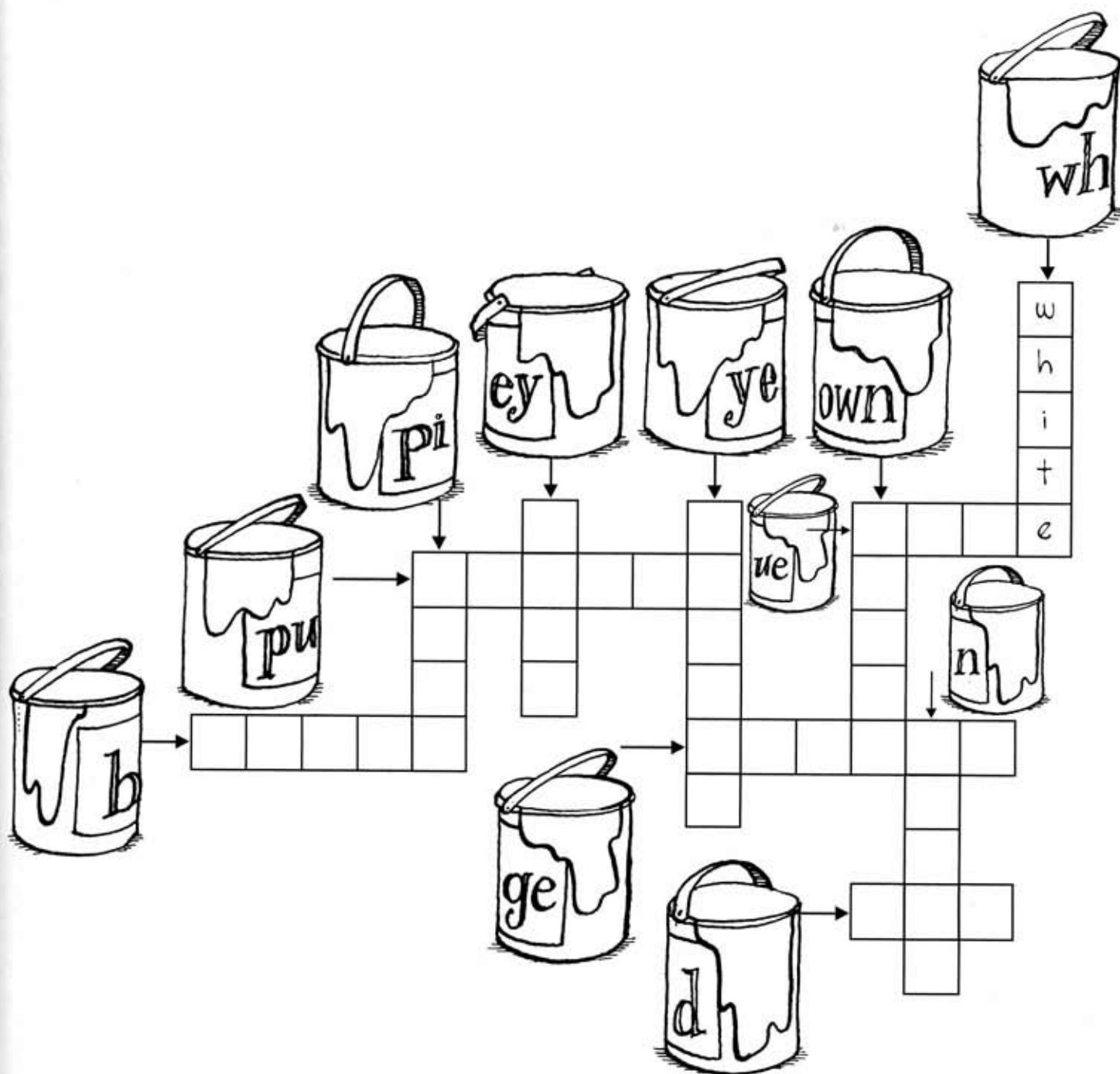
## 7 Dress sense



## 8 Jobs



Write the words and colour the pots.

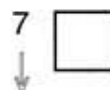
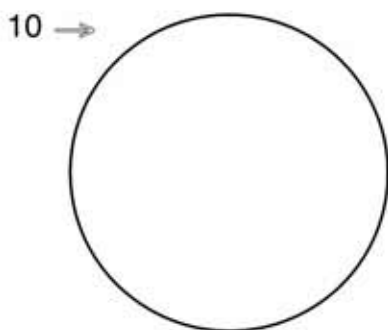
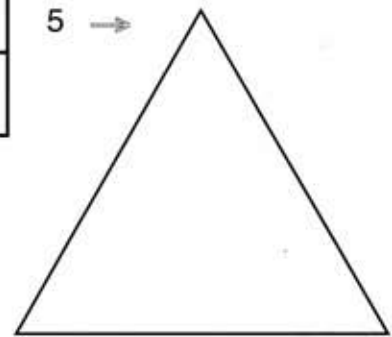
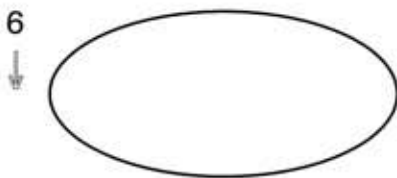
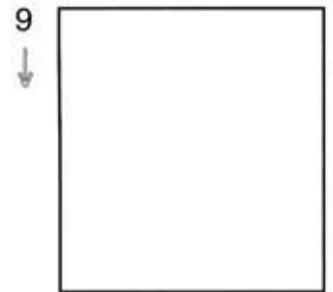
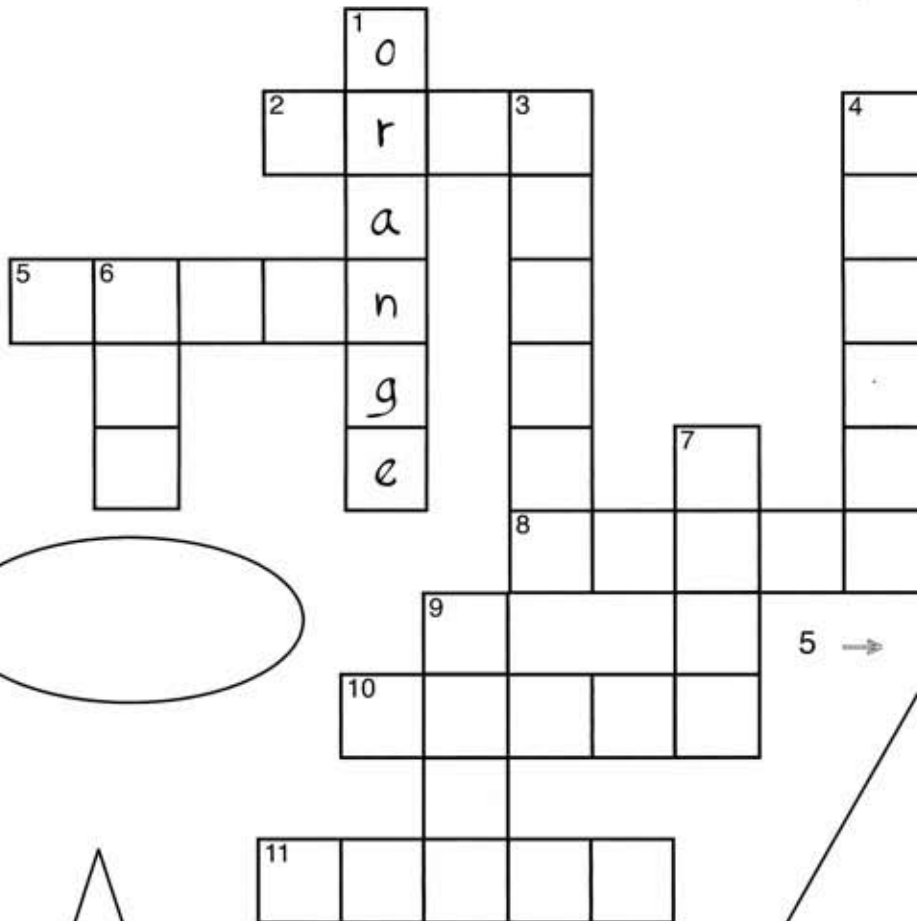
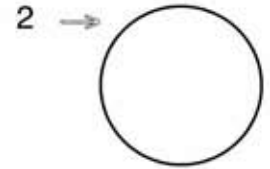
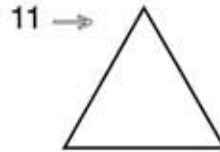




Circle the colours.

grey black blue yellow red white orange purple pink brown green

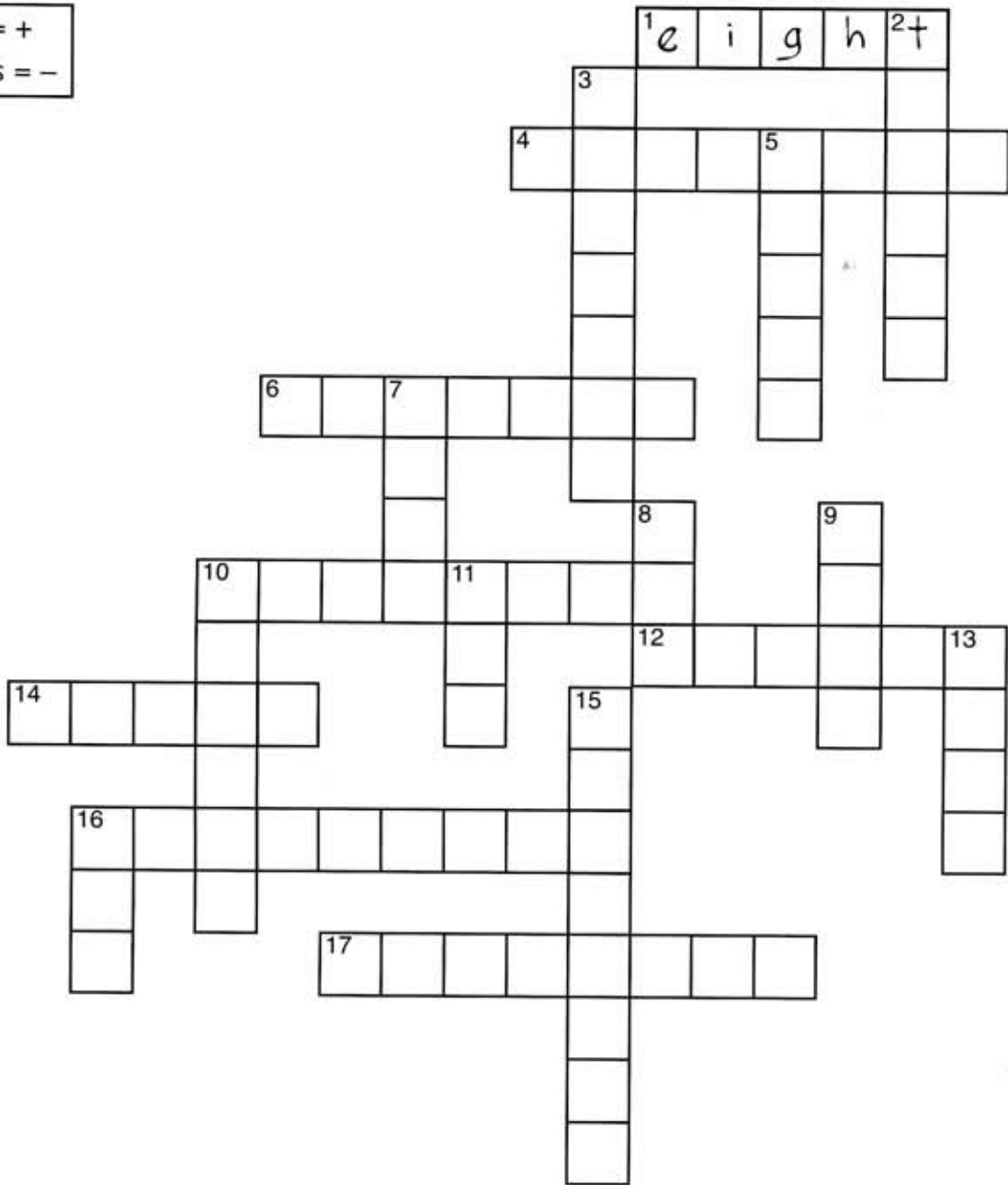
Write the colours and colour the shapes.





Write the numbers.

Plus = +  
Minus = -



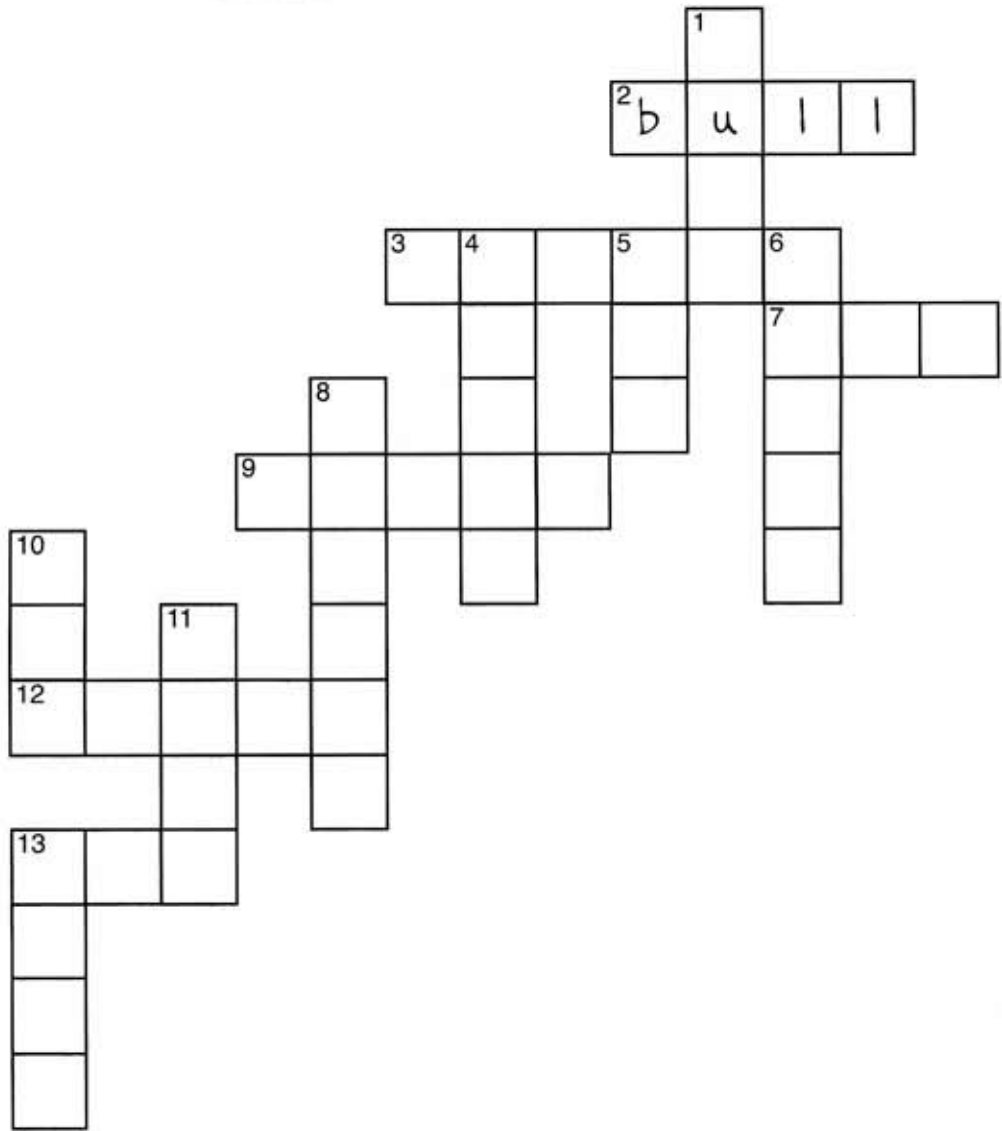
Across →

- 1 Nineteen minus eleven
- 4 Fifteen plus three
- 6 Ten plus five
- 10 Seven plus six
- 12 Twelve minus one
- 14 Thirteen minus six
- 16 Fourteen plus three
- 17 Eleven plus three

Down ↓

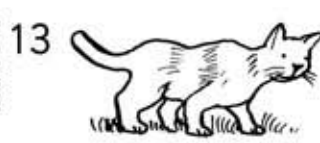
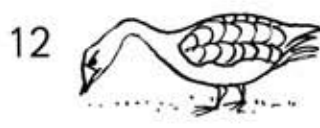
- 2 Thirteen plus seven
- 3 Fourteen plus two
- 5 Twelve minus nine
- 7 Twenty minus sixteen
- 8 Sixteen minus fifteen
- 9 Four plus one
- 10 Eighteen minus six
- 11 Twenty minus eighteen
- 13 Seventeen minus eight
- 15 Ten plus nine
- 16 Nineteen minus thirteen

Write the words.



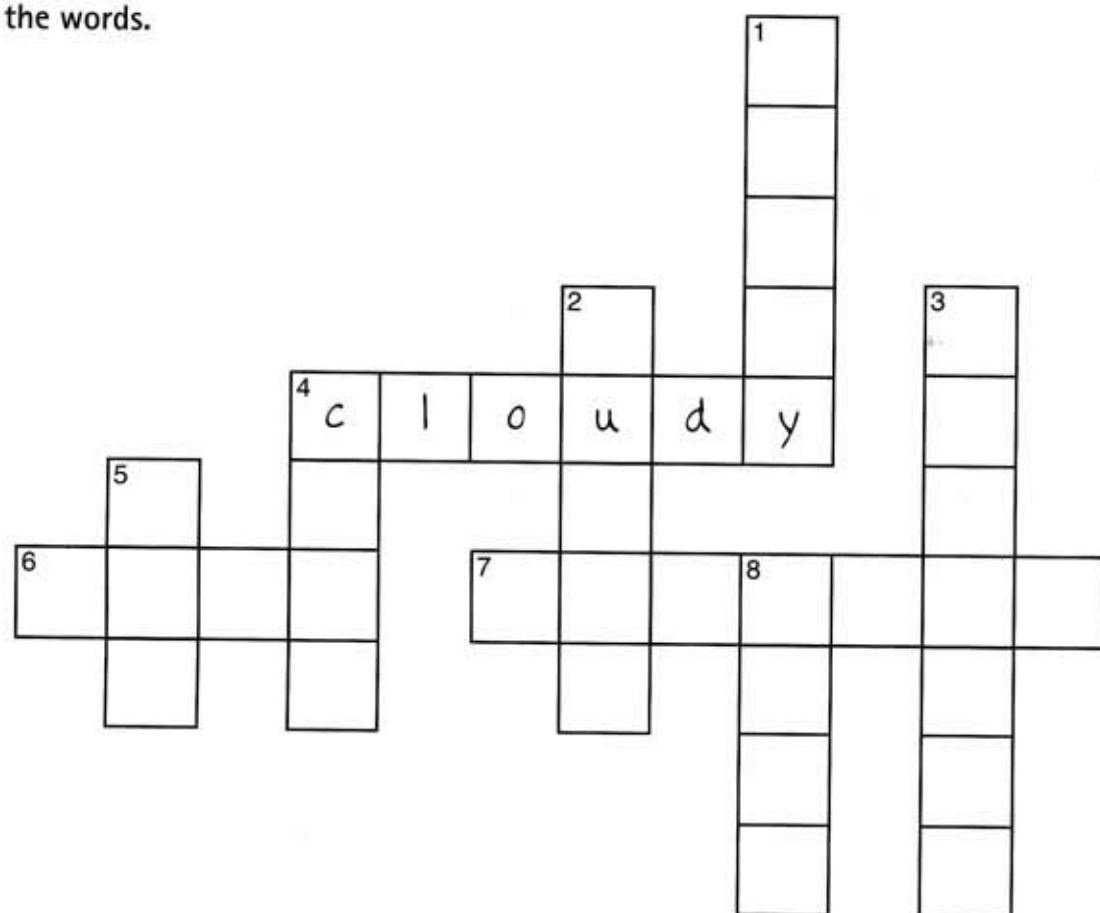
Across →

Down ↓



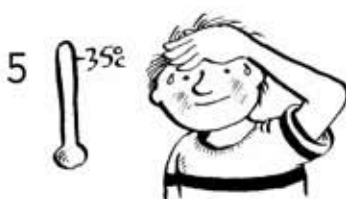


Write the words.

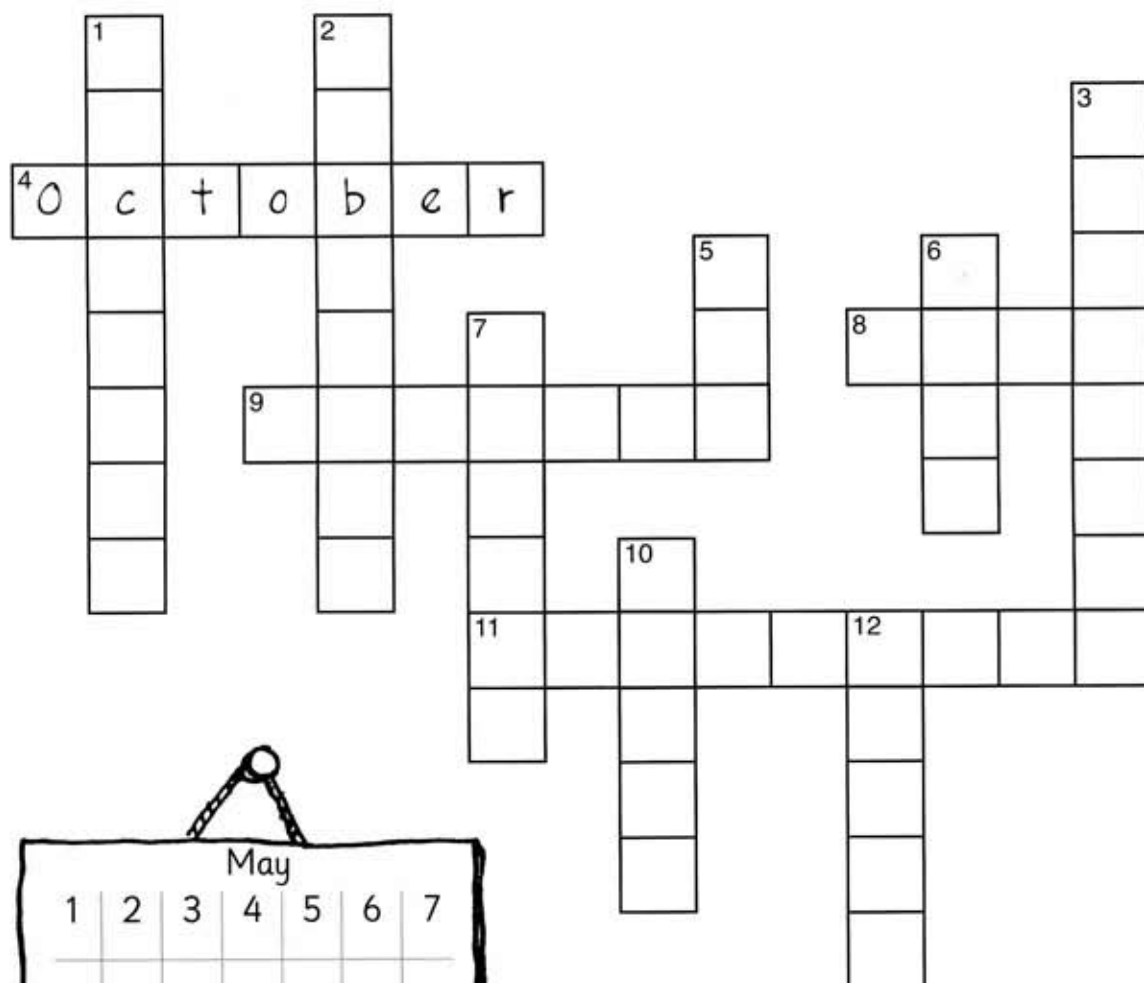


Across →

Down ↓



Write the words.



**Across** →

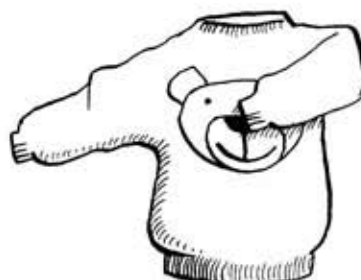
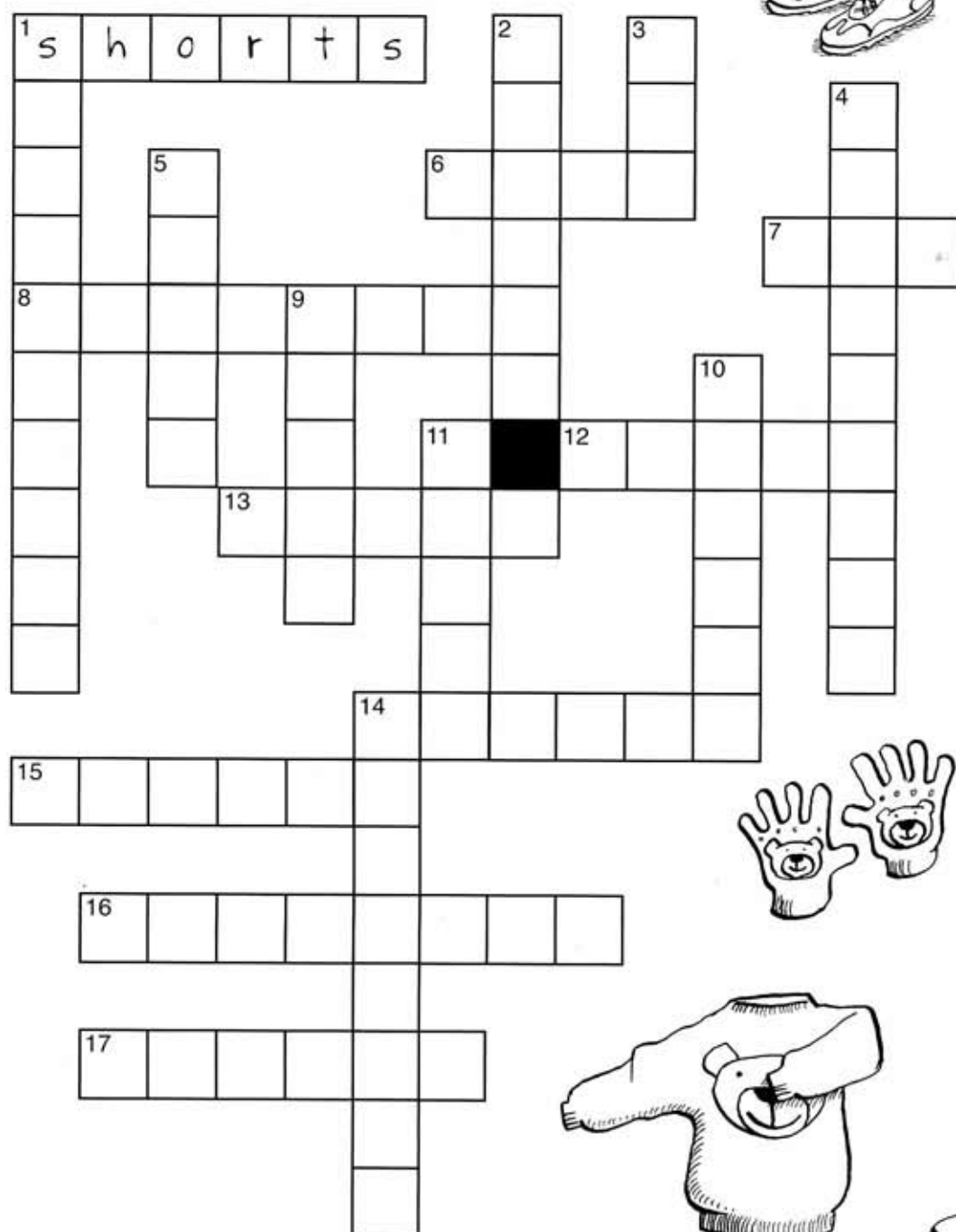
- 4 The tenth month
- 8 The sixth month
- 9 The first month
- 11 The ninth month

**Down** ↓

- 1 The twelfth month
- 2 The second month
- 3 The eleventh month
- 5 The fifth month

- 6 The seventh month
- 7 The eighth month
- 10 The fourth month
- 12 The third month

Write the words.



**Across** →

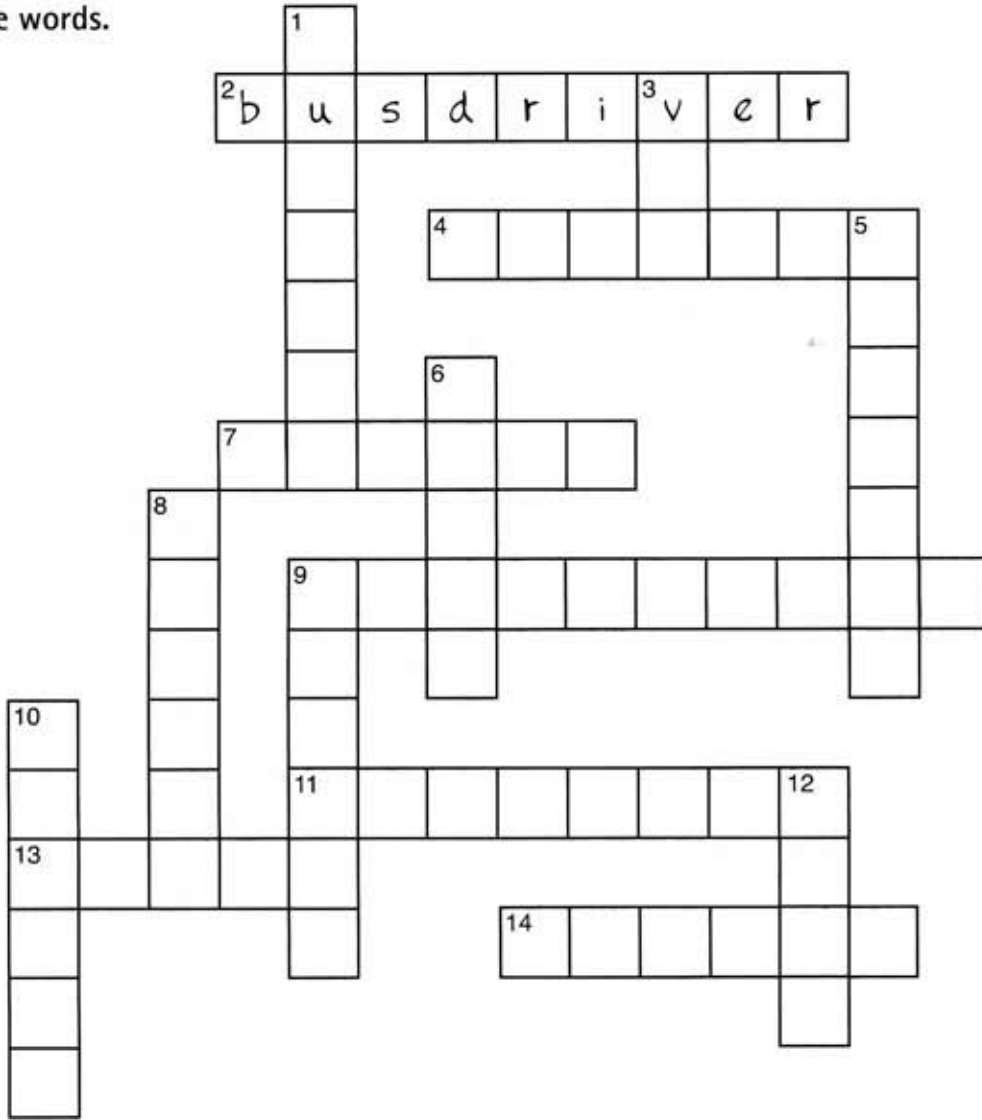
- |            |             |
|------------|-------------|
| 1 thross   | 13 risk     |
| 6 atoc     | 14 thisrT   |
| 7 pca      | 15 mujerp   |
| 8 eourrsst | 16 andigrac |
| 12 sanje   | 17 sovleg   |

**Down** ↓

- |              |             |
|--------------|-------------|
| 1 twetashisr | 9 koss      |
| 2 bolseu     | 10 eatcj    |
| 3 aht        | 11 sreds    |
| 4 crakstuti  | 14 restrina |
| 5 shseo      |             |



Write the words.



Across →



11



13



14



Down ↓

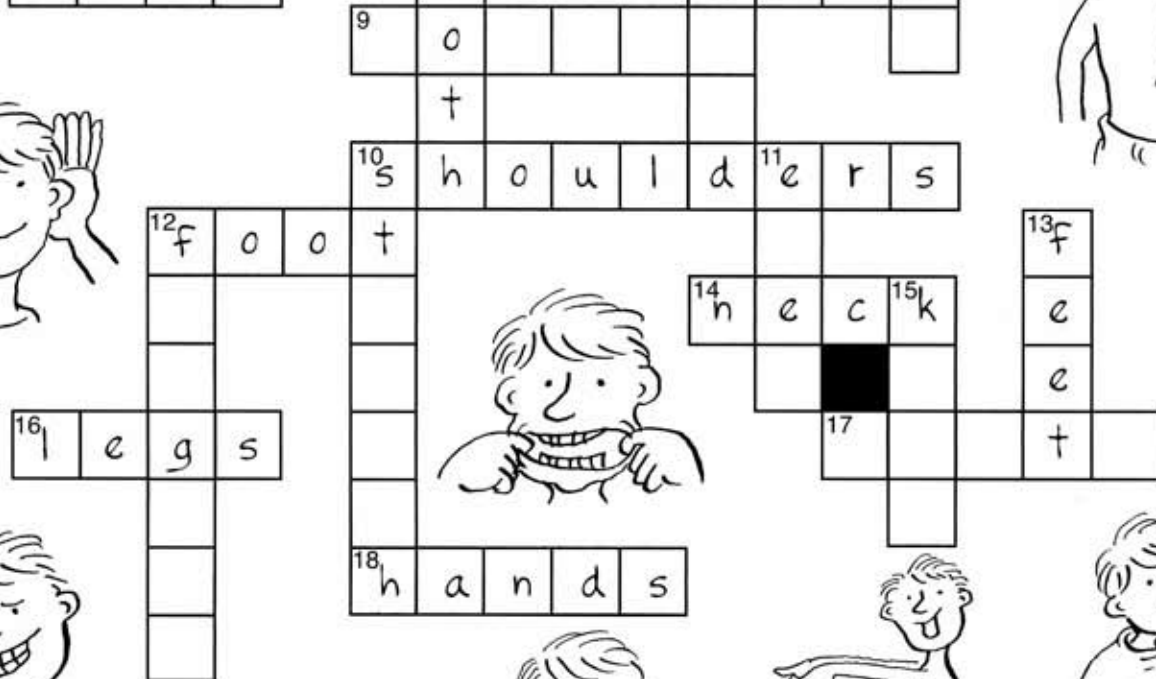
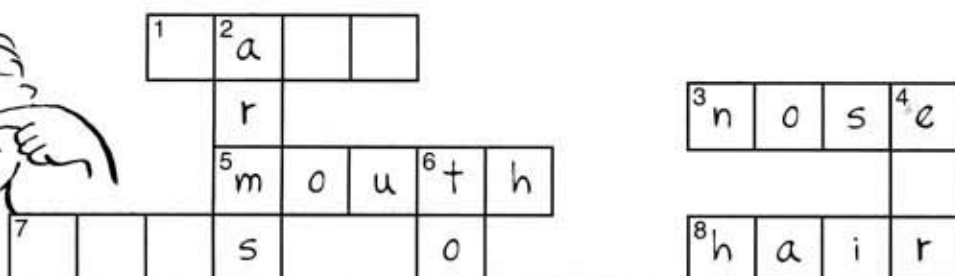


# Half crossword 9A Parts of the body

PRIMARY VOCABULARY BOX

A

Listen to your partner and complete the crossword.



Say these clues to your partner.

**Across** →

- 3 You've got one on your face. It's between your eyes.
- 5 This is under your nose.
- 8 You've got a lot on your head.
- 10 You've got two at the top of your back.

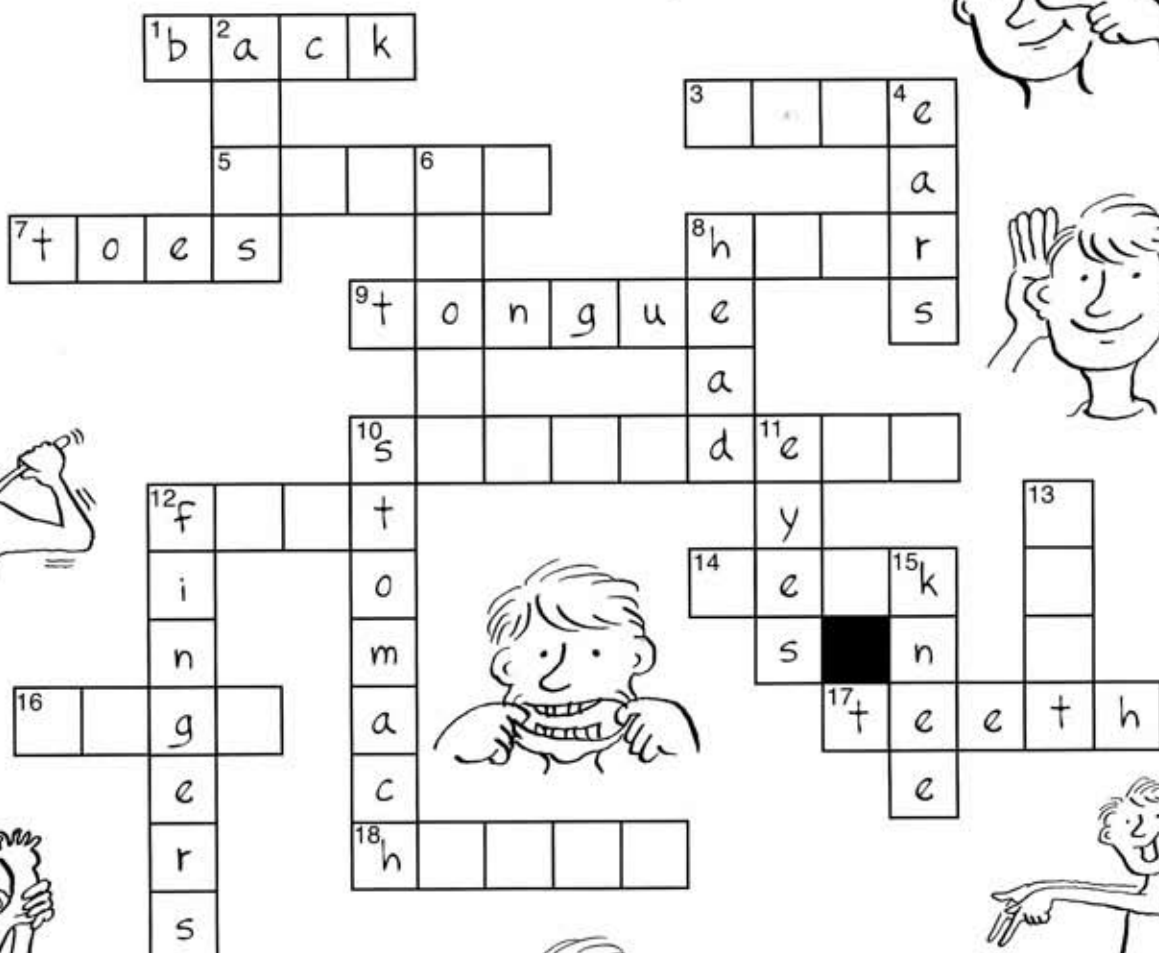
- 12 It's at the bottom of your leg.
- 14 This is between your head and your body.
- 16 You walk with these.
- 18 You've got two. You use them to clap.

**Down** ↓

- 2 They're between your hands and your shoulders.
- 6 This is in your mouth, but it isn't your tongue.
- 13 They're at the bottom of your legs.

B

Listen to your partner and complete the crossword.



Say these clues to your partner.

**Across** →

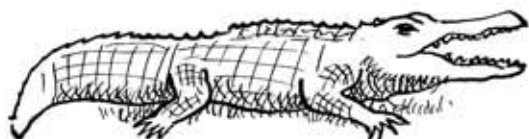
- 1 It's behind you.
- 7 You've got ten on your feet.
- 9 There's one in your mouth.
- 17 There are a lot of them in your mouth.

**Down** ↓

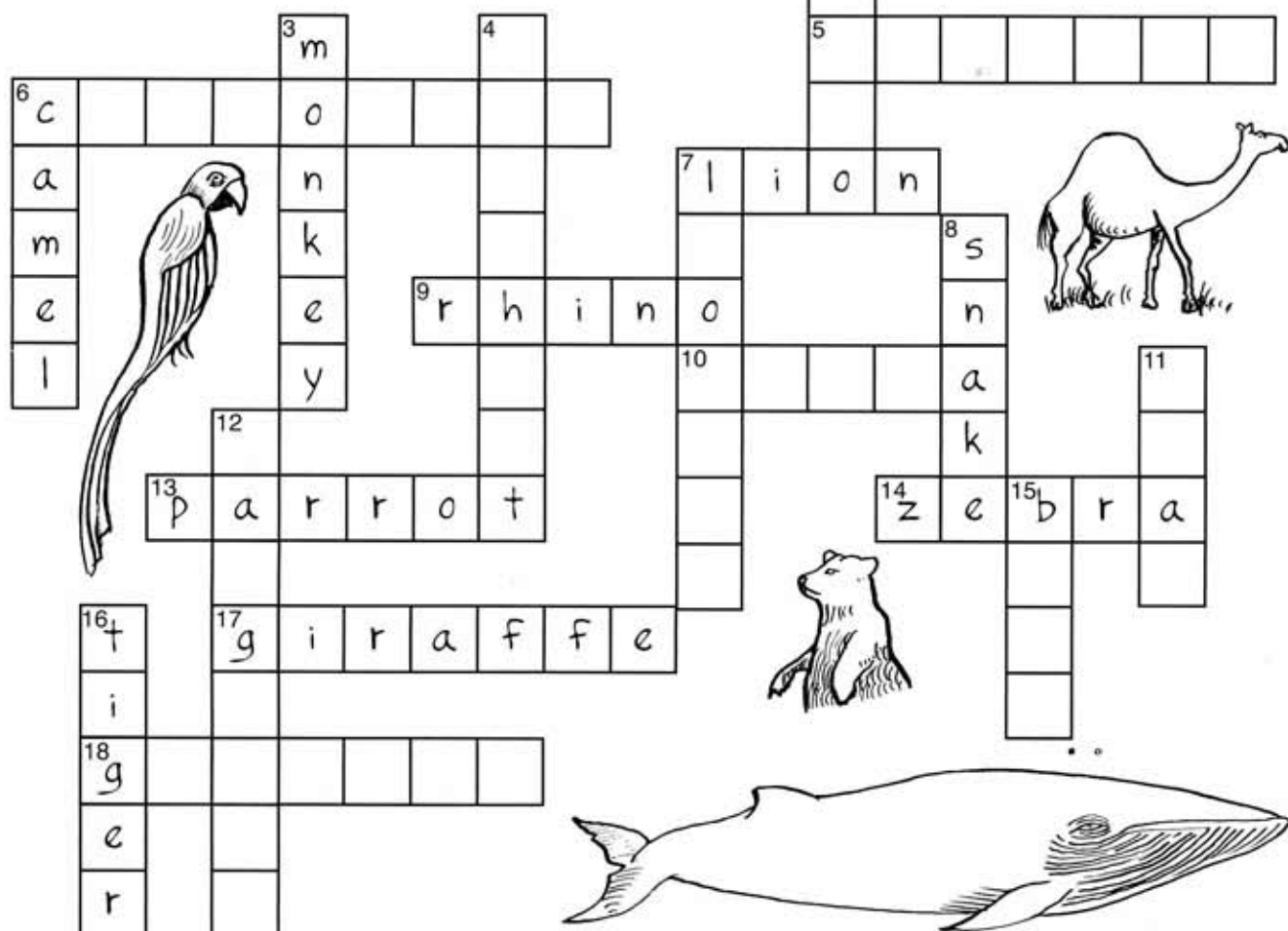
- 4 There are two on your head. You can listen to music with them.
- 8 It's on your neck.
- 10 It's in the middle of your body.
- 11 They're next to your nose.
- 12 You've got ten. They're on your hands.
- 15 It's in the middle of your leg.



A



Listen to your partner and complete the crossword.



Say these clues to your partner.

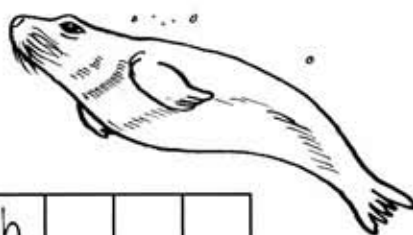
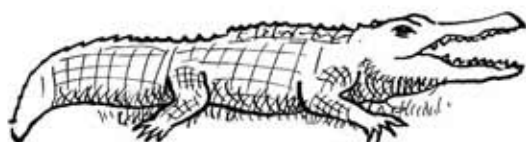
**Across** →

- 1 This enormous grey animal lives in the sea.
- 7 The king of the animals. It's got big teeth and eats meat.
- 9 This animal's big and grey. It's got one big horn.
- 13 This bird can speak.
- 14 This animal's black and white. It's similar to a horse. It lives in Africa.
- 17 It's got a very long neck. It eats leaves.

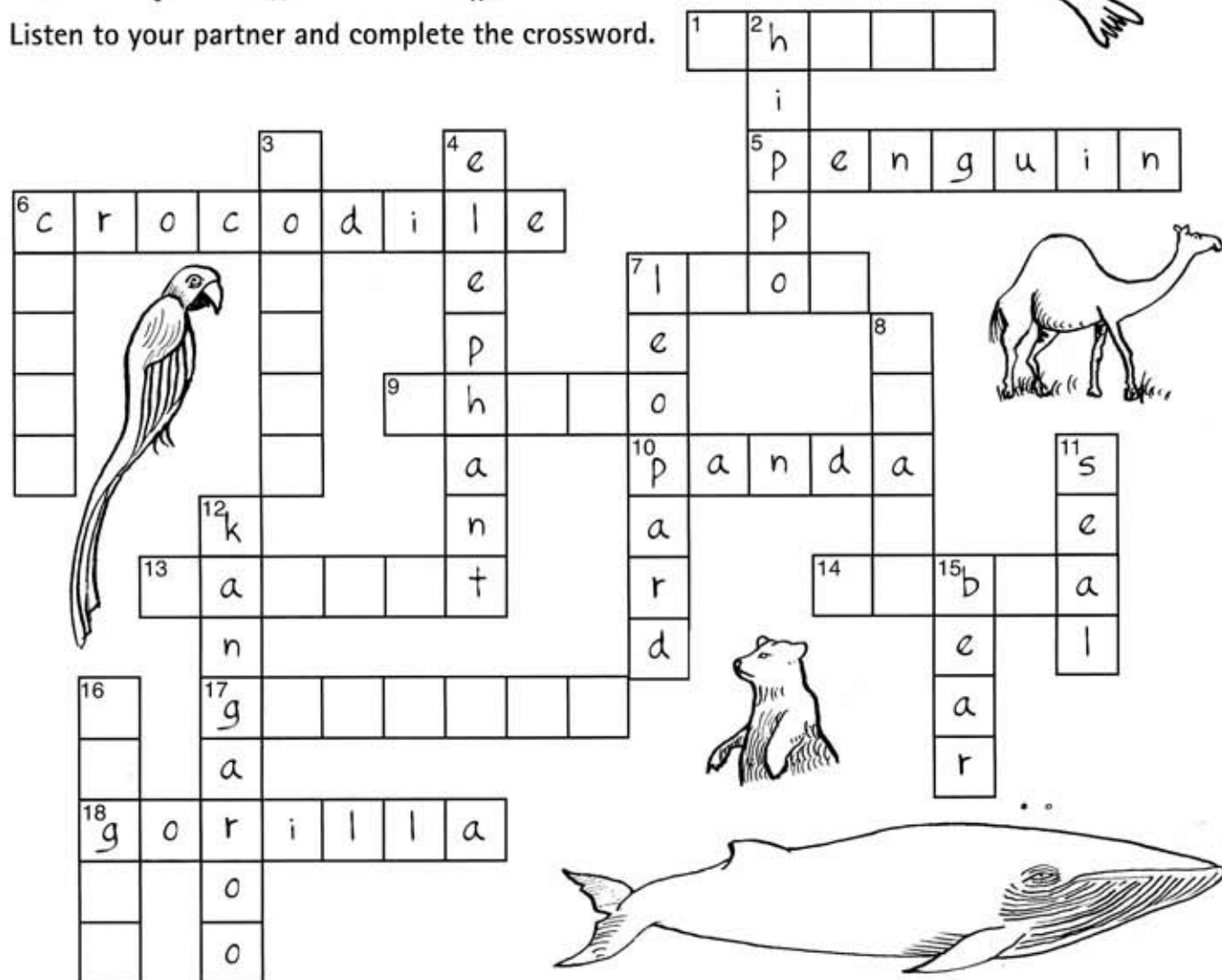
**Down** ↓

- 3 This small brown animal climbs trees and eats bananas.
- 6 It lives in the desert. It's got four legs and carries water in its back.
- 8 This long thin animal has no legs. It eats small animals.
- 16 This big cat's orange and brown. It lives in Asia.

B



Listen to your partner and complete the crossword.



Say these clues to your partner.

**Across** →

- 5 This black and white bird can swim, but it can't fly.
- 6 This long green animal has got a big mouth and a lot of teeth. It lives in water.
- 10 This big black and white animal eats bamboo. It lives in China.
- 18 This big black animal's similar to a monkey. It's got a lot of hair and it's very strong.

**Down** ↓

- 2 This big grey animal loves water. It lives in Africa.
- 4 This big grey animal's got big ears and a trunk. It doesn't eat meat.
- 7 This brown cat with spots can run very fast and climb trees.
- 11 This fat grey animal lives in the sea. It can clap, but it hasn't got hands.
- 12 This animal lives in Australia. It can stand up and jump.
- 15 This heavy brown animal can stand up. It's got a lot of hair and it's dangerous.



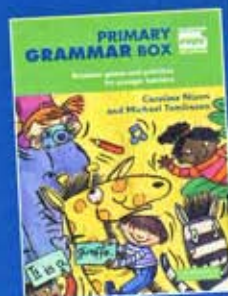
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