

Listen and correct

ACTIVITY TYPE

pairwork error correction
dictation

LANGUAGE FOCUS

verbs to be, to have
present simple
Wait a moment, please.
OK, carry on.

LEVEL

2

AGE RANGE

9–10

TIME

30 minutes

MATERIALS

a copy of the *Listen and correct* worksheet per pair of pupils, an extra copy for demonstration

Before class

Make a copy of one *Listen and correct* worksheet for every pair of pupils and an extra copy for demonstration. Cut each copy into two parts: A and B.

In class

- 1 Revise or pre-teach the questions *Can you repeat that, please?* *Can you spell that, please?* and write them on the board. You will also need to teach them *Wait a moment, please* and *OK, carry on* (see step 2).
- 2 Demonstrate the activity with a pupil. Select a pupil and sit facing him or her. Give the pupil part A of the worksheet and you keep part B. Ask the pupil to start reading his or her first text while you listen. When you come to the first difference, ask your partner to wait a moment, and/or repeat so that you can correct your version of the text. When you have corrected it, say *OK, carry on* to tell him or her to continue until you find the next difference. After you have corrected two or three differences check that the class understand the task.
- 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. Let them read their sheet.
- 4 Pupils read and write to correct their sheets. First Pupil A reads his or her text while Pupil B corrects and then they change roles.
- 5 Circulate to monitor and correct.
- 6 When pupils have finished, either tell them to check their answers in pairs, or ask them to dictate the text for you to write on the board.
- 7 Finally ask some comprehension questions to make sure that everyone understands the text, e.g.
What is the cat's name?
What colour eyes has it got?
How many bedrooms has Peter's house got?
Alternatively you can ask the faster pupils to prepare comprehension questions for the rest of the class when they have finished.

Extension

- Using the worksheets as a model, pupils work in pairs to invent two similar texts with at least five differences.
- They swap these with another pair and repeat the activity.

A

Read this to your friend.

Peter's got a cat. His cat's name is "Coffee". She's small and brown and she's got small grey eyes. She loves chasing mice and eating fish. She sleeps in a small basket in the kitchen.

Now listen and correct.

^{small}
Peter lives in a big flat in the city. His flat has got three bedrooms, two bathrooms, a kitchen and a living room. It's got a beautiful balcony. Peter's room is big and blue. Peter never makes his bed.



B

Listen and correct.

^{cat}
Peter's got a ~~dog~~. His dog's name is "Biscuit". She's big and black and she's got big brown eyes. She loves chasing cats and eating meat. She sleeps in a small house in the garden.

Now read this to your friend.

Peter lives in a small house in the country. His house has got two bedrooms, one bathroom, a kitchen and a living room. It's got a beautiful garden. Peter's room is small and green. Peter always makes his bed.



Where are they sitting?

ACTIVITY TYPE

individual cognitive puzzle

LANGUAGE FOCUS

present simple: daily routine

prepositions: *next to*,*between*, *beside*

LEVEL

2

AGE RANGE

9-10

SKILLS

reading for information,

writing, listening (optional)

TIME

30 minutes

MATERIALS

a copy of the *Where are they sitting?* worksheet per pupil

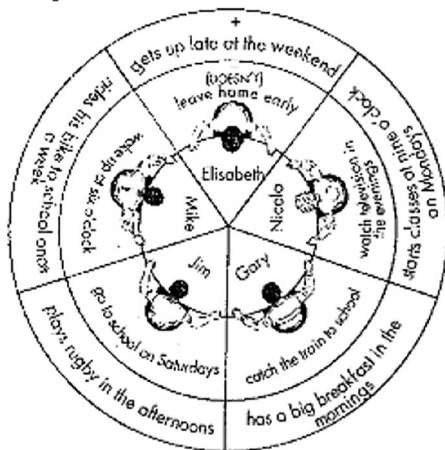
Before class

Make a copy of the *Where are they sitting?* worksheet for each pupil.

In class

- 1 Pre-teach or revise the verbs and the prepositions on the worksheet.
- 2 Explain what the diagram represents. Draw a circle on the board and say *This is a table*. Divide this circle into five segments and say *There are five people around the table*. Choose five pupils' names from the class and write them in the sections.
- 3 Draw another circle around this and write 'doesn't' in it, and then draw an outer circle. Ask the five pupils whose names you have chosen some questions about their daily routine, e.g. *Do you have a big breakfast in the mornings?*
Do you watch television in the evenings?
Do you get up late at the weekend?
If the answer is *Yes*, write the appropriate phrase in the outer circle corresponding to the pupil's name, e.g. 'has a big breakfast in the mornings'. If the answer is *No*, write the corresponding phrase in the *doesn't* circle corresponding to their name, e.g. 'have a big breakfast in the mornings'. You should now have a complete diagram similar to the key below.
- 4 Give the pupils the worksheet. They complete the spaces by reading the information below the diagram. Be prepared to allow them sufficient time without interfering if possible. Circulate to help and monitor.

Key

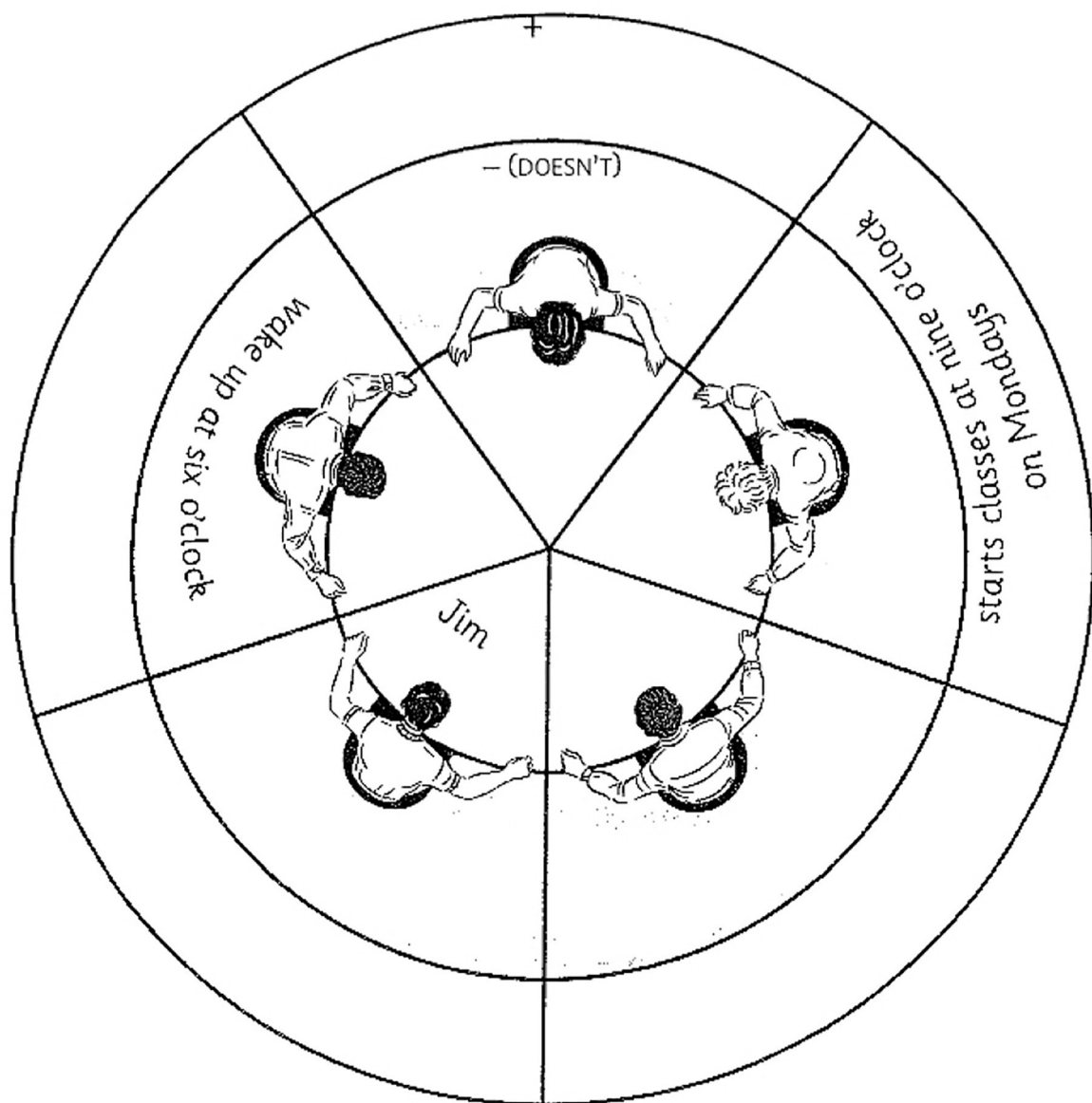


Option

Instead of giving students the diagram with the written text, give them a worksheet with just the diagram and dictate the eight numbered sentences. Pupils check between themselves and then dictate the sentences back to you. Write the sentences on the board to ensure that all the students have a correct copy to work from. They then proceed as above.

Extension

- 1 Fast finishers can write two sentences for each person, e.g. 'Elisabeth doesn't leave home early. She gets up late at the weekend.'
- 2 Some pupils can write their sentences on the board. Correct this collectively and give pupils time to correct their own sentences.



- 1 Five children are sitting at a table. Their names are Elisabeth, Gary, Jim, Mike and Nicola.
- 2 Jim's sitting between two boys. One doesn't wake up at six o'clock and the other doesn't catch the train to school.
- 3 The person next to Gary starts classes at nine o'clock on Mondays. Her name is Nicola.
- 4 Elisabeth doesn't leave home early. She's next to Mike.
- 5 The boy beside Gary plays rugby in the afternoons, but doesn't go to school on Saturdays.
- 6 The boy who rides his bike to school once a week is next to the girl who gets up late at the weekend.
- 7 The girl who starts classes at nine o'clock on Mondays doesn't watch television in the evenings.
- 8 One person has a big breakfast in the mornings. Who is it? _____

Beside the seaside

ACTIVITY TYPE

individual reading and
picture sequencing

READING FOCUS

reading comprehension of
a text

LANGUAGE FOCUS

present simple

LEVEL

1

AGE RANGE

7–8

TIME

30 minutes

MATERIALS

a copy of the *Beside the seaside* worksheet per pupil and an enlarged copy of the worksheet for demonstration; A4 paper, stapler, scissors, glue (optional)

Before class

Make a copy of the *Beside the seaside* worksheet for each pupil. Make an enlarged copy of the *Beside the seaside* worksheet for demonstration and cut out the six picture cards.

In class

- 1 Warm up by asking your class about their holidays. Include vocabulary from the worksheet by asking individual pupils specific questions, e.g. *When do you go on holiday? Who do you go with? Where do you stay? Do you ever visit your aunt/uncle/grandparents? Where do they live?*
- 2 Give out the worksheets. Ask pupils to look at the first picture and ask them questions to elicit answers: *What's this? (It's a train); Who are they? (They're a girl and her parents / her mother and father); Where are they? (They're at the train station).*
- 3 Continue asking them questions about the other pictures on the worksheet to revise the language and vocabulary in the text.
- 4 Ask pupils to cut out the six pictures.
- 5 Explain how the activity works by example. Read the first sentence of the text out loud. Show them a picture (not the first) and ask *Is this Claire's grandad? (No); Is this picture number 1? (No)*. Repeat with a second incorrect picture, before showing them the correct picture. Ask the same questions to elicit that this is picture number 1, and place it on the table. Ask pupils to do the same.
- 6 Pupils continue to read the text and place the rest of the pictures in order, from 1 to 6.
- 7 When pupils have finished, they can check their answers in pairs, before correcting the activity collectively.

Extension

Pupils make a book. They fold a sheet of A4 paper twice – first horizontally, and then vertically. They cut along the folds to make four A6 sheets. Put these one on top of the other and staple them down the left-hand side.

Pupils copy the title 'Beside the seaside' at the top of the first page, and their name at the bottom. Pupils stick the pictures, one onto each page in order, and write a simplified version of the original text. They can write one sentence for each picture, e.g. *Claire's grandad lives near the sea. Claire catches a train.*

On the back page, pupils can write 'This is a [their name] book'. Fast finishers can draw a picture on the title page.

Key

1 e 2 a 3 f 4 d 5 b 6 c

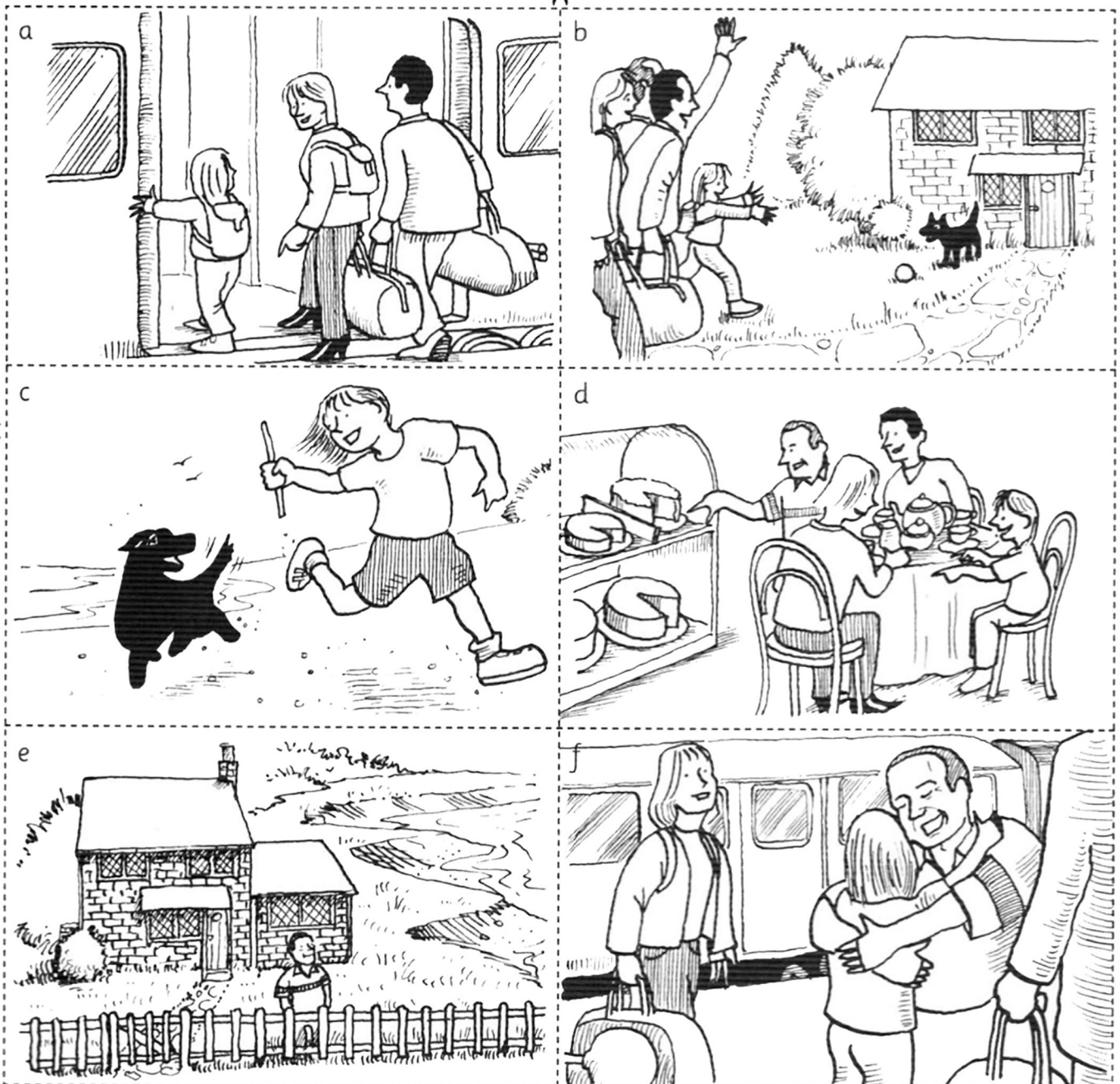
Read the text.

Claire's grandad lives near the sea. Every summer Claire catches the train with her parents and goes to visit him. Her grandad is always very happy to see them and meets them at the station.

Before they go to his house, Grandad takes them to a café. They eat cakes and drink tea. When they arrive at the house, Zac, Grandad's dog, is always out in the garden to meet them. Claire takes Zac to the beach before dinner. They run and play near the sea.

%x-

Cut out the pictures and put them in the right order.



Mother Hen



Language Focus

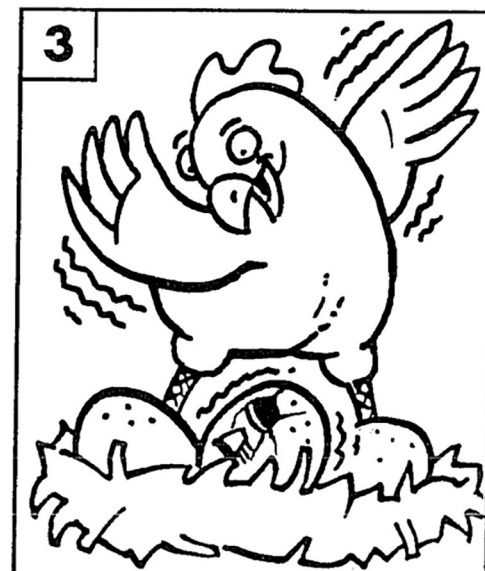
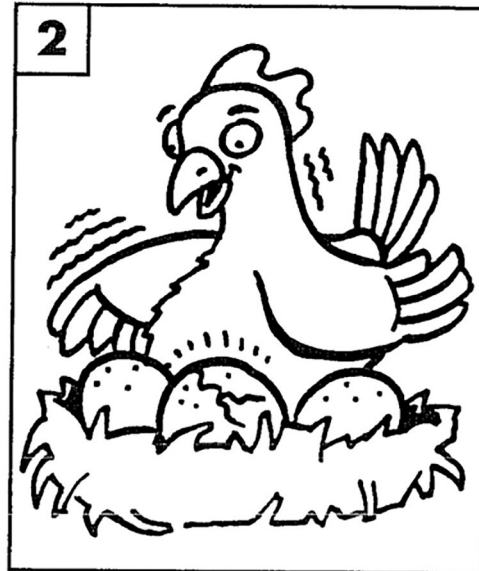
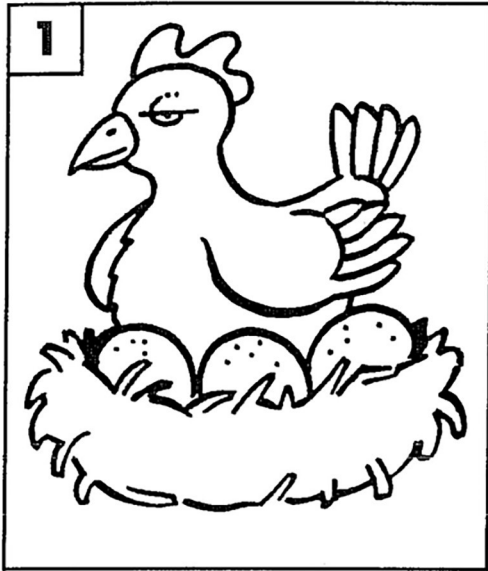
- ★ present tense
- ★ storytelling/writing

Material

- ★ a copy of AN/08 for each pupil
- ★ crayons

Procedure

- 1** Give a copy of the Mother Hen story to each pupil.
- 2** Ask them questions about the first 3 pictures then get them to complete part A by putting the sentences in the correct order and writing them on the lines.
- 3** In pairs ask them to compare the 2 bottom pictures.
- 4** They can now complete part B by choosing which ending they wish and making up a final sentence themselves. You can make this easier by first eliciting ideas from the class and writing possible sentences on the board for pupils to choose from.
- 5** Finally, pupils colour and cut out the story pictures, stick them on to one sheet of paper and write the correct sentences below. (Perhaps for inclusion in a book on animals.)



CRACK!

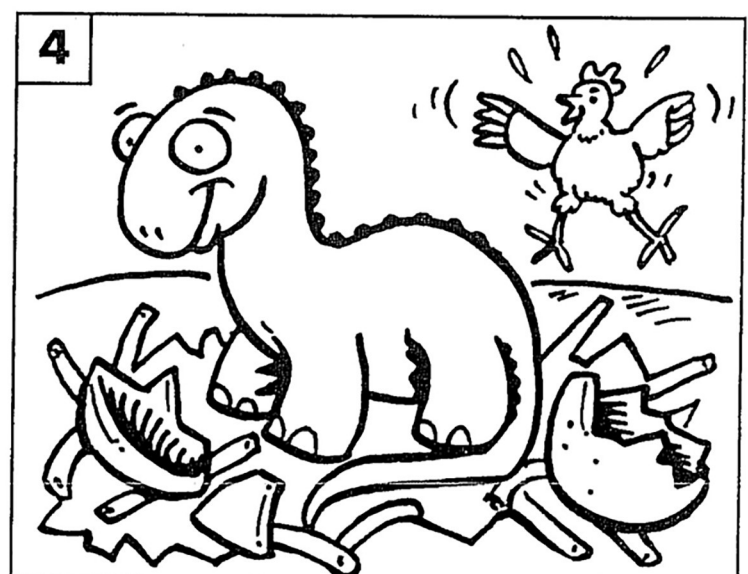
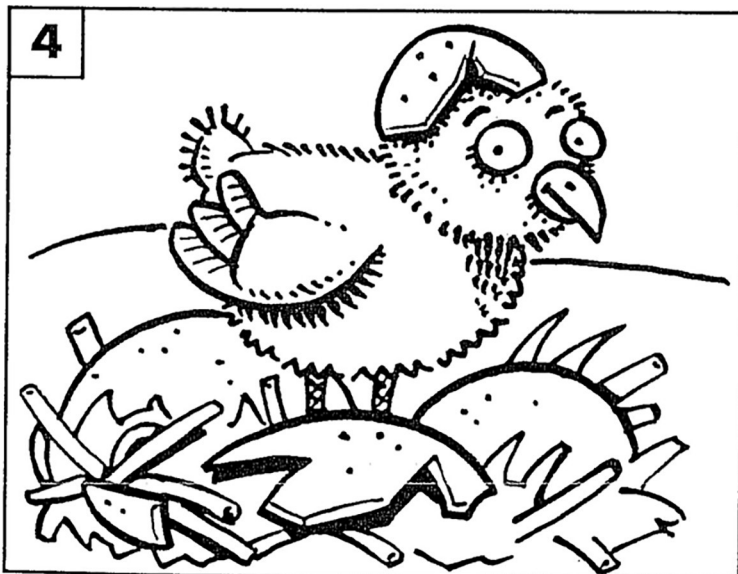
An egg begins to crack.

A hen sits on her eggs.

A Choose the correct sentence.

- 1
- 2
- 3

B What happens next?



Choose the ending you like best.
Write the last sentence yourself.

- 4

The Ugly Duckling



Language Focus

- ★ present simple tense
- ★ storytelling
- ★ animal life chains

Materials

- ★ a copy of AN/09 for each pupil
- ★ scissors
- ★ crayons
- ★ glue
- ★ card

Procedure

- 1 Using the Mother Hen story from the previous activity, discuss with pupils what happens when a hen lays an egg (e.g. she sits on it, she keeps it warm, the chick grows, the chick hatches, etc).
- 2 Give each pupil a copy of the story pictures.
- 3 Ask them to colour them in. Then cut them out and try to place them in the correct order. They could do this in pairs.
- 4 Check this with the class.
- 5 Then ask them to make a 'round about' book by cutting out a long strip of card; folding it into 5 parts; glueing the ends together to make a circle; and finally sticking on the 5 pictures (they can miss out one of the swans) in the correct order (see fig 1). This illustrates that the process of egg, cygnet, swan, egg is continuous.

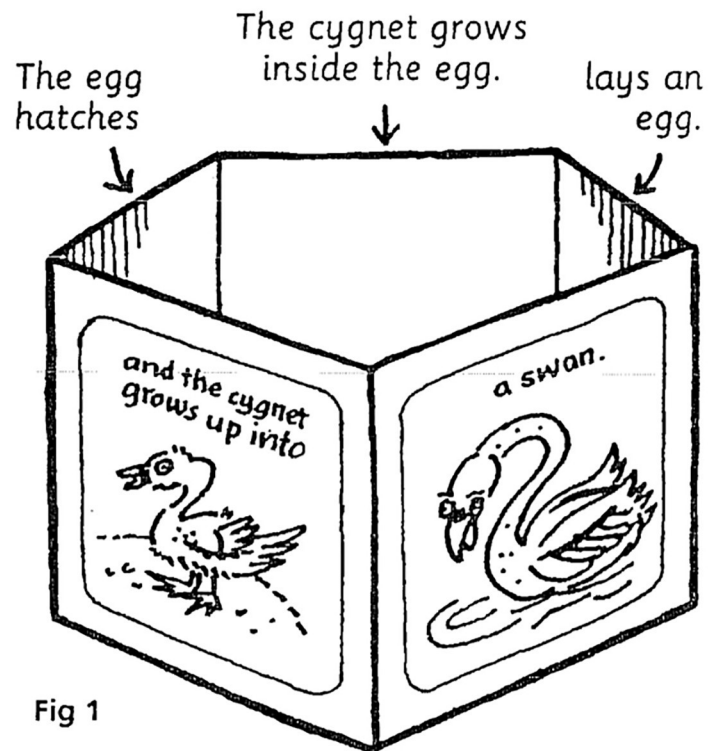


Fig 1

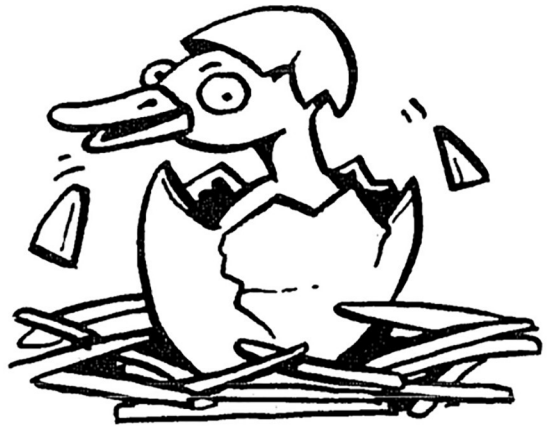
Follow-up

- 1 Tell the children the story of *The Ugly Duckling* (Ladybird Books).
- 2 You could also sing the song called *There Once Was An Ugly Duckling* available on *All Aboard* (BBC Children's Favourites).

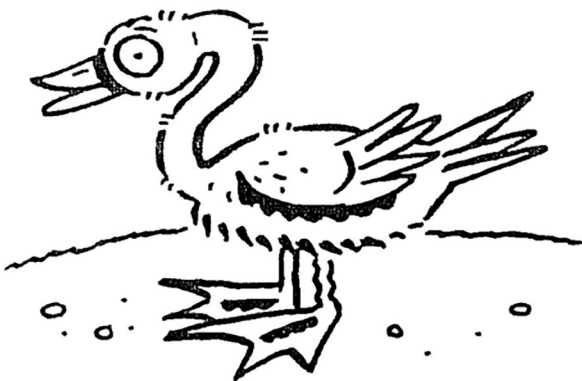
lays an egg.



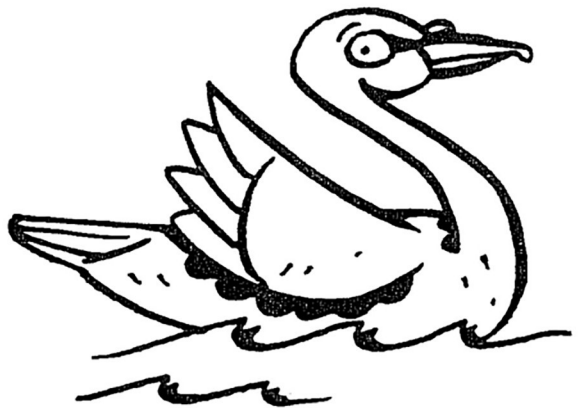
The egg hatches



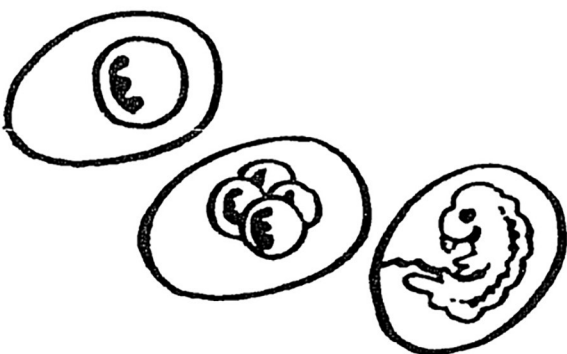
and the cygnet
grows up into



A swan



The cygnet grows
inside the egg.



a swan.



Animal Foods



Language Focus

- ★ present simple with *eats*

Materials

- ★ a copy of AN/06 for each group
- ★ a copy of AN/10 for each group
- ★ scissors
- ★ card

Procedure

- 1 Use the food cards on AN/10 to pre-teach the names of animal foods (e.g. *grass, leaves, meat*). Ask pupils to suggest animals which eat these different foods.
- 2 Divide the class into groups of 4 or 5 and give each group the 2 photocopies.
- 3 Ask them to make 2 sets of cards by sticking the copies onto card first, then cutting out the 12 food pictures and one half of the 12 animal cards. They are now ready to play various card games, for example:

Snap

- place the animals in one pile and the food items in another, face down. Turn them over one by one. When the food and animal correlate (e.g. *a rabbit with carrots*) the first pupil to shout 'Snap' wins the cards. The player with the most cards at the end is the winner.

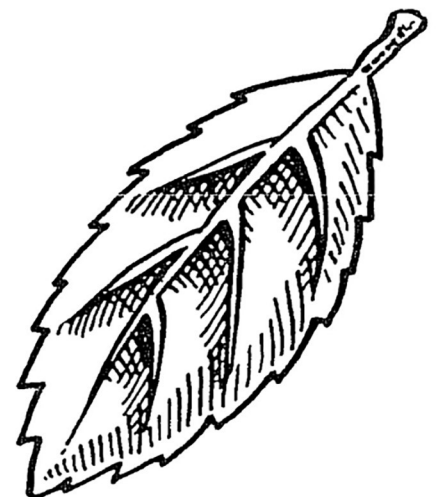
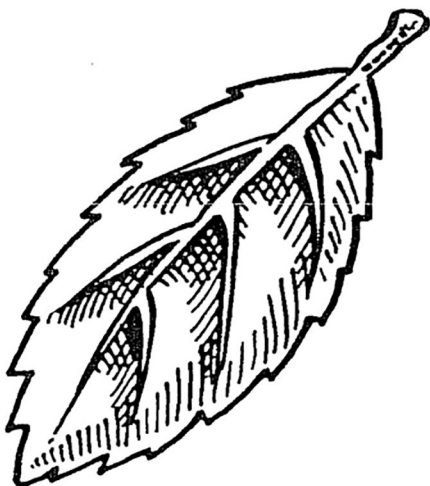
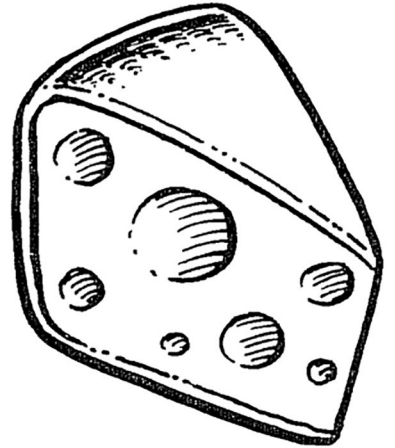
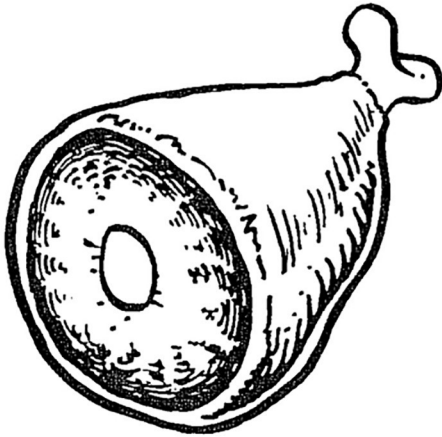
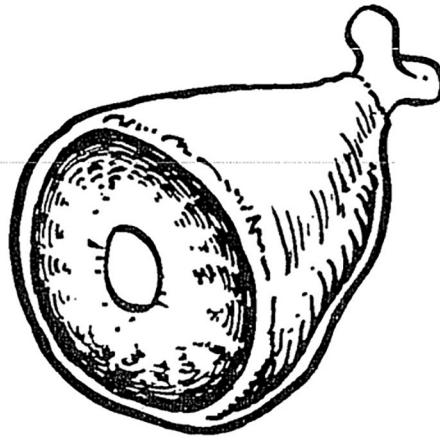
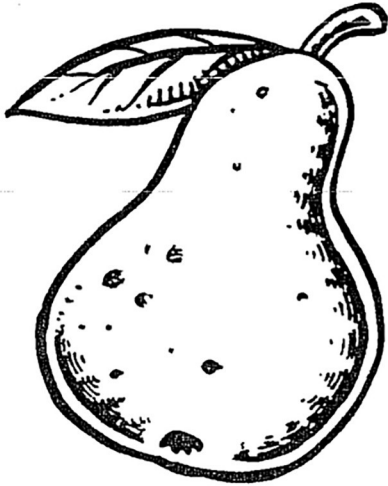
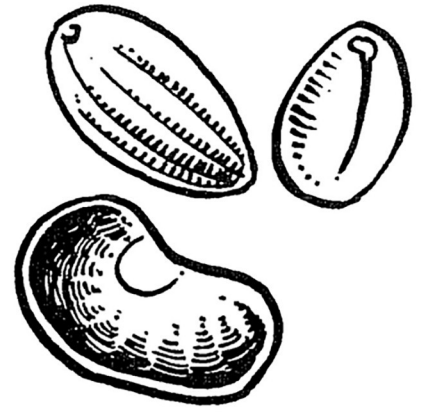
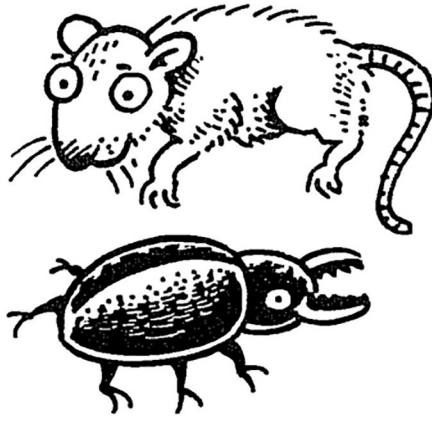
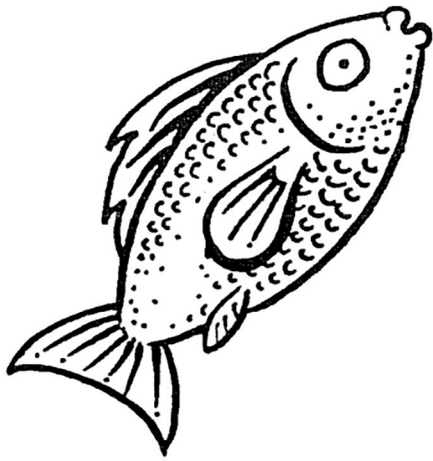
Memory

- place the animal cards face down on one side of the table and the food items on the other. Pupils take it in turns to turn over one animal and one food card and make a sentence (e.g. *the rabbit eats carrots*). If the sentence is correct they keep the cards, if not they turn them face down and the next pupil has a turn. The player with the most cards at the end is the winner.

You will have to be on hand to help when necessary (*see answers below*).

Answers

elephant - leaves
lion - meat
monkey - fruit
penguin - fish
snake - small animals
cow - grass
rabbit - carrots
crocodile - meat
tortoise - leaves
hen - seeds
sheep - grass
mouse - cheese



Animal Habitats



Language Focus

- ★ present simple with *lives*

Materials

- ★ a copy of AN/11 for each pupil
- ★ poster paper for each team
- ★ a thick felt pen for each team

Warm-up

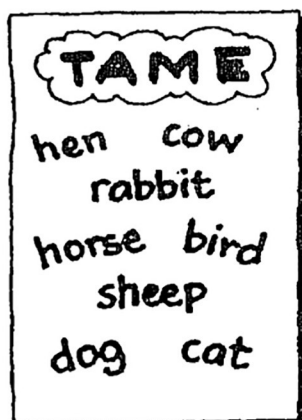
- 1 Divide the class into 2 teams (or more if your class is large).

- 2 Give each team a sheet of poster paper and a name: Team T (Tame) or Team W (Wild).

- 3 Each team chooses a leader who pins their poster on the wall and stands next to it ready to write down the answers.

- 4 Now give them a time limit (say 5 minutes) to suggest and write down as many animal names as possible. Remind them that Team T want tame animals and Team W want wild ones. It is a good idea to have a selection of animal/nature books and encyclopaedias in the room for pupils to refer to.

- 5 At the end of the time limit the team with the most correct names on their poster wins.



Procedure

- 1 Give each pupil a copy of the worksheet. Explain the different animal habitats if necessary. Ask pupils to suggest whether tame or wild animals live in them.
- 2 Pupils now choose 10 animals to write in the boxes on the left hand side of their chart. They can select names from the posters around the room.
- 3 They tick the correct box in the chart stating where the animal lives (as in the example). If they don't know the correct answer, encourage them to look up a nature encyclopaedia, ask you or another pupil (in English).
- 4 They now write 5 sentences about where the animals live (as in the example). Go round the class helping where necessary.
- 5 Feedback can be done as a class activity or in pairs.

Follow-up

- 1 Pupils get into groups of 4 or 5 to make a book. Each pupil chooses one animal and draws a picture of it (or cuts a picture from a magazine), then writes 2 or 3 sentences underneath e.g. *The cow lives on a farm; It eats grass.* Pupils then staple the pages together and prepare a cover with pictures/drawings of the animals inside and a title e.g. *Our Book of Animals.*
- 2 Alternatively, in pairs they could prepare a poster showing how animals differ from each other e.g. *The cow lives on a farm but the lion lives in the jungle. The crocodile eats meat but the monkey eats fruit.*

Animal	Where does it live?				
	on a farm	underground	in the jungle	in water	in a tree
COW	✓				

Write 5 sentences.
Example: A cow lives on a farm.

- 1
- 2
- 3
- 4
- 5

Animal Dominoes



This activity is really a follow-up to the Animal Food and Habitats activities and further practises the vocabulary/structures introduced there.

Language Focus

- ★ present simple tense (with *live* and *eat*)

Follow-up

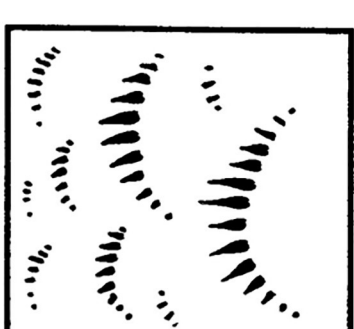
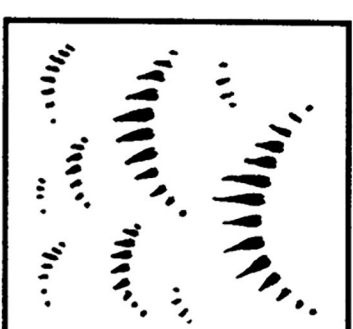
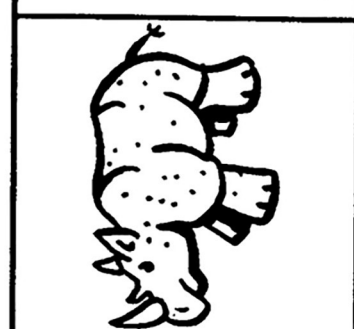
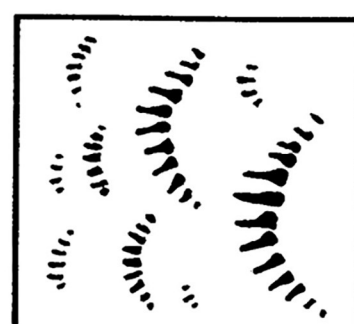
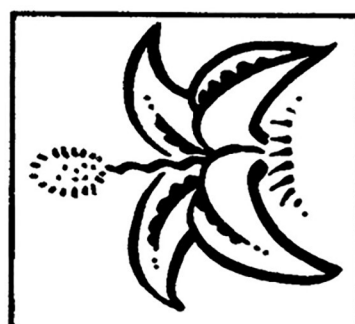
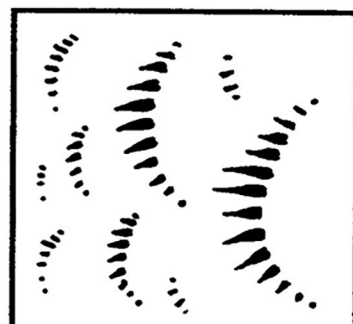
- 1 Pupils can make more dominoes to add to their sets and then play in groups.
- 2 Pupils can make different dominoes to practise other connections e.g. they can draw tusks, fur, a zoo sign, etc, next to animals to practise *People hunt elephants for their tusks*, etc.

Materials

- ★ a copy of AN/12 for each pair
- ★ scissors
- ★ glue
- ★ card

Procedure

- 1 First ask each pair to prepare a set of dominoes by sticking their photocopy onto card and cutting out the 12 cards.
- 2 They place their set of dominoes face down and each partner chooses 6 but does not let the other see them.
- 3 Pupil 1 begins by placing a domino on the table.
- 4 Pupil 2 has to place one of his/her dominoes next to it stating a correct link of habitat or food e.g. *Tigers live in the jungle*; *Tortoises eat plants*. Encourage them to use the plural/ collective form. If any pupil can't make a domino link, he/she misses a turn.
- 5 The game continues until one pupil has finished his/her dominoes and is thus the winner.



ACTIVITY DOMINOES

Teacher's Notes

Aim

Talking about habit using the present simple.

Materials

One set of domino cards from Worksheet 1 and Worksheet 2 per group of three to five children.

Duration

Approximately 15 minutes.

Language focus

He/She/They/It... read a newspaper, listen to the radio, eat meat for dinner, eat fish, like cheese, play the guitar, play basketball, eat sandwiches, do homework, go to karate classes, go to piano lessons, drink Coke, go swimming, play games, get up at 7 o'clock, do ballet, have a shower, play tennis, go to the library, go to the cinema.
everyday, on Sundays, every morning, every week, every evening.

Aim of the game

To be the first player to lay down all the dominoes in your hand by connecting pictures to text.

Suggestion

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

Introduction

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

Playing the game

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

goes to bed at
10 o'clock
every day



She

does ballet
on Thursdays



He

go to
karate class
on Tuesdays



He

has a shower
every morning



They

goes to piano
classes
on Fridays



She

plays tennis
on Sundays



She

drink coke
every day



It

goes
dancing
every
Saturday
evening



They

goes swimming
every week



They

listen to music
every day



He

play games
every day



They

go to the
library
every
week



They

gets up at 7 o'clock
every day



They

go to the
cinema every week



He

reads a newspaper
every day



He

watch television
every day



She

listens to the radio
every morning



He

watches television
every evening



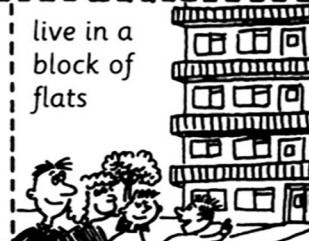
He

eats fish every day



She

live in a
block of
flats



It

eats meat for dinner



He

lives in
a house



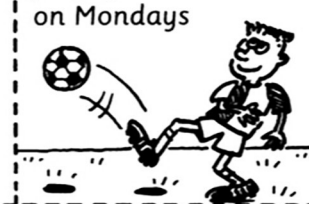
He

likes cheese



They

plays football
on Mondays



She

plays the guitar



They

eat sandwiches
for lunch every day



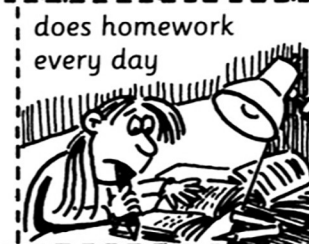
She

play basketball
every Saturday



They

does homework
every day



They

Present Bingo

ACTIVITY TYPE

whole class listening game

LANGUAGE FOCUS

present simple

like

live

want

basic vocabulary

LEVEL

2

AGE RANGE

9–10

SKILLS

listening, reading

TIME

30–40 minutes

MATERIALS

two copies of the Teacher's baseboard, one copy of the Pupils' Bingo boards per 12 pupils, nine paper squares per pupil

Before class

The photocopies consist of 12 Pupils' Bingo boards and one Teacher's baseboard. Each Pupils' Bingo board has nine boxes. Each horizontal line is a simple sentence. The Teacher's baseboard consists of 48 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 (enlarged if possible) of the Pupils' Bingo boards for every 12 pupils, and cut them into individual cards of three sentences. Each pupil will need one card and either nine paper squares to cover their boxes or a pencil to cross them off.

In class

- 1 Give out one Bingo board to each pupil and ask your pupils to read them for a few minutes to familiarise themselves with the sentences. Explain any vocabulary if necessary.
- 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. When they have covered a complete horizontal 'line' (a sentence), they must call out *Line!* and read the sentence back to you. If it is correct, they will win five points. Demonstrate on the board if necessary.
- 3 Explain that once pupils have called *Line!*, they should continue playing for 'Bingo'. The first pupil to cover all the squares on his or her board wins fifteen points.
- 4 Start the game by saying *Eyes down* and gesture by bending your head to look at your baseboard. Your pupils now have the cue which signals the start of the game. They should be looking at their cards and paying attention.
- 5 Mix up your bag or envelope of words and phrases. Take the first one out and read it aloud twice. Place it on the corresponding part of your baseboard and continue in this way. Be careful that pupils do not see the teacher's words, as this is primarily a listening exercise.
- 6 The winner must read the sentences aloud for you to check on your baseboard. Check both pronunciation and intonation (your pupils may read the individual components back to you as though they were calling 'Bingo', rather than reading a sentence).

Extension

More advanced pupils can make their own Bingo game as follows:

- 1 Divide your class into pairs and give them a photocopy of the Teacher's baseboard per pair. Set them a time limit to make their own Bingo boards of three sentences with three components from the baseboard in each, without repeating any one component.
- 2 Circulate to help and check.
- 3 When they have completed the task, proceed to play Bingo as above.

Pupils' Bingo boards

Stella and Simon	live	in Star House.	Stella and Simon	don't want	a beautiful doll.
Grandpa	doesn't like	watching films.	You	want	a hot dog.
We	don't like	drinking coffee.	Tommy Tortoise	lives	in the garden.
Simon	doesn't want	a salad.	Mr and Mrs Cook	don't like	driving fast cars.
You	don't live	in New York.	Grandpa	lives	in a house.
Mr and Mrs Cook	live	in a flat.	Stella and Suzy	want	some milk.
Stella	wants	a book on maths.	Mr Star	likes	driving fast cars.
The cats	don't like	climbing trees.	We	live	in a house.
Tommy Tortoise	doesn't want	a beautiful doll.	Mary and Peter	don't want	a big yacht.
Suzy	likes	playing with toys.	Simon	likes	watching films.
The cats	want	some milk.	Stella and Suzy	don't want	a hot dog.
Mr and Mrs Star	don't live	in New York.	Dotty Dog	doesn't live	in London.

Pupils' Bingo boards

Mrs Star	wants	a salad.	Mrs Star	doesn't live	in a flat.
Cassandra Cat	doesn't like	playing with toys.	Mr and Mrs Star	like	drinking coffee.
I	don't live	in London.	Suzy	doesn't want	a book on maths.
Mary and Peter	like	reading good books.	Stella	doesn't like	climbing trees.
Cassandra Cat	doesn't live	in the garden.	I	like	reading good books.
Mr Star	wants	a big yacht.	Dotty Dog	lives	in Star House.

Teacher's baseboard

Simon	Mary and Peter	driving fast cars	drinking coffee
The cats	Mr and Mrs Cook	reading good books	watching films
Stella	Cassandra Cat	playing with toys	climbing trees
Stella and Simon	Dotty Dog	a beautiful doll	some milk
Stella and Suzy	Suzy	a salad	a hot dog
Mr and Mrs Star	Tommy Tortoise	a big yacht	a book on maths
Mr Star	You	in London	in New York
Mrs Star	I	in a house	in a flat
Grandpa	We	in Star House	in the garden
wants	don't want	lives	don't live
want	likes	live	doesn't like
doesn't want	like	doesn't live	don't like

Read the text and complete the crossword.

Mr Star lives (8 across) in 'Star House', a very big mansion in the country.

He usually _____ (10 across) up at ten o'clock when the alarm clock rings, but he stays in bed for 15 minutes and _____ (6 across) up at quarter past ten. Then he _____ (11 across) off his pyjamas and _____ (14 down) a shower.

At about half past ten, he gets dressed. He always _____ (10 down) black leather trousers, a white T-shirt and sunglasses.

After that he goes to the kitchen to _____ (3 down) breakfast. He usually has a bowl of cornflakes and two pieces of toast. He doesn't _____ (5 down) tea because he doesn't like it.

At 11 o'clock he _____ (16 across) to the studio. He doesn't _____ (13 across) a bus – he goes by private limousine. In his limousine, he _____ (15 across) his fan letters.

He _____ (4 across) at the studio at five to 12 and starts work. He _____ (1 down) newspaper reporters and photographers. His personal secretary _____ (9 across) the answers to his fan letters.

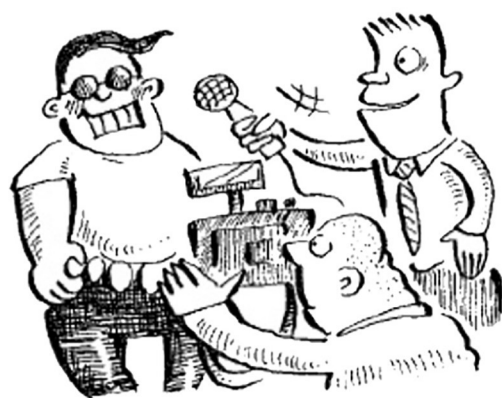
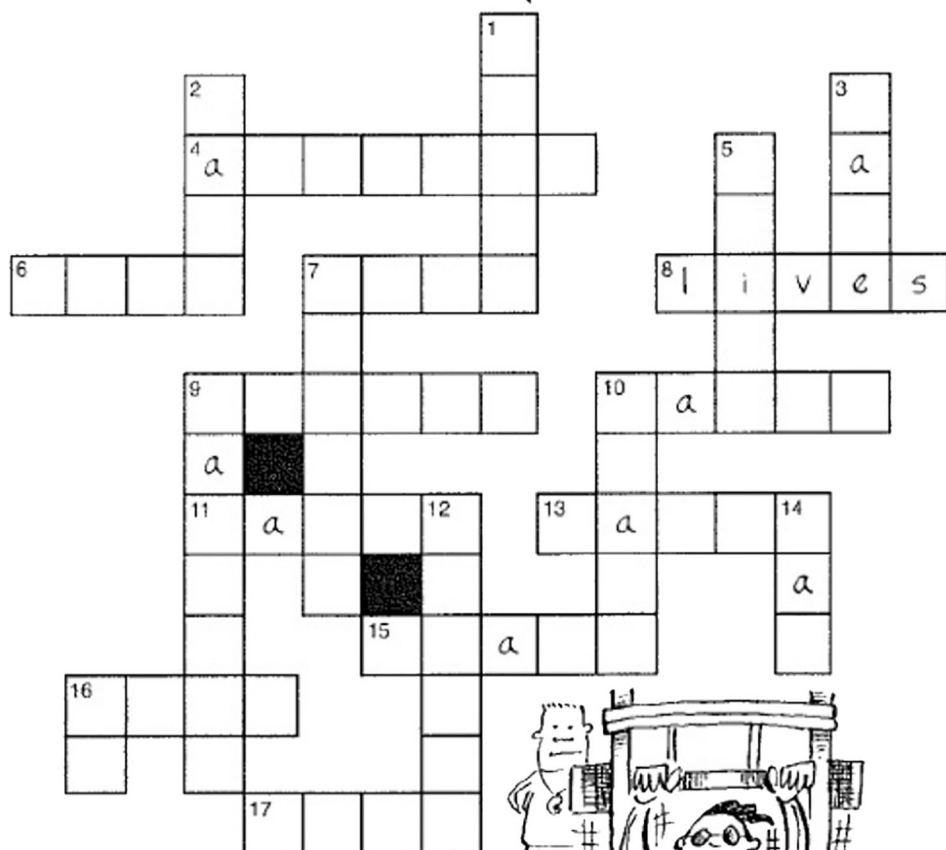
He always goes to an expensive restaurant for lunch. He normally _____ (2 down) a lot, but he only _____ (7 down) mineral water. After lunch he closes his eyes and _____ (12 down) for about an hour.

At five o'clock he _____ (17 across) on his sunglasses and leaves the studio. He doesn't _____ (16 down) home immediately. He _____ (7 across) some exercise in the gym.

After dinner he _____ (9 down) television.

What a hard day!

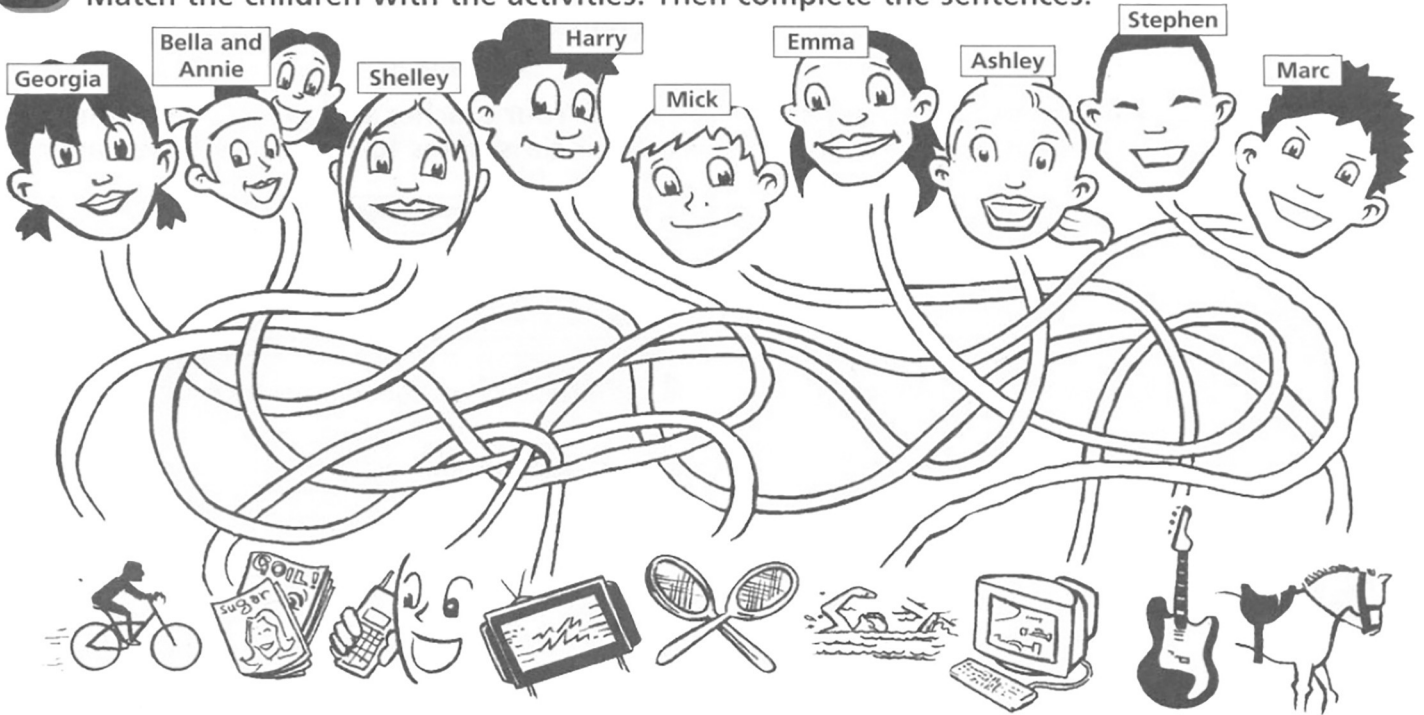




After School

What do these children do after school?

1 Match the children with the activities. Then complete the sentences.



Example: Georgia *goes horse-riding.*

1

Bella and Annie

5

Emma

2

Shelley

6

Ashley

3

Harry

7

Stephen

4

Mick

8

Marc

his friends.

2 Write sentences about what you do after school. Choose from the pictures in exercise 1, or invent your own sentences. Then compare your sentences with a partner.

OBSERVATION

This is Nicola. Nicola is a student.
This is her room.



You don't know Nicola, but you can write a lot about her just by looking at her room. For example:

She drives a car.  She studies science. 

Write eight more sentences about Nicola using these verbs:
play listen to read wear drink eat watch take

Solution on page 60

Wild Animals in North America

Complete the texts. Write the verbs using the correct form of the present simple.

Match texts 1 – 3 with the pictures A – C.

Example: A lot of wild animals live (live) in north America.

- 1 Raccoons (1) _____ (come) from the forests of north America. The mother raccoon (2) _____ (have) four, five or six babies in spring. The babies (3) _____ (not / can) see anything for about three weeks. They (4) _____ (stay) with their parents for the first year.
- 2 The skunk also (5) _____ (live) in north America. The skunk (6) _____ (have got) a bad smell and it (7) _____ (use) the smell to fight other animals and people. The skunk's smell (8) _____ (not / go away) easily or quickly! Skunks (9) _____ (eat) insects and other small animals.
- 3 Coyotes (10) _____ (look) like wolves, but they (11) _____ (be) different. Wolves usually (12) _____ (stay) with other wolves, but coyotes (13) _____ (not like) company: they (14) _____ (prefer) to be alone. Coyotes (15) _____ (be) intelligent. They (16) _____ (eat) a lot of different animals, and their favourite food is rabbits. South Dakota (17) _____ (be) the Coyote State! Did you know that?

Match texts 1 – 3 with the pictures A – C.

A



B



C



The Pet Game

How to play

- The game is for 2– 4 players.
- Cut out the numbers and put them in a bag or an envelope.
- In turns, players take a number from the bag and read the sentence in the game with that number.
- The sentences are all **wrong** and the player has got to make the sentences negative.

Use *isn't*, *aren't*, *don't*, *doesn't* or *can't*.

- If the player says the sentence correctly, he/she keeps the number.
- If the player is wrong, he/she puts the number back in the bag.
- The player with the most numbers at the end of the game wins.

1 A mouse is a very large pet.	2 Cats drink lemonade.	3 Tortoises are more playful than dogs.
4 A tortoise can run very fast.	5 A hamster eats eggs.	6 Birds sing at night.
7 People take their cats for walks.	8 Cats can speak English.	9 Dogs can fly.
10 Snakes play with dogs.	11 Snakes can hop.	12 Fish are noisy pets.
13 Spiders eat dogs.	14 Horses eat meat.	15 Rabbits can swim.
16 Pets always sleep in the house.	17 Dogs wear a coat in winter.	18 A pet goes to hospital to have a baby.

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