

# Sonia's house

## ACTIVITY TYPE

class and pairwork picture dictation and information transfer

## LANGUAGE FOCUS

How many?

There are ...

numbers 1–7

dog, egg, lemon, tomato,  
in the garden, on the plant,  
on the tree, under the hen

## LEVEL

1

## AGE RANGE

7–8

## TIME

30 minutes

## MATERIALS

a copy of both Sonia's house worksheets per pupil (baseboard and picture cards) and two extra copies for demonstration, an enlarged copy of the Sonia's house picture cards worksheet, crayons, scissors

## Before class

Make an enlarged copy of both Sonia's house worksheets, colour the pictures and cut the picture cards up to make flashcards. Make two copies of the Sonia's house worksheet for demonstration and cut these up. Make a copy of both Sonia's house worksheets (baseboard and picture cards) for each pupil.

## In class

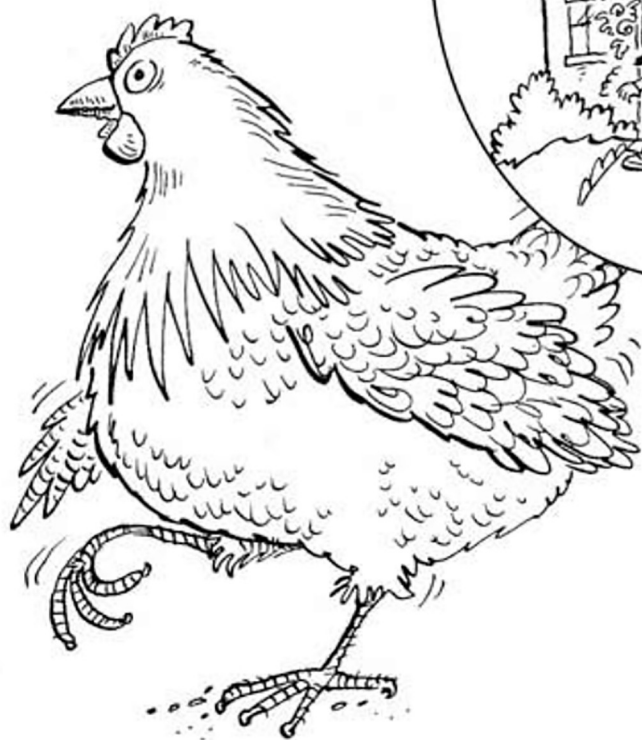
- 1 Revise or pre-teach the vocabulary and structures in the activity, using the flashcards. Show pupils individual flashcards to elicit the vocabulary: *tomato, lemon, dog, egg; tree, plant, hen, garden.*
- 2 Practise the structures used in the activity. Hold up the enlarged baseboard and a number of the picture cards. Ask:  
*How many eggs are there under the hen?* to elicit *There are six.*  
*How many tomatoes are there on the tomato plant?* to elicit *There are three.*  
Ask the question with only one tomato on the plant to elicit the singular form *There's one.*
- 3 Demonstrate how the activity works with a pupil. Select a pupil and sit facing him or her. Give the pupil the baseboard sheet and a set of cut-up picture cards and show him or her how to place the small pictures on the baseboard. The pupil should then do this in secret. Then ask your pupil questions and place the right number of pictures on your baseboard according to the answers, e.g.  
Teacher: *How many dogs are there in the garden?* Pupil: *There are five.*  
Teacher: *How many lemons are there on the tree?* Pupil: *There are two.*  
Teacher: *How many eggs are there under the hen?* Pupil: *There are seven.*  
Teacher: *How many tomatoes are there on the tomato plant?* Pupil: *There are six.*  
Compare baseboards with the pupil to check if you have got it right.
- 4 Give pupils both worksheets and ask them to cut out the picture cards. For younger pupils you may prefer to do this before class.
- 5 Invite a pupil to place his or her pictures on the baseboard. The rest of the class ask questions and place their pictures on their baseboards.
- 6 Arrange the class in pairs: A and B. Pupil As place their pictures on the baseboard in secret and Pupil Bs ask questions to place their pictures correctly on the baseboard. When pupils have finished they compare baseboards. They then change roles.
- 7 Circulate to monitor and check.

**Baseboard**

on the tree



on the tomato plant

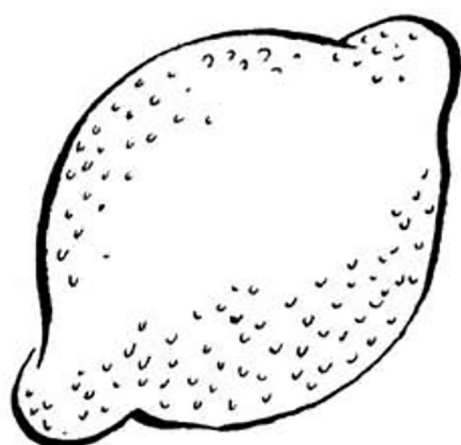


under the hen



in the garden

Teacher's flashcards



Pupil's picture cards



# I'm going shopping

## ACTIVITY TYPE

small group card game

## LANGUAGE FOCUS

a/an

some

going to future

countable food and drink

nouns: banana, cake, carrot,

chicken, chips, egg,

hamburger, ice cream, lemon,

onion, orange, pear,

pineapple, pizza, potato,

sandwich, sausage, sweets,

tomato, watermelon

uncountable food and drink

nouns: bread, cheese,

chocolate, fish, lemonade,

meat, milk, orange juice, rice,

spaghetti, tea, water

## LEVEL

2

## AGE RANGE

9-10

## TIME

30 minutes

## MATERIALS

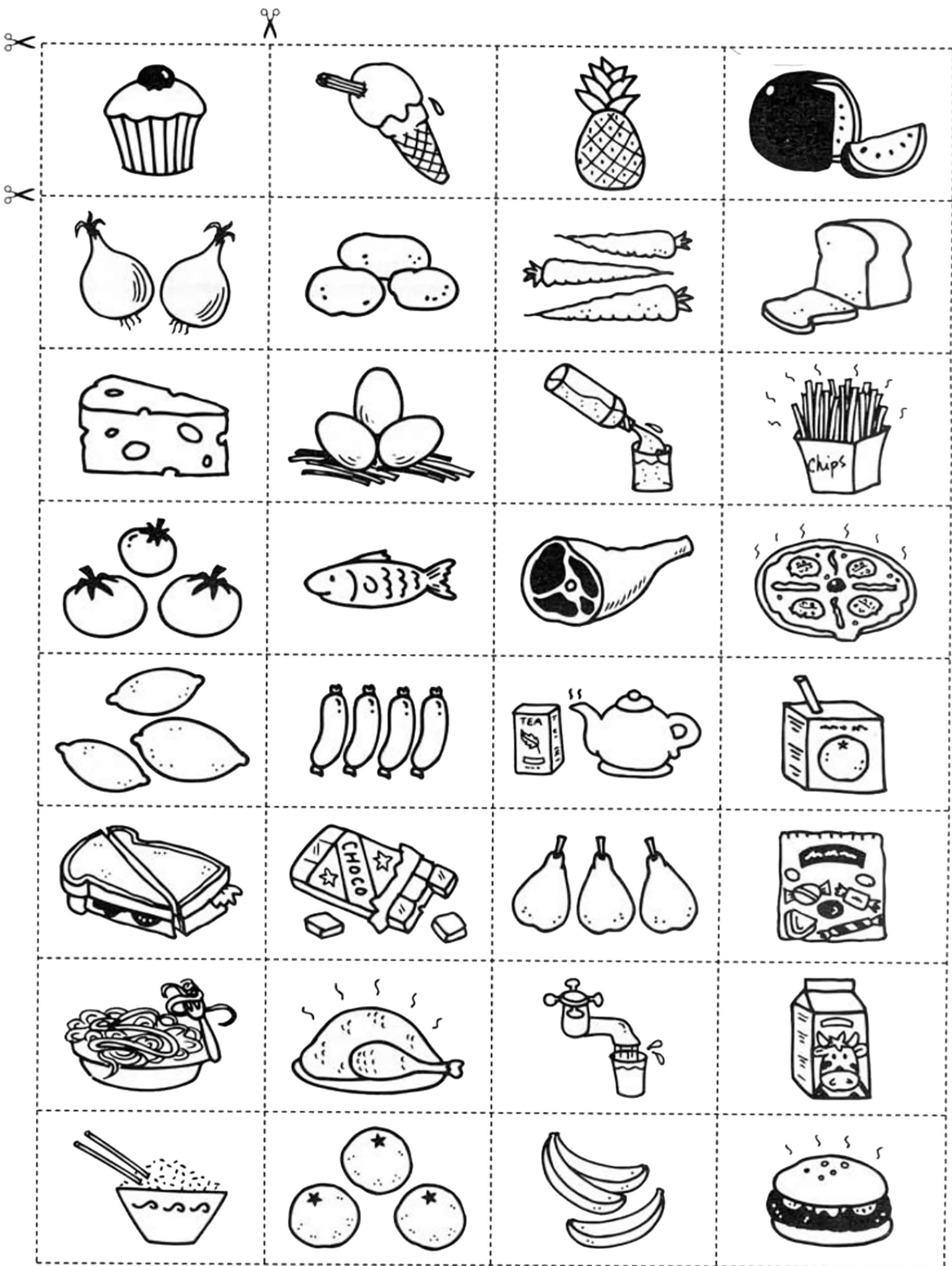
an enlarged copy of the *I'm going shopping* worksheet, one copy of the *I'm going shopping* worksheet per group of four pupils, card, scissors, crayons, glue, a glass of water and three pencils for demonstration

## Before class

Make an enlarged copy of the *I'm going shopping* worksheet, colour the pictures and cut them into flashcards. Make one copy of the *I'm going shopping* worksheet for each group of four pupils. To save time you can make the copies onto white card. Cut each copy into thirty-two cards to make a game set.

## In class

- Revise or pre-teach the difference between countable and uncountable nouns using real objects to simplify the concept for the pupils:
  - Take a glass of water into the class and place it next to three pencils on your table. Ask pupils to count the pencils. Count with them, very deliberately, over-exaggerating the numbers: *one pencil, two pencils, three pencils.*
  - Put your finger into the water and hold it up, look confused and say *one water, two waters?* From this pupils should recognise that it is not possible to count water. Tell them that we say *some water.*
  - Continue in the same way, practising the uncountable vocabulary on the worksheet using the flashcards.
- Hold up a book and one finger, saying *a book.* Hold up several books and wiggle the fingers on your other hand saying *some books.* Repeat the procedure with *a pencil* to elicit the responses *a pencil* and *some pencils.* Continue in the same way, practising the countable vocabulary on the worksheet using the flashcards.
- Demonstrate the game to the class with yourself as one player and three more pupils.
  - I'm going shopping* is played in groups of four. Each group will need a set of cards.
  - Take the cards, shuffle them and deal them 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, turn it over face up and put it in the centre of the table saying *I'm going shopping tomorrow and I'm going to buy (an ice cream).* The player on your left does the same, putting the card on top of yours and saying *I'm going shopping tomorrow and I'm going to buy (an ice cream and a pineapple).* Players continue by turning over cards in turn, putting them down and repeating all the cards.
  - To check that no one makes a mistake after finishing their turn, a player picks up the cards in the middle. As the player on their left says the *I'm going to buy ...* list, the previous player checks the cards and puts them back on the table.
  - In the first round there is no elimination, but after that if a player makes a mistake they are eliminated and their cards are divided between the other players. The game is over when there is only one person left. He or she is the winner.
- Divide the class into groups of four and circulate as they play. Encourage pupils to use English for communicating while they play, by teaching them some essential phrases beforehand: *It's my turn. Whose turn is it? I can't remember. You forgot (pineapple).*



# Food and drink dominoes

## ACTIVITY TYPE

small groups dominoes game as a matching activity

## LANGUAGE FOCUS

a, on, some  
simple countable and uncountable nouns

## LEVEL

2

## AGE RANGE

9-10

## SKILLS

reading, speaking

## TIME

20-30 minutes

## MATERIALS








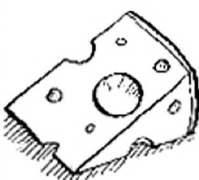












one enlarged copy of the *Food and drink dominoes* worksheet, a copy of the *Food and drink dominoes* worksheet per small group of pupils, card, glue, scissors, three pencils, a glass of water

## Before class

Make an enlarged copy of the *Food and drink dominoes* worksheet and cut it into flashcards. Make a copy of the *Food and drink dominoes* worksheet per small group and stick them onto card. Cut these up into sets of 20 dominoes.

## In class

- 1 Revise or pre-teach the difference between countable and uncountable nouns using real objects to simplify the concept for your pupils:
  - a Take a glass of water into the class and place it next to three pencils on your table. Ask your pupils to count the pencils (do this very deliberately, over-exaggerating the numbers: *one pencil, two pencils, three pencils*).
  - b Put your finger into the water and hold it up, look confused and say *One water, two waters?* From this your pupils should recognise that it is not possible. Tell them that we say *Some water*.
  - c Continue in the same way, practising the uncountable vocabulary on the worksheet using the flashcards (*fruit, cheese, bread, meat, chocolate*).
- 2 Hold up a book and one finger, saying *A book*. Hold up several books and wiggle the fingers on your other hand saying *Some books*. Repeat the procedure with a pencil to elicit the responses *A pencil* and *Some pencils*. Continue in the same way, practising the countable vocabulary on the worksheet using the flashcards (*egg, hamburger, chips, tomato, tomatoes, orange, cake, sandwich, eggs, apple, oranges, ice cream, pizza, apples, yoghurt*).
- 3 Arrange the class in small groups working around a table.
- 4 Explain the rules. This can be done by example.
  - a Shuffle the dominoes and divide them between a group of pupils. Turn the last domino face up and place it in the middle of the table.
  - b 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. Use this example stage to reinforce the concept of countable and uncountable (*a/on* and *some*).
  - c The player on the left of the first player continues, and repeats the process. If any one player cannot put a domino down, it is the next player's turn.
  - d The first person to play all their 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.
- 5 Circulate to monitor and check.

an egg		some fruit		a hamburger	
some chips		a tomato		some tomatoes	
an orange		a cake		some cheese	
a sandwich		some eggs		an apple	
some bread		some oranges		an ice cream	
a pizza		some apples		some meat	
a yoghurt		some chocolate			

## **2A Skyscraper sandwiches**

**(30 minutes)**

### **Individual and pairwork; *some/any* + food vocabulary**

*Each student will need one copy of the worksheet.*

- Use the pictures on the worksheet to revise the food vocabulary. Students add their own favourites to the picture so you will need to help them with new vocabulary.

Alternatively, you can teach them the English names for two local delicacies which they all add to their cupboard.

- Explain that they are going to use the ingredients from the cupboard to make a tall sandwich. Encourage them to use strange combinations. Students list their ingredients and draw their sandwich.
- In pairs, students ask what is in their partner's sandwich and tick or cross the ingredients in the cupboard. When they have the information, they complete the paragraph.
- Ask students to talk about their partner's sandwich to the rest of the class.

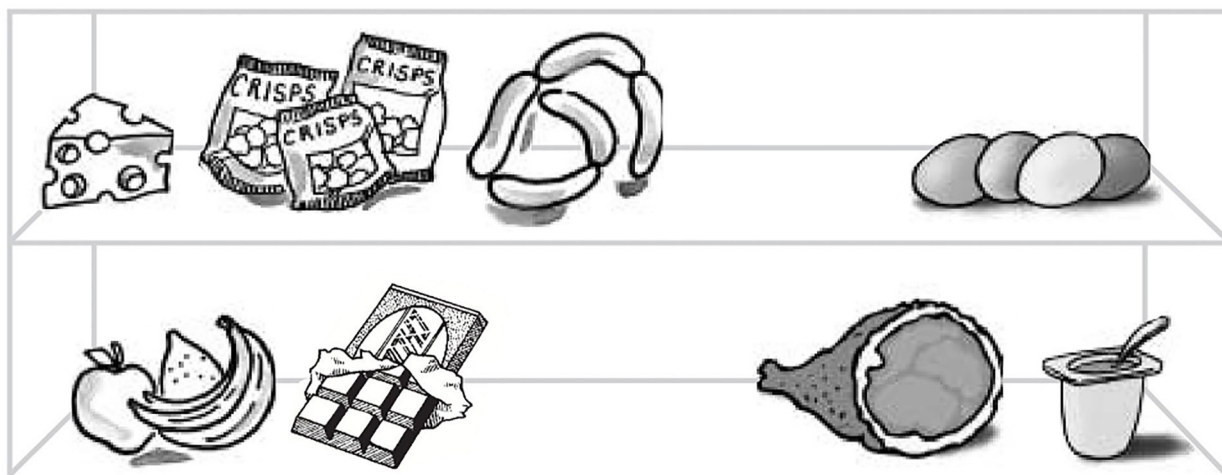
### **Options**

If you are short of time, miss out the pairwork. Students can then write about their own sandwich and describe it to the class.

# Skyscraper sandwiches

## 1 Say what is in the kitchen cupboard.

There is some ... There are some ...



## 2 Put two more things in the cupboard.

## 3 Choose five things from the cupboard and make a big sandwich. Write and draw the sandwich.

### My sandwich

bread

butter

.....

.....

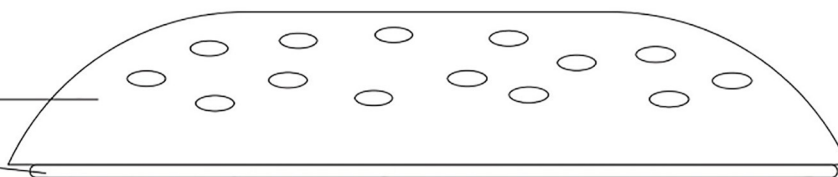
.....

.....

.....

butter

bread



## 4 Find out what is in your partner's sandwich. Tick (✓) or cross (X) the things in the cupboard.

Example

A Is there any chocolate?

B Yes, there is.

A Are there any eggs?

B No, there aren't.

## 5 Write about your partner's sandwich.

In ...'s sandwich there is ..., ... and ... . There are ... and ... . There isn't any ... or ... .

## 6 Tell the class about your partner's sandwich. Who has got the best sandwich? Who has got the worst sandwich?

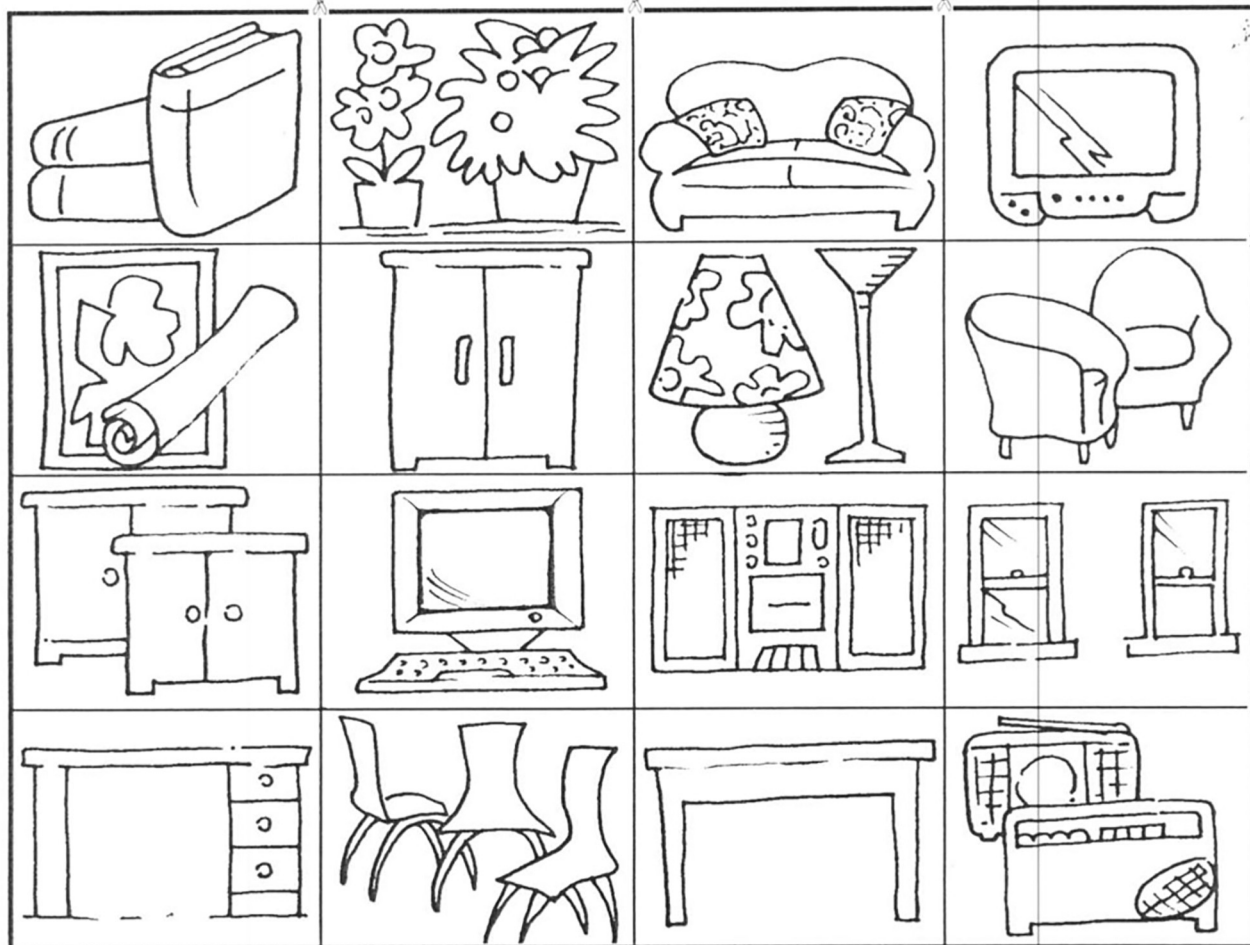
## Resource 1 (Lesson 13)

**Classroom arrangement:** groups of four or three

**Objective:** to practise *there is/there are/some/any*

- Photocopy and cut up one set of picture cards for each group.
- Ss place cards face down in a pile in the middle of a table.
- The first S turns over a card and asks the S sitting to their left a question using *there* and the object(s) in the picture:  
A: *Are there any books in your bedroom?*  
B: *Yes, there are./No, there aren't.*
- The other Ss listen and decide if the question and answer are correct. A correct question gets two points and a correct answer gets one point. Ss keep the score on a piece of paper. If there is a dispute, Ss should call the teacher.
- The winner is the S with the most points when all the cards have been used.

## Resource I (Lesson 13)



## Resource E (Lesson 7)

**Classroom arrangement:** pairs

**Objective:** to practise talking about countable and uncountable food and drink

**Context:** a camping trip

- Photocopy and cut up one sheet for each pair.
- In each pair one S is Student A and one S is Student B.
- Explain that the Ss should imagine they are going on a camping trip and they want to find out what food they need to buy for the trip. Ss take it in turns to ask each other what food they have.

A: *Have you got any coffee?*

B: *Yes, I have.*

- If they find that neither of them have something, then they need to buy it. Tell them to make a shopping list of food and drink to buy.
- When all the pairs have finished, check that everyone has the same shopping list.

## Resource E (Lesson 7)

### Student A

tea	✓
coffee	X
bread	✓
sausages	✓
yoghurt	X
rice	X
cheese	✓

milk	✓
carrots	X
pasta	✓
biscuits	X
jam	X
chicken	✓
potatoes	✓

### Student B

tea	X
coffee	✓
bread	✓
sausages	✓
yoghurt	✓
rice	X
cheese	X

milk	✓
carrots	✓
pasta	X
biscuits	X
jam	X
chicken	X
potatoes	✓

# What's in my Fridge? Teacher's Notes

**Target Structure:** Countable and Uncountable Nouns

**Vocabulary:** Around the house

**Level:** Elementary

**Time:** 20 minutes

**Preparation:** Make one copy for each student

## Suggested Teaching Method:

- 1 Set as homework, or a quiet twenty minutes in a lesson.



**Answers** (Some of these are possible as either countable or uncountable)

### Countable

Apple  
Banana  
Orange  
Peach  
Plumb

Cherry  
Egg  
Tomato  
Mushrooms

### Uncountable

Sweetcorn  
Milk  
Honey  
Chocolate  
Beef  
Chicken

Wine  
Beer  
Cabbage  
Cheese  
Butter

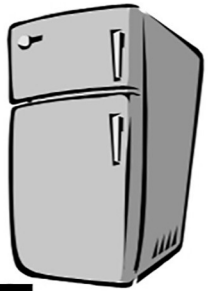
## Additional Information:



Handouts Online has other vocabulary worksheets for EFL teachers. For more information, check out [www.handoutsonline.com](http://www.handoutsonline.com).

# What's in my Fridge?

Can you find twenty words hidden in the puzzle?



H	O	N	E	Y	T	O	M	A	T	O	F
X	F	E	Z	C	M	B	B	E	G	G	S
E	S	T	B	S	H	M	O	R	H	T	B
G	W	A	K	U	U	E	E	W	I	N	E
N	E	L	B	L	T	E	R	S	U	E	E
A	E	O	P	A	B	T	O	R	G	C	F
R	T	C	A	I	N	F	E	A	Y	H	E
O	C	O	K	P	C	A	B	R	W	I	P
I	O	H	L	R	P	B	N	Q	U	C	E
Q	R	C	I	K	A	L	U	A	K	K	A
M	N	P	M	C	H	E	E	S	E	E	C
M	U	S	H	R	O	O	M	E	O	N	H

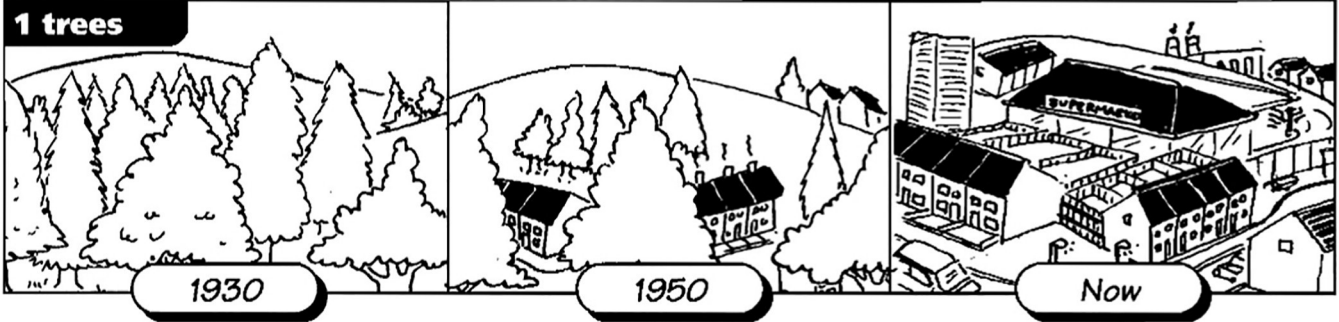
Countable	Uncountable
	HONEY

# Is there anyone there?

**1** Make sentences with *a lot of*, *not much* / *many* or *not any*.

e.g. a) There were a lot of trees.    b) There weren't many trees.    c) There aren't any trees.

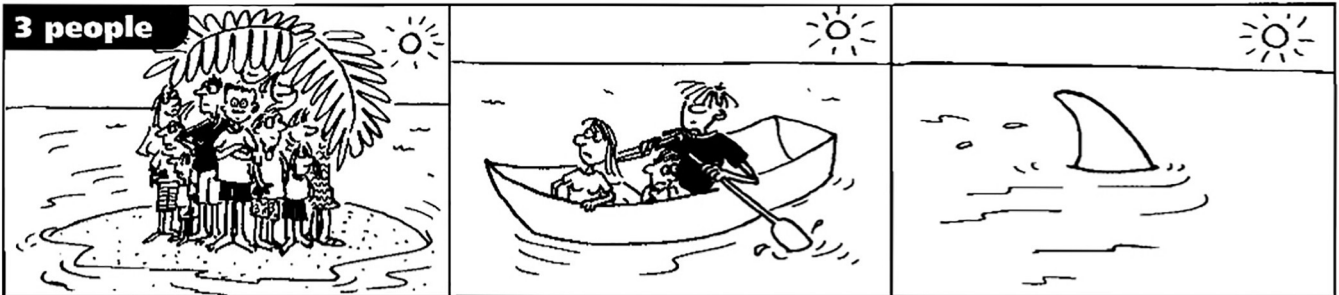
## 1 trees



## 2 water



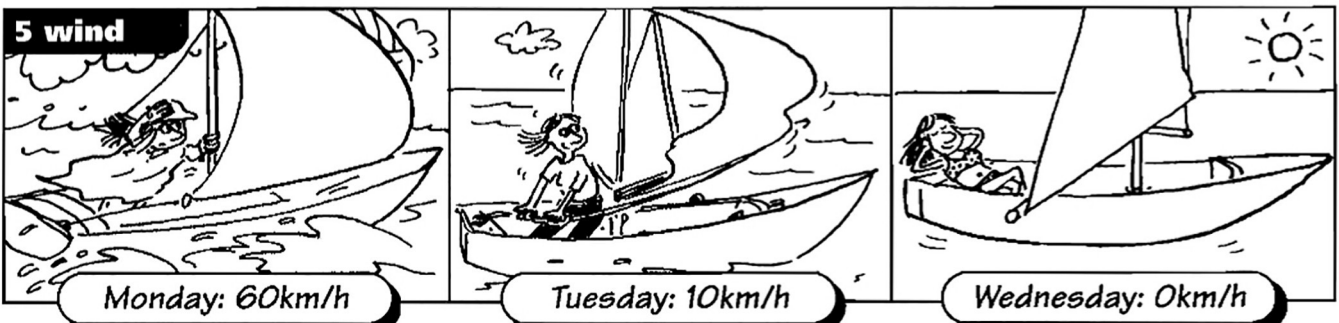
## 3 people



## 4 cakes



## 5 wind



## 2 Complete the questions and answers.



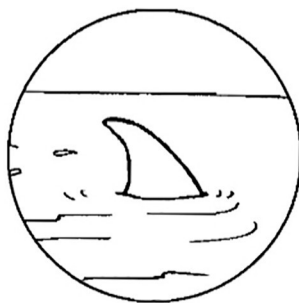
1 *Were there many trees* ..... in 1930?

Yes, there were a lot of trees.



2 Has the man got much water in the bucket?

.....  
.....



3 ..... ?

No, there aren't any people near the shark.



4 By 5 o'clock, has the man eaten ..... ?

.....  
.....



5 ..... ?

No, there wasn't ..... on Tuesday.

## 3 Write five more questions and answers about the pictures in exercise 1.

1 ..... ?

2 ..... ?

3 ..... ?

4 ..... ?

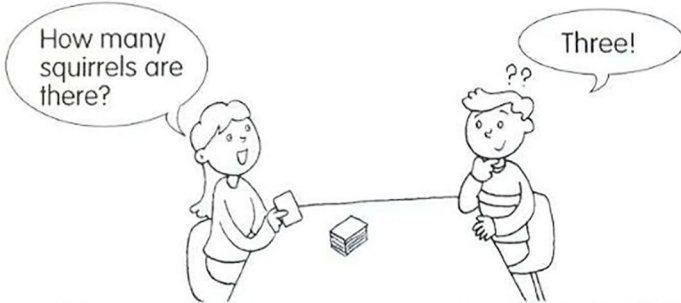
5 ..... ?

# Board Game 10

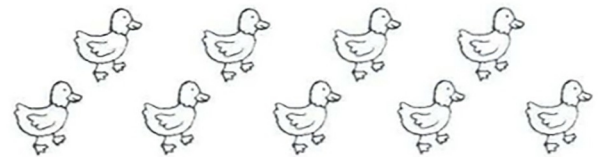
## Topics 17, 19

### How to play

In pairs, students cut out the cards and place them face up. They are given one minute to memorize the quantities of the items on the cards. The cards are then placed in a pile face down. Pairs take turns to pick up a card and test their partner's memory, e.g. S1 asks, *How many squirrels are there?* S2 replies, *Three!* S1 congratulates S2, *Yes, that's right!* and S2 gets to keep the card. If the answer is incorrect, S1 says, *Sorry, try again next time.* The card is placed at the bottom of the pile. The winner is the student with the most cards.



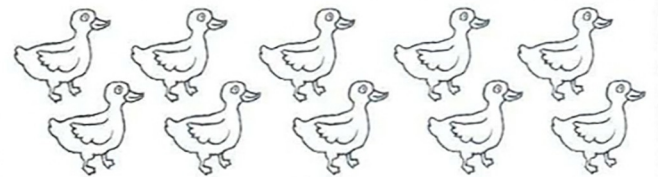
squirrels



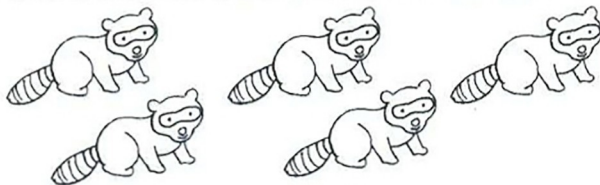
ducklings



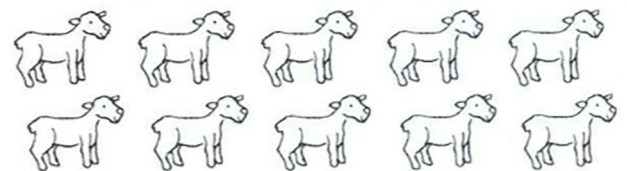
rabbits



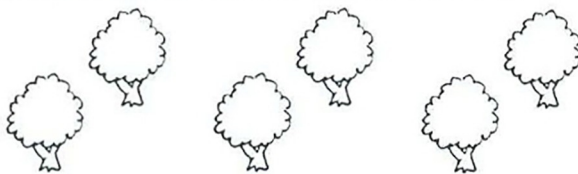
ducks



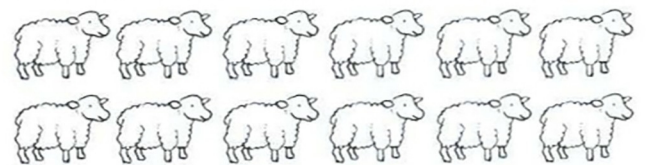
raccoons



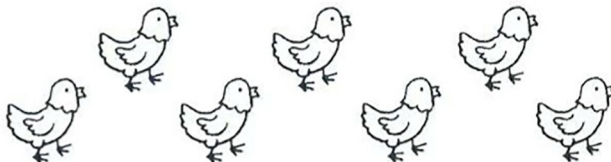
lambs



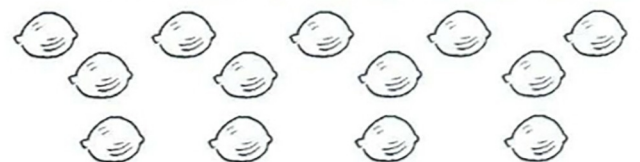
trees



sheep



chicks



nuts



hens



acorns

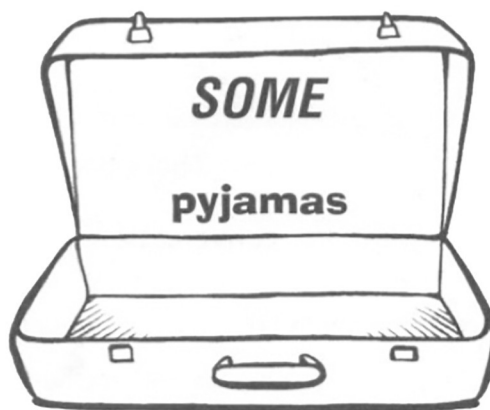
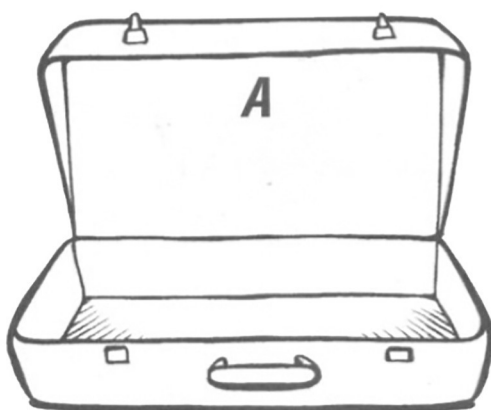


# A Sleepover

Amy is sleeping over at her friend Rebecca's house this weekend.

**1** Look at the picture. Amy is packing her suitcase. What is she taking with her? Choose the correct words from the box and write them in the correct suitcase.

toothbrush / money / CDs / magazines / sweets / keys  
sports clothes / passport / mobile phone / make-up / homework /  
tennis racket / pyjamas / swimming costume / book



**2** What things isn't she taking? Write the words from the box in the sentences.

She isn't taking any \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, or \_\_\_\_\_. She isn't taking a  
\_\_\_\_\_ or a \_\_\_\_\_.

3

Rebecca's mum is making breakfast. Read her question and Amy's answer. Then look at the pictures. Which is Amy's breakfast?

Would you like cornflakes, toast, bacon, eggs, beans, mushrooms and tomatoes? And would you like tea or hot chocolate?



I'd like some orange juice, but I don't want any cornflakes. I'd like a piece of toast, some bacon and an egg. I don't want any beans or mushrooms, but I'd like a tomato and some fried bread. And I'd like some hot chocolate, too, please.



A



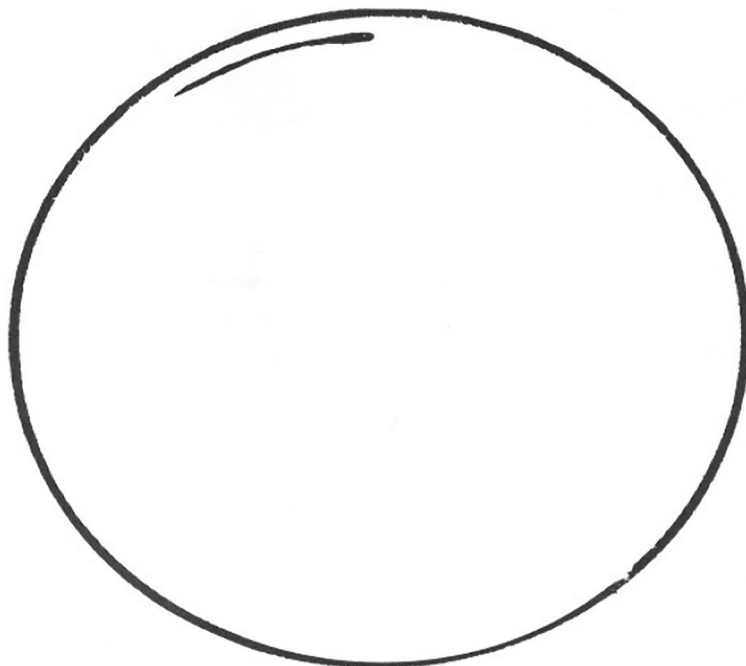
B



C

4

Write your own answer to the question and draw your breakfast on the empty plate.



# Spot the Difference

Compare the pictures. Write what is different in picture B.  
For example: In picture B...

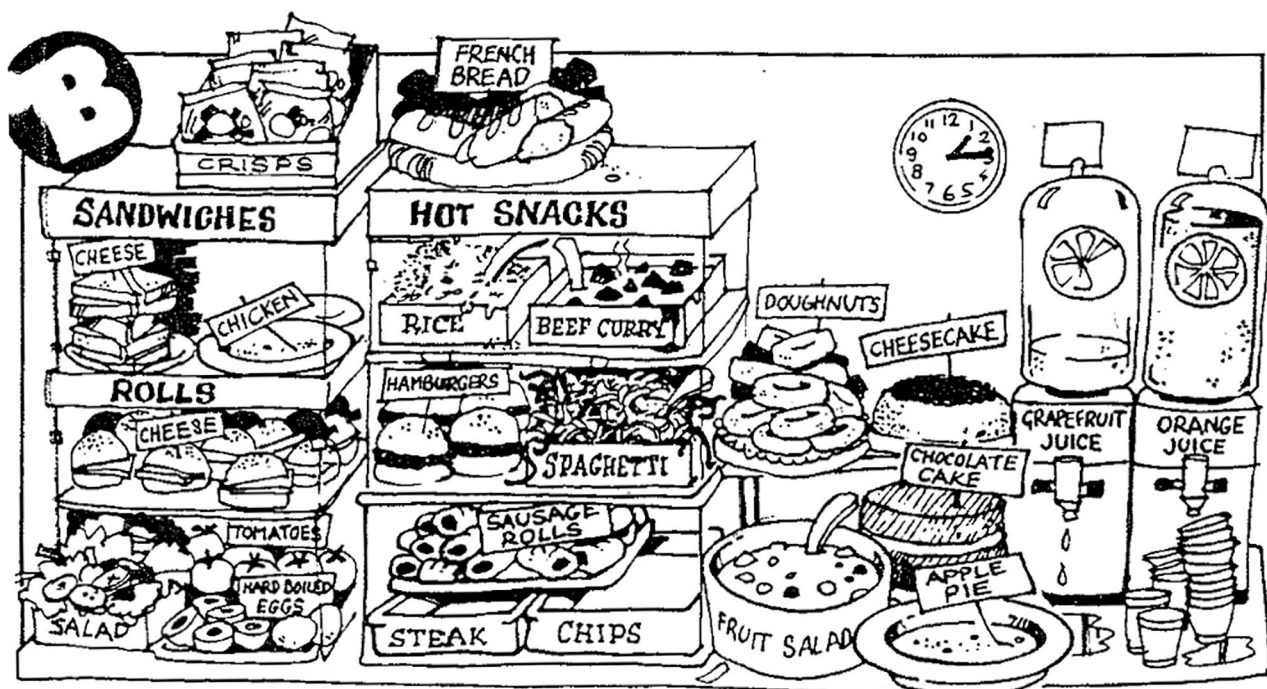
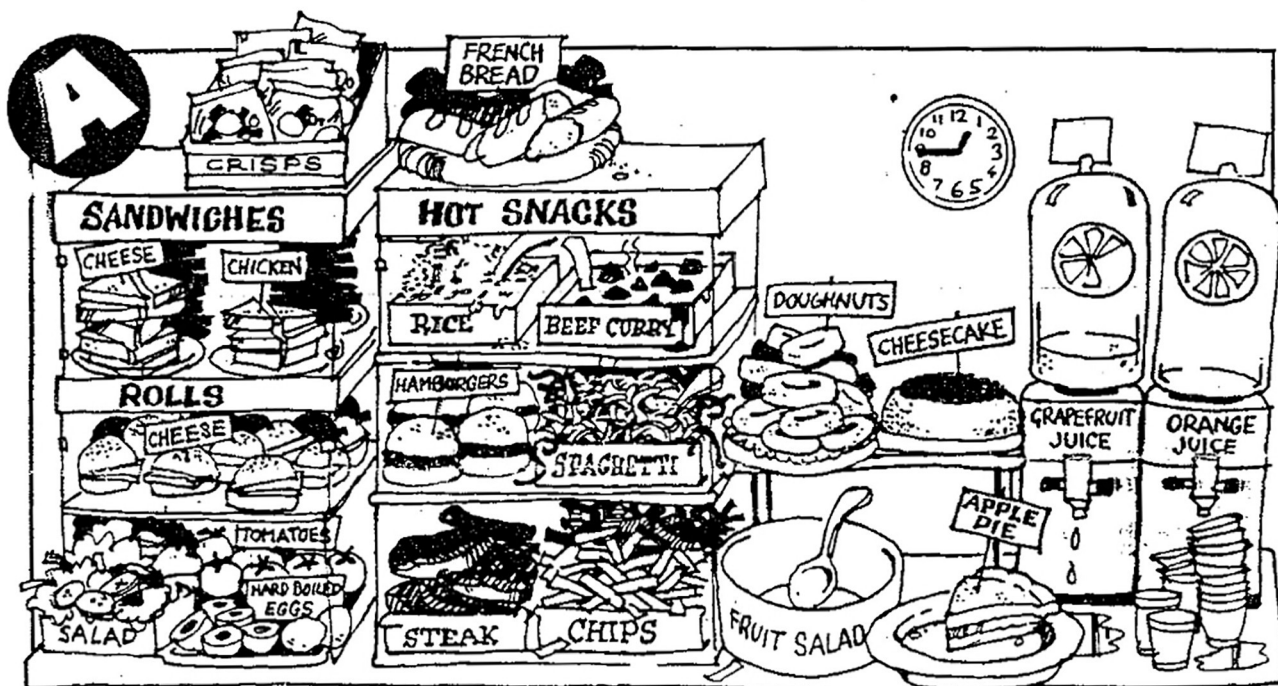
There is some fruit salad. There aren't any chips.



There are six more differences between picture A and picture B.  
Try to find them. Use these forms in your answers:

There is some... There are some...  
a/an...

There isn't any... There aren't any...



## 5.4

PRIMARY ACTIVITY  
BOX

## Room for improvement

## ACTIVITY TYPE

pairwork: 'spot the difference'  
information gap

## LANGUAGE FOCUS

there is/are  
prepositions of place  
clothes, toys, classroom  
objects, furniture

## LEVEL

3

## AGE RANGE

9-11

## SKILLS

listening, speaking, writing  
(optional)

## TIME

50 minutes

## MATERIALS

a copy of the Room for  
improvement worksheet per  
pair of pupils

## Before class

Make a copy of the Room for improvement worksheet for every two pupils. Cut each copy in two parts: A and B.

## In class

- 1 Check comprehension of the basic structures required for the exercise by asking questions about the classroom, e.g.  
*Is there a window? Yes, there is.*  
*Is there a pencil next to my book? No, there isn't.* etc.
- 2 Revise or pre-teach the prepositions and vocabulary used in the activity.
- 3 Explain how the activity works by example. Select a pupil and sit facing him or her. Give the pupil the 'B' picture and you keep the 'A' picture. Ask *Are there some trousers on the chair?* to elicit the response *No, there are some trousers under the bed.* Tell the class that there are another nine differences.
- 4 Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them look at their sheet. Pupils then ask each other questions to find the differences and mark these on their sheets.
- 5 Set a suitable time limit for the task. When pupils have finished, ask them to compare their sheets to check the answers.

## Key

	Picture A	Picture B		Picture A	Picture B
shirt	in the cupboard	under the table	train	on the shelf	on the floor
shoes	in the cupboard	on the bed	book	on the table	on the bed
ball	on the shelf	on the floor	plane	on the table	under the chair
car	on the shelf	under the bed	apple	on the table	on the chair
			glass	on the table	on the floor

## Optional written work

- 1 In pairs, pupils write about their pictures, describing the differences. Tell them to divide their page into two columns and label them *Picture A* and *Picture B*, and write a sentence in each column to describe the difference, e.g.

## Picture A

*The trousers are on the chair.*

OR

*There are some trousers on the chair.*

## Picture B

*The trousers are under the bed.*

*There are some trousers under the bed.*

- 2 When they have finished, they dictate the sentences for you to write on the board. They correct their sentences accordingly.

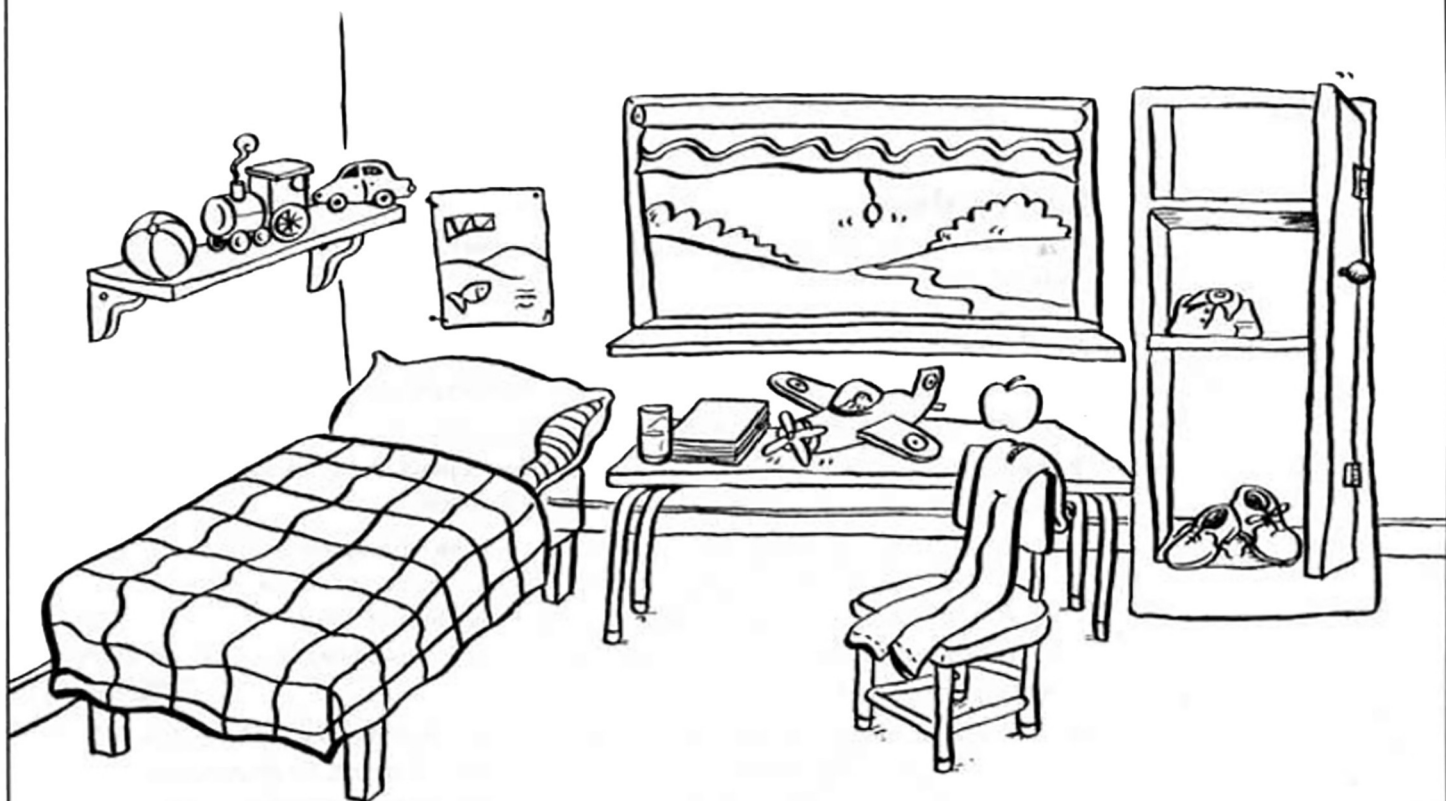
## Extension

Pupils draw a picture of their own room and write five sentences to describe it.

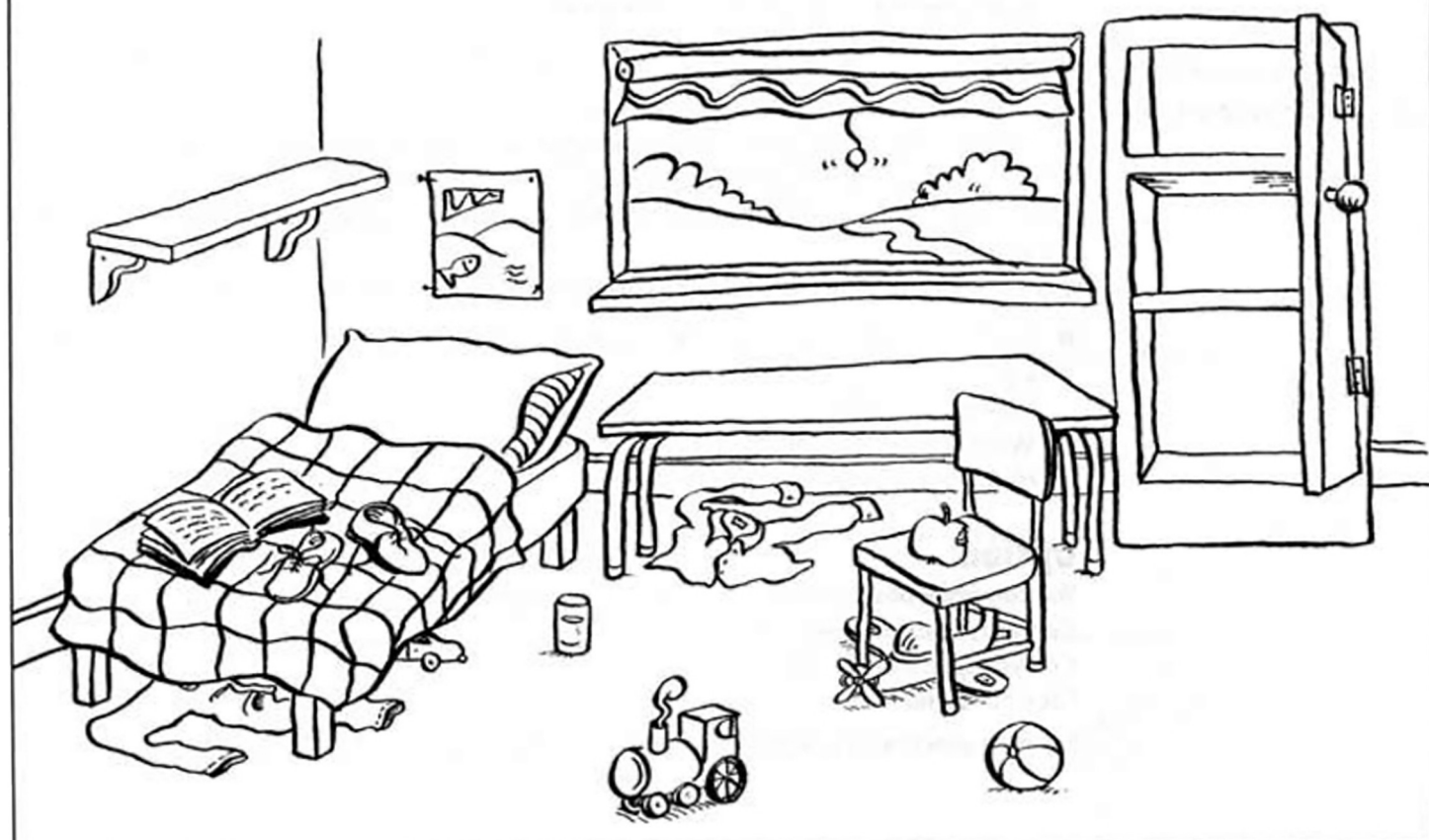
For more practice on prepositions see **3.4 Colourful cans**

For more practice on *there is/are* see **9.5 Shaping up**

**A** Can you find ten differences?



**B** Can you find ten differences?



# Story jigsaw

## ACTIVITY TYPE

individual matching exercise

## LANGUAGE FOCUS

word order

There is / There are ...

prepositions

colours

punctuation

classroom vocabulary

## AGE RANGE

9-10

## SKILLS

reading, identifying correct sentence structure

## TIME

45 minutes

## MATERIALS

a copy of the *Story jigsaw* worksheet per pupil, scissors, crayons

## Before class

Make a copy of the *Story jigsaw* worksheet per pupil. Prepare a set of cards, cut out and coloured appropriately, to explain the activity to your class.

## In class

- 1 Write 'A' and 'a' on the board. Point to the capital letter and say *Capital A*. Point to the little letter and say *Small A*. Pointing alternately, ask pupils *Capital A or small A?* Wait for them to respond and then repeat the process with other letters such as b, d, e, g, that are visually very different in their two forms.
- 2 Write 'bed, shoes are The under the' on the board and draw six short lines horizontally across the board. Point to the first letter of each word in turn, asking *Capital or small letter?* until you come to the first capital letter. Draw your pupils' attention to this and proceed to write the word on the first line. Impress upon the class that the fact that a word begins with a capital letter means that it must go at the beginning of the sentence.
- 3 In the same way, draw your pupils' attention to the fact that 'bed' has a full stop after it, so must go at the end of the sentence, and write it on the last line.
- 4 Say *The* and point to the first word again. Point to the remaining words in the original sentence in turn, suggesting possibilities as though in a process of trial and error and wait for pupils to react by agreeing or disagreeing. For example, say in a questioning tone *The under? The the? The shoes?* until your pupils get the idea and say *Yes* or *No*. Pupils will probably respond according to what sounds right rather than reasoning to find a solution.
- 5 Using some of your pre-prepared cards, explain how the activity works. First they must colour each half of the card as it says at the top of the square. It is not necessary to colour the box completely – a mark in the right colour is enough. They then use this colour code to match and connect the cards to make up a coherent text. As colours are repeated, they must pay attention to punctuation, as well as the logical syntax of the sentences.
- 6 Give your pupils the copies of the worksheet and ask them to colour and cut out the pieces. They must then put the text together. If you wish, pupils could work in pairs. Circulate to help and prompt.
- 7 Correct the activity collectively. Ask pupils to read the sentences back to you and write them on the board. Allow pupils sufficient time to correct their own work.

## Key

There are five blue pens in the bag by the table. There is a green pencil under the chair. Next to the grey desk there are four pencil cases. In the green one there is a yellow pencil sharpener and a blue pen. The eraser is on the table.

## Extension

Fast finishers can draw a picture of what the text describes in their notebooks.

white There	red are	yellow are	grey four	yellow pens	blue in
blue the	orange bag	red In	brown the	green under	orange the
red is	blue on	purple green	green pencil	brown green	pink one
orange chair.	black Next to	green a	black yellow	black the	brown grey
white and	grey a	grey pencil	red cases.	black pencil	white sharpener
blue table.	pink There	pink there	green is	brown desk	yellow there
orange by	blue the	blue the	white table.	grey blue	purple pen.
purple The	red eraser	red five	yellow blue	pink is	purple a

## **1B Picture dictation (25 minutes)**

### **Pairwork; *there is/there are* + furniture vocabulary**

*Each student will need one copy of either A or B worksheet.*

- Revise the structure and vocabulary using the picture and vocabulary in exercise 6 on page 9 of the Student's Book.
- Ask a student to start a sentence and invite another to complete it.
- Divide the students into A and B. Give out the A and B worksheets. Explain the instructions: they must draw four more things in their room.
- Working in pairs, students 'dictate' their pictures.
- When the pairs have finished, they check their work by comparing pictures.
- Students write sentences about both pictures and read them out to the class.

### **Options**

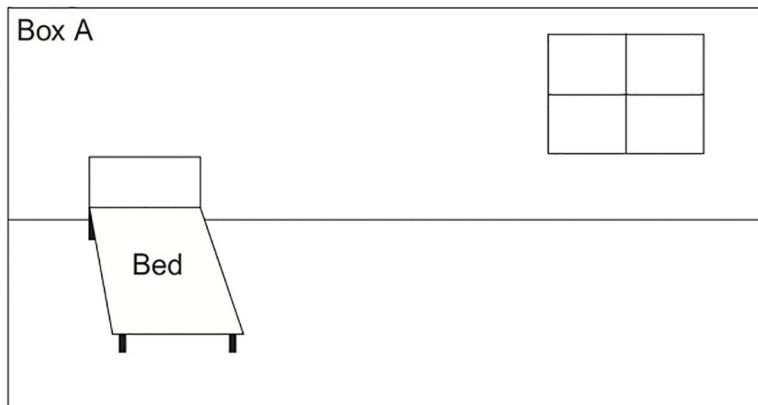
- 1 *Individual revision:* students draw and write sentences about their pictures.
- 2 *Whole class:* you 'dictate' the picture/s to the class.

## Picture dictation

STUDENT A

- 1** In box A draw a bedroom. Put *four* more things from the list in the bedroom:

a computer   three posters   a TV   a chair   a mouse   five books



- 2** Describe your picture to Student B.  
*Example* There's a bed in the bedroom. There are ...
- 3** Listen to Student B and draw the picture in your notebook.
- 4** Write sentences about the pictures with *there is* or *there are*.

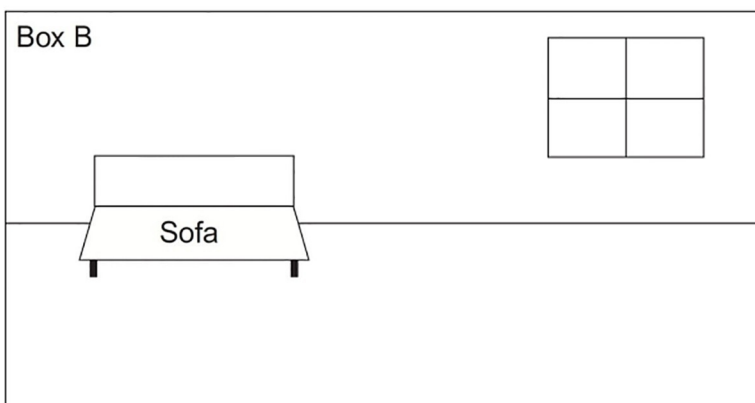


## Picture dictation

STUDENT B

- 1** In box B draw a living room. Put *four* more things from the list in the living room:

a CD player   a telephone   a TV   two armchairs   three snakes   a table



- 2** Describe your picture to Student A.  
*Example* There's a sofa in the living room. There are ...
- 3** Listen to Student A and draw the picture in your notebook.
- 4** Write sentences about the pictures with *there is* or *there are*.

# I draw, you draw

## ACTIVITY TYPE

pairwork picture dictation

## LANGUAGE FOCUS

There is/are ...

prepositional phrases: *under, on, next to, between, on the left, on the right, at the top, at the bottom*

## LEVEL

2

## AGE RANGE

9–10

## TIME

30 minutes

## MATERIALS

a copy of both *I draw, you draw* worksheets, A and B, per pair of pupils, and two extra copies for demonstration

## Before class

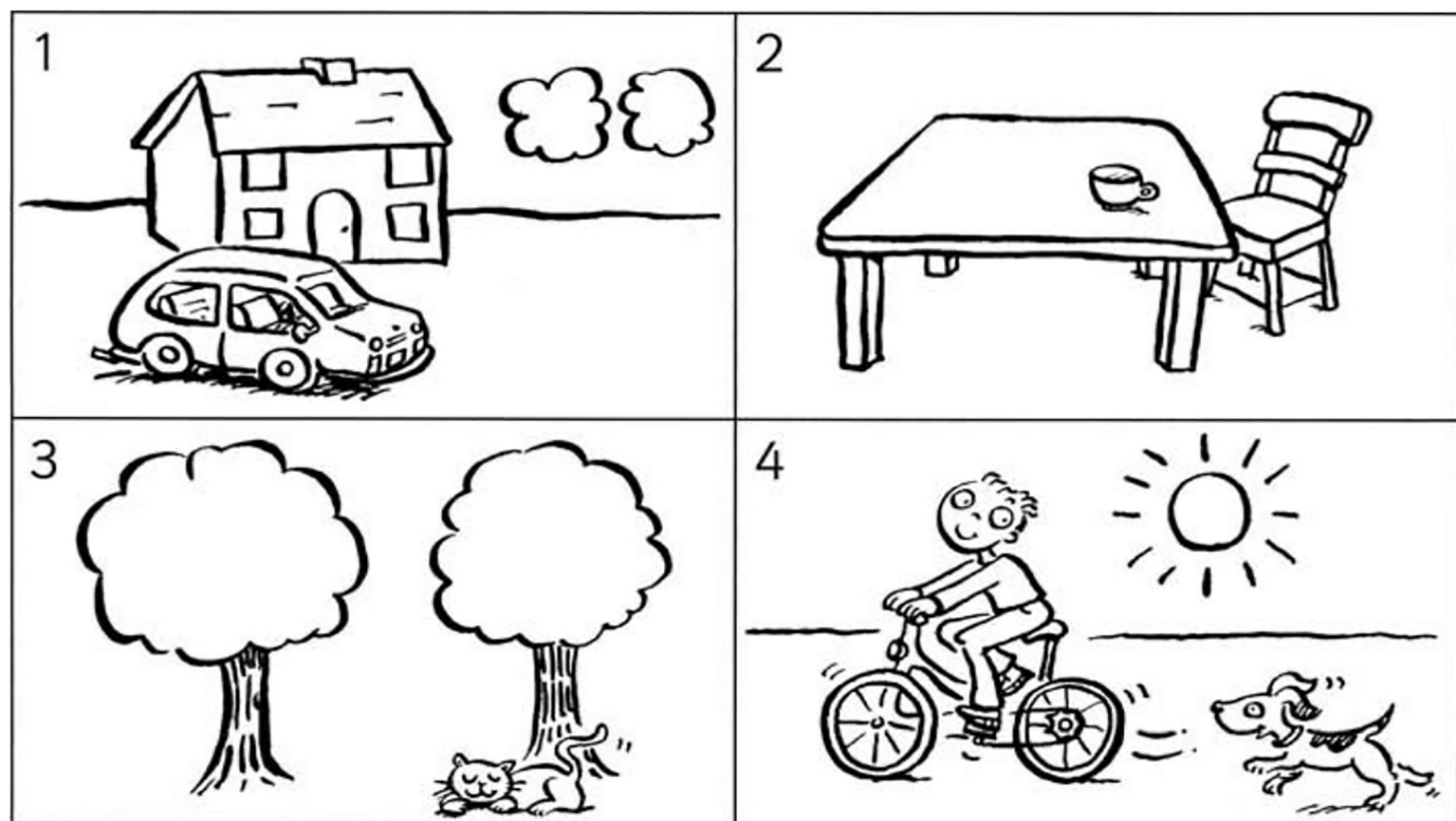
Make a copy of both *I draw, you draw* worksheets, A and B, for every two pupils, and two extra copies for demonstration.

## In class

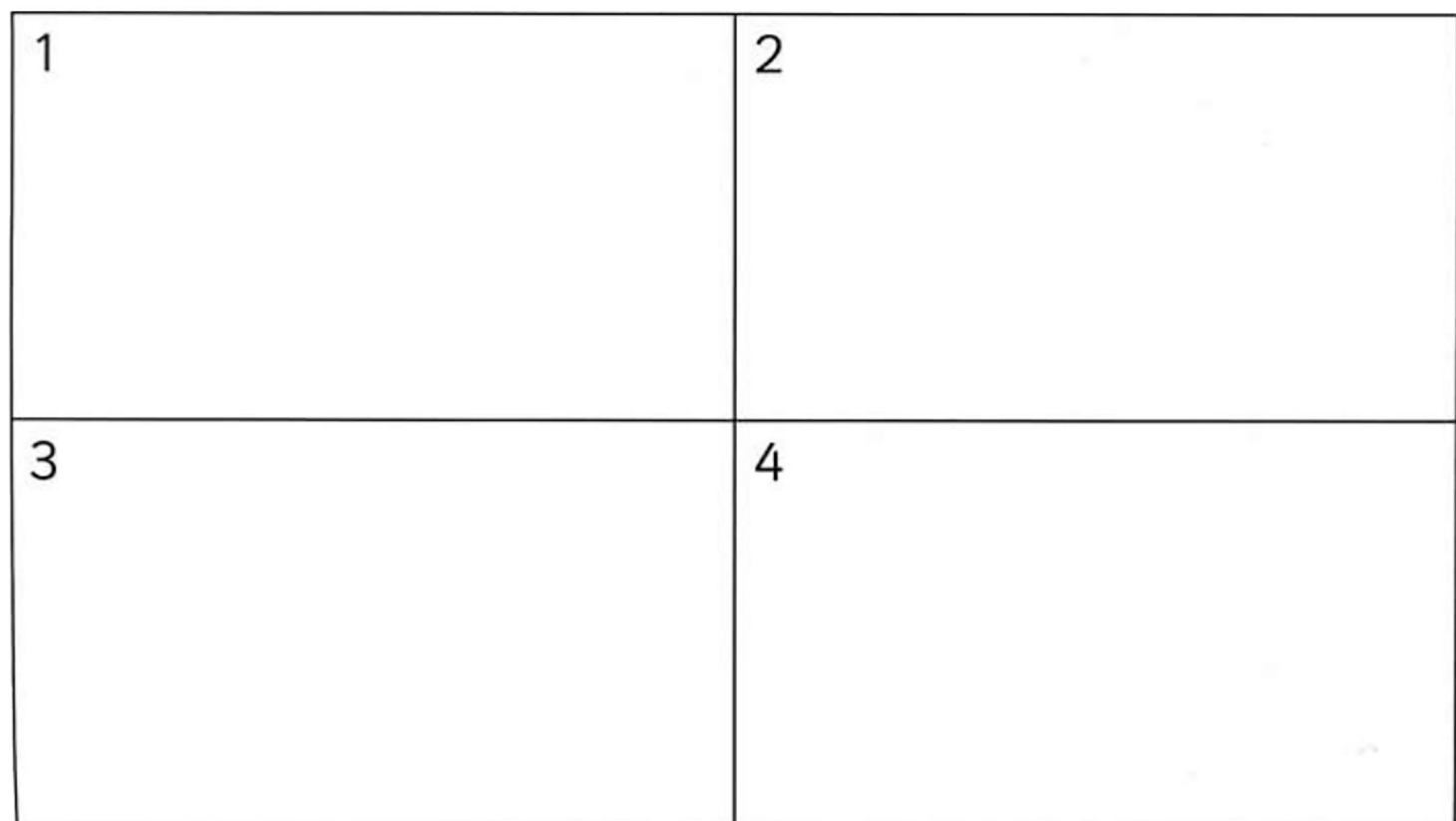
- 1 Revise or pre-teach the vocabulary and structures in the activity. Draw a frame on the board and inside the frame draw a simple picture, e.g. a house, a car in front of the house, two trees on the left of the house and a bird in the sky. Ask pupils questions:  
*What's this? / What are these?*  
*Where's the car? to elicit It's in front of the house.*  
*Where's the bird? to elicit It's in the sky.*  
*Where are the trees? to elicit They're next to / on the left of the house.*  
*Where's the house? to elicit It's behind the car. / It's next to / on the right of the trees.*
- 2 Draw another simple picture and ask the class to describe it, e.g. *There's a boy on a bike. There's a cloud in the sky. There are two cars behind the bike.*
- 3 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 photocopy is 'secret' and pupils can only look at their own piece of paper.
- 4 Demonstrate the activity with a pupil. Select a pupil and sit facing him or her. Give the pupil Worksheet B and you keep Worksheet A. Describe one of your pictures and ask your pupil to draw what you describe in the corresponding box on the bottom half of their worksheet. Explain that the pictures should be simple. It is more important to draw the picture correctly than beautifully.
- 5 Change roles for your pupil to describe as you draw.
- 6 In pairs, pupils describe and draw their pictures until they have completed the four boxes. When pupils have finished, they compare their worksheets.
- 7 Circulate to monitor and correct.

# A

Describe a picture for your partner to draw.

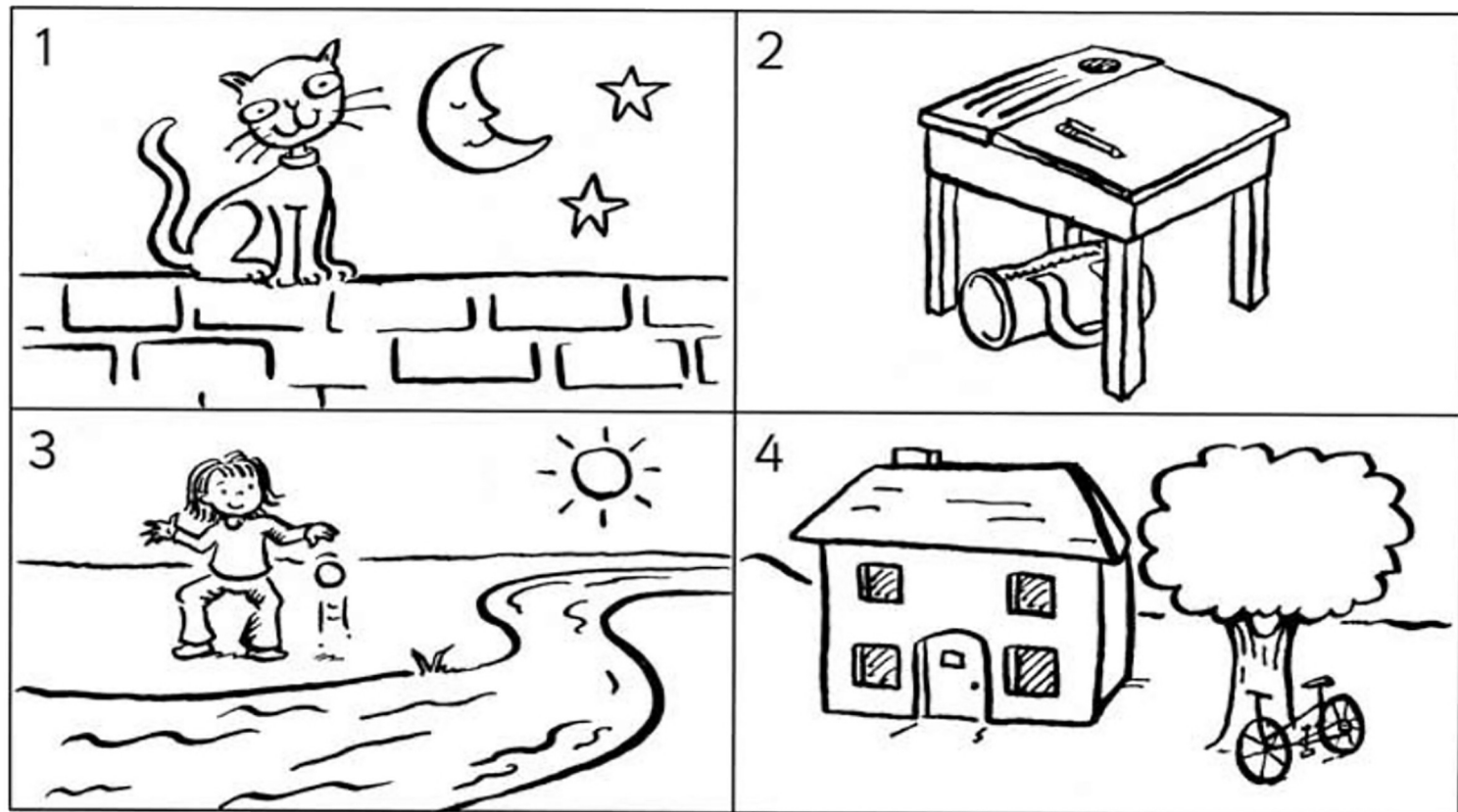


Draw your partner's picture in the box.

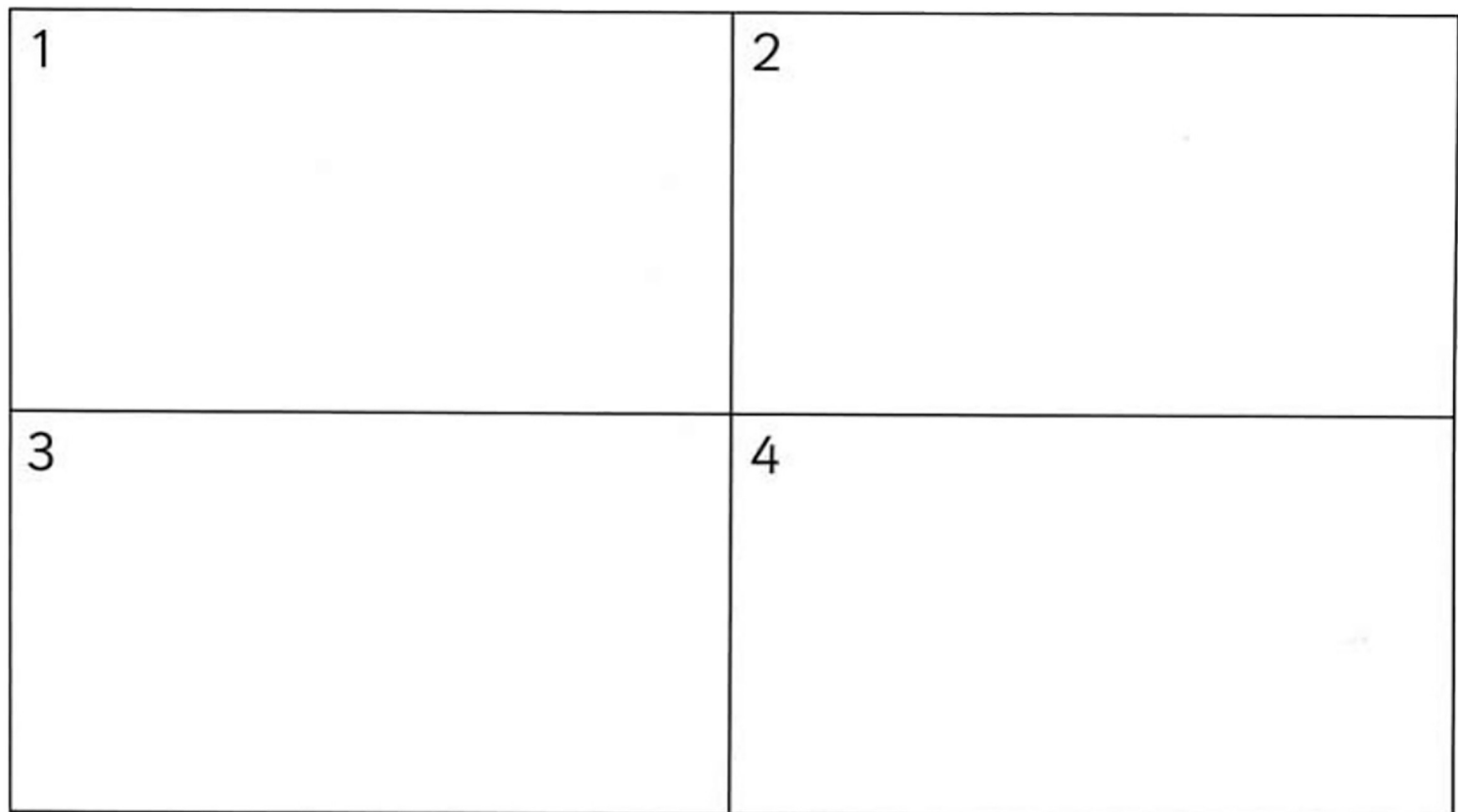


# B

Describe a picture for your partner to draw.



Draw your partner's picture in the box.



# A perfect living room

Name: .....

Date: .....

Class: .....

**Draw** the perfect living room for your family. What is there in it? Write about:

- the colour of the walls
- the furniture
- things there are in it (sofa, TV, armchairs etc.)

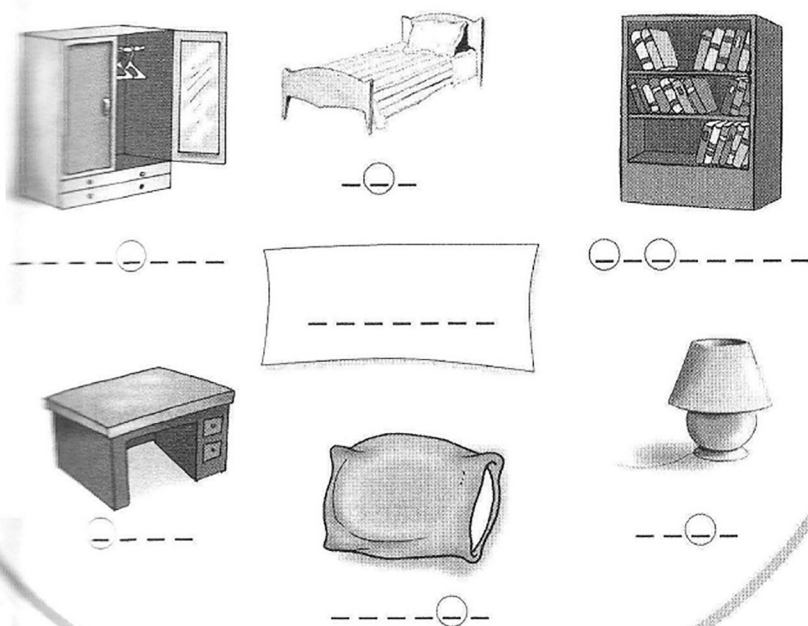
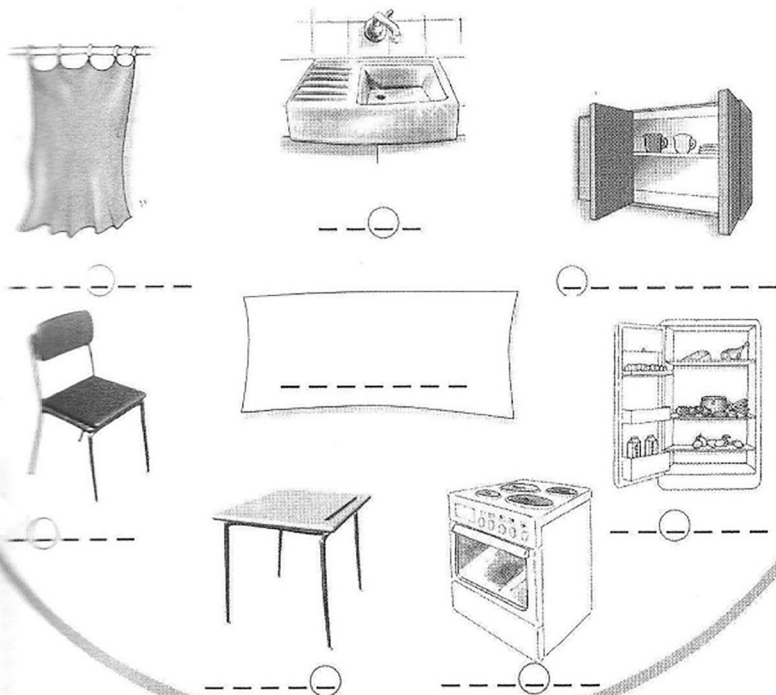


In my perfect living room, there is a large sofa. There .....  
.....  
.....  
.....  
.....  
.....  
.....

## Vocabulary

### Rooms, furniture and appliances

- 1 First, write the names of the furniture and appliances below each picture. Then, put the circled letters in the correct order to find the name of the room they are in.



- 2 Look carefully at the picture for one minute. Cover it up. Are the following sentences *T* (true) or *F* (false)?



- 1 There aren't any armchairs in the living room. ....
- 2 There aren't any cushions in the living room. ....
- 3 There is a sofa in the living room. ....
- 4 There aren't any pictures in the living room. ....
- 5 There is a small table in the living room. ....
- 6 There aren't any curtains in the living room. ....
- 7 There is a bookcase in the living room. ....
- 8 There is a carpet in the living room. ....
- 9 There isn't a window in the living room. ....
- 10 There is a mirror in the living room. ....

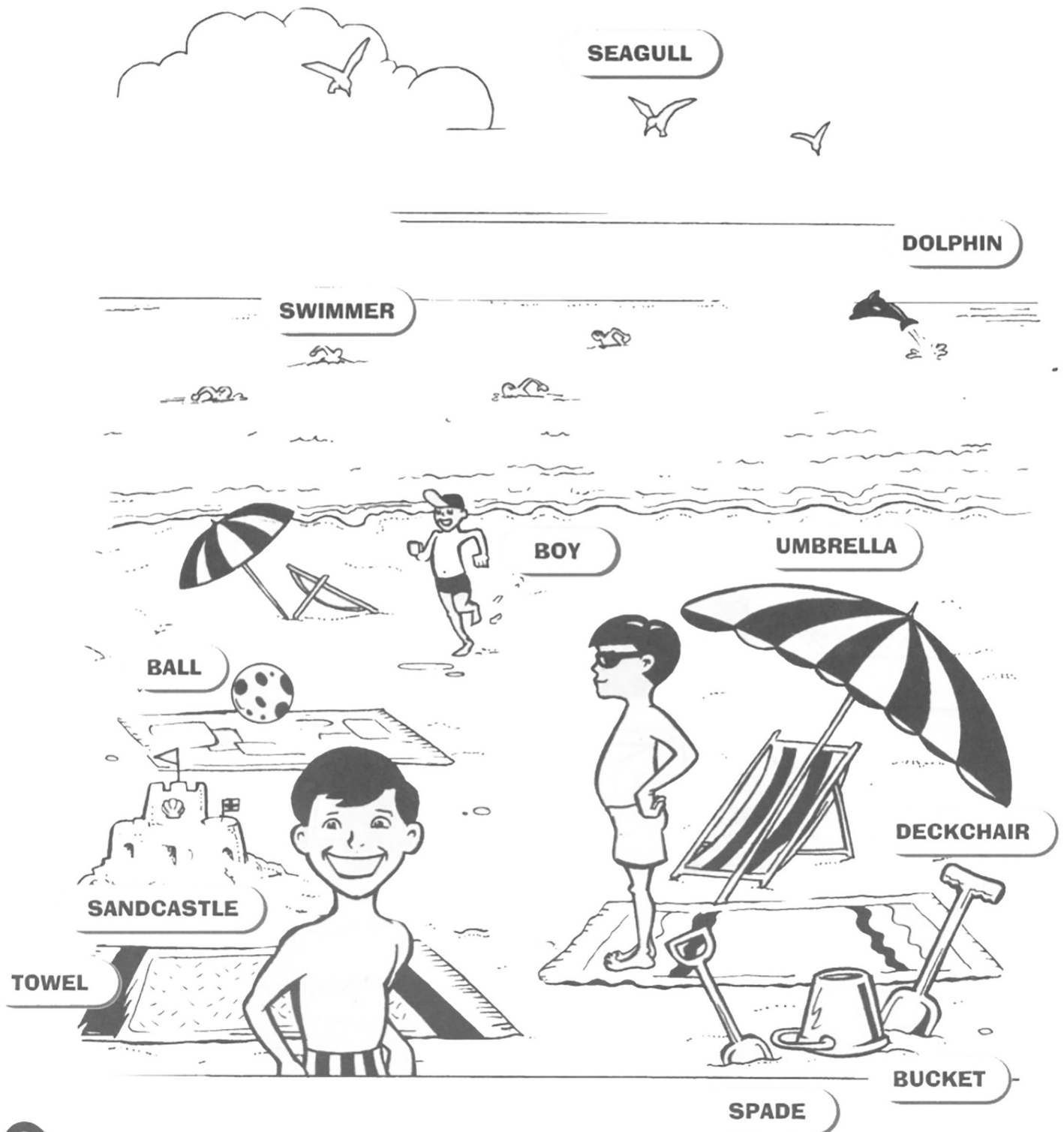
# A Seaside Holiday

Spot the difference – Student A

**1** Look at your picture. Student B has got a similar picture. Can you find eleven differences?

**Example:** STUDENT A In picture A, there are **three** boys on the beach.

STUDENT B In picture B, there are **two** boys on the beach.



**2** Now compare your picture with Student B's.

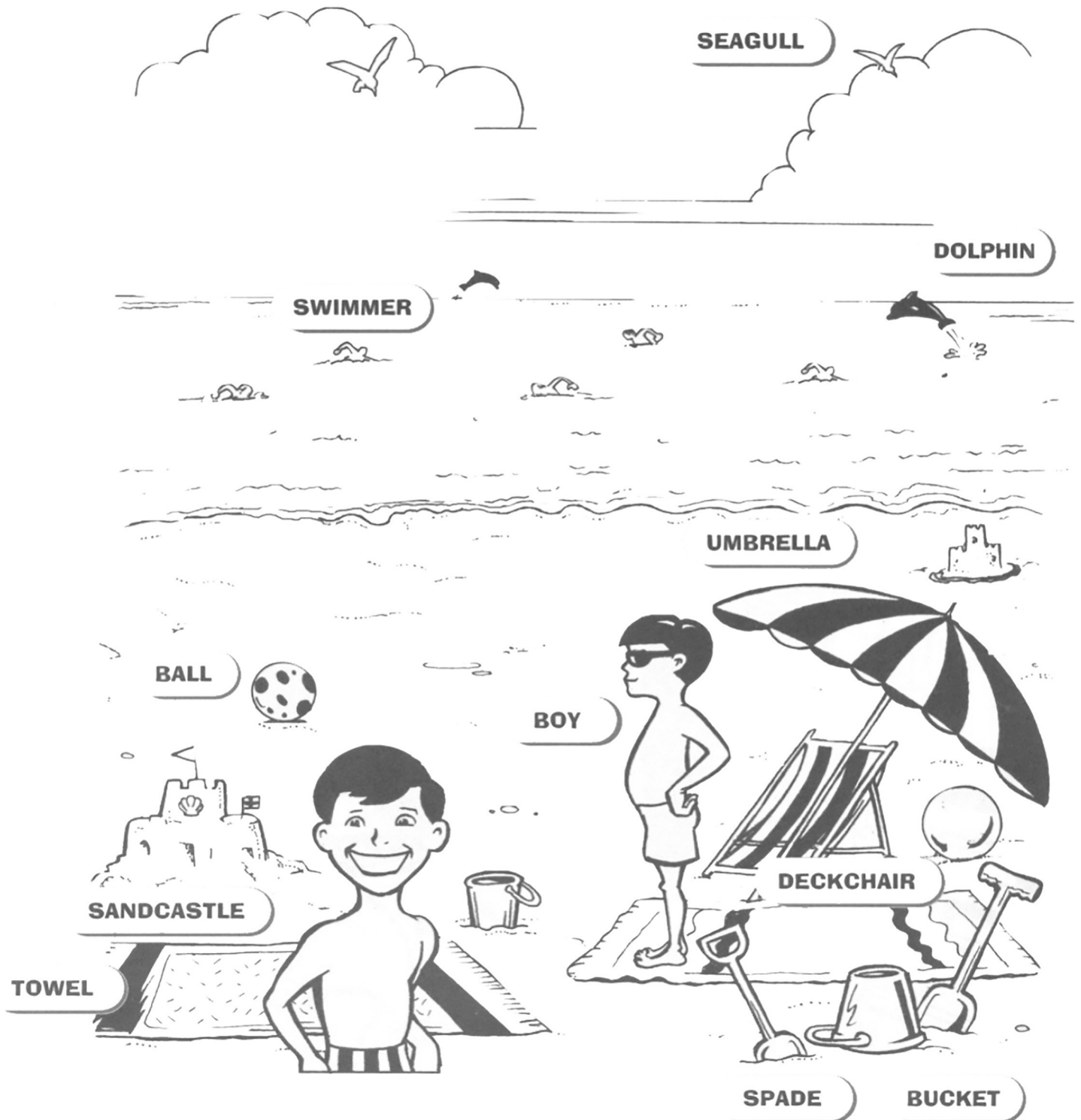
# A Seaside Holiday

Spot the difference – Student B

**1** Look at your picture. Student A has got a similar picture. Can you find eleven differences?

**Example:** STUDENT A In picture A, there are **three** boys on the beach.

STUDENT B In picture B, there are **two** boys on the beach.



**2** Now compare your picture with Student A's.