

INTERACTION ACTIVITIES

HELENA LOPES

What's
up?
6

It includes:

- Ready-to-use photocopiable material
- Pair work and group work communicative tasks
- Activities for mixed-ability classes
- Board games



Texto



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List of activities

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Introduction

The book

This book is part of the project *What's up 6.º ano*, an elementary level coursebook. As such, its organisation follows closely the unit structure of the student's textbook, presenting two interaction activities for each subunit and one final quiz.

The book should be regarded as a resource book for teachers, providing them with photocopiable material which requires no or little preparation, together with full instructions on how to use each activity and some follow-up suggestions.

At the end of the book, teachers will also find two examples of assessment grids which might be helpful to register the teacher's observations during classroom interaction.

How to use the book

The activities in this book can be used as further interaction practice to help students develop their autonomy in the use of the language, which means that they work best after some previous work on both the grammar and vocabulary present in each activity. However, they can be used independently and at any time the teacher thinks best.

Although the book is part of the project *What's Up 6.º ano*, it can be used autonomously. Later on, it might be used as any other resource book.

The activities

The activities in this book address classroom interaction as a task, with the goal of developing both language skills and cooperation skills. The materials presented provide the input, hoping to contribute to the improvement of classroom dynamics and students' learning.

The activities give students the opportunity to practise their speaking skills. In some cases, though, listening, reading or writing are also integrated in the activity development and are considered essential to task completion.

The activities have different types of input, which makes them easy or more complex, requiring more from the students. They are marked as follows:

★ easy

★★ more complex

This indication, however, should be regarded only as a reference. To some students at this level, the activities identified as easy might be complex at first

or the ones identified as complex might be easily understood. Therefore, this indication should not be used to decide whether or not to use an activity. The same applies to the time limit suggested.

All the activities can be used in a mixed-ability classroom, since their implementation is quite simple. For each activity there is a page with step-by-step instructions on how to use it and some follow-up suggestions with ideas to develop further, according to the students' abilities.

Type of activities and classroom organisation

There are three different types of activities: whole class, group and pair work activities. Each of them requires a different classroom organisation. Whereas pair work is easily implemented, whole class or group activities might require some thought regarding classroom setup, such as creating the group work areas, using students' desks, or allowing some space in the classroom for students to move around.

The games

Games play an important role in language learning. They motivate and facilitate language development. At the same time, students have some fun with these playful activities.

The board and card games combine the ludic use of the language with learning, as well as developing social skills. In the case of board games, students have to take over the game. They play, but they also control each other's play. In that process they become more autonomous and aware of the language. The role of the teacher is no longer to be the leader of the activity, but more the observer and assistant.

Reusing the material

Board games or card games can be reused by the teachers.

The bingo cards can also be reused. If students use a pencil, they may easily erase what they have marked on them and so use it again. The teacher may collect the cards to play later on. In that case, it is a good idea to store the material in a suitable identified envelope or box.

Vocabulary and Grammar

Activity	Vocabulary	Grammar
1	Personal information; numbers; countries and nationalities	Verb <i>to be</i> ; personal pronouns; possessive determiners; question words (<i>what, how old, where</i>)
2	Personal interests; favourite things: colours, pets, food, sports, films	Verb <i>to be</i> ; Yes/No questions
3	Family relationships; jobs	Verb <i>to have got</i> ; verb <i>to be</i> ; possessive case
4	Clothes; physical description	Verb <i>to have got</i> ; verb <i>to wear</i> ; verb <i>to be</i>
5	Verbs to describe routines; time; meals	Present Simple; adverbs of frequency
6	Different types of houses; things to describe the outside of a house	Question word: <i>how many</i> ; verb <i>to have got</i> ; verb <i>there to be</i>
7	School subjects; time	Verb <i>to be</i> ; verb <i>there to be</i> ; question words: <i>what time, when</i>
8	Parts of the school	Verb <i>there to be</i> ; prepositions of place
9	Activities after school; adjectives to describe activities	Verbs to express preferences; verbs to express agreement/disagreement; comparatives and superlatives
10	Adjectives: <i>good, bad, crazy, anxious, interested, keen, afraid, proud, responsible, famous</i>	Questions with prepositions; adjectives + prepositions
11	Free time activities	Present Continuous
12	Activities; parts of the school; school subjects; school clubs	--
13	Places in town	Prepositions of movement and place
14	Places and things in town	Prepositions of place
15	Items in shops	Modal verbs: <i>would, can</i> ; verb <i>to want</i> ; question words: <i>what, how much</i>
16	Items in shops; shops	Verb <i>to be</i> ; Present Continuous
17	Food and drinks	--
18	Items on a menu; adjectives to describe food / a place	Past Simple: verb <i>to be</i> ; verb <i>there to be</i> ; question words: <i>what, where</i>
19	Places in the city; places in the city of London	<i>This, that</i> ; modal verb <i>can</i>
20	Public signs	Imperative; modal verb <i>must</i>
21	--	Past Simple: irregular verbs
22	--	Past Simple: irregular verbs
23	The weather	Verb <i>to be</i>
24	Types of holidays; means of transport; the weather; holiday activities	Question words; Past Simple
25	Means of transport; name of cities	Question word: <i>how</i> ; Present Simple; verb <i>to travel</i>
26	Holidays; travelling	<i>Be going to</i> + infinitive
27	Culture and language (idioms)	Question words: <i>what, who, where</i>



Skills

- Speaking (asking and answering about personal information)
- Writing (note-taking)

Aims

- To fill in a card with personal information.
- To ask for and to give personal information by asking and answering questions.

Language

Asking and answering questions:

What's your name? My name's...

What's your surname? My surname's...

How old are you? I'm... years old.

What's your address? My address is...

What's your phone number? My phone number is...

Where are you from? I'm from...

What's your nationality? / What nationality are you? I'm...

Grammar:

Verb to be

Personal pronouns

Possessive determiners

Question words (*what, how old, where*)

Vocabulary:

Personal information (*name, surname, age, address, phone number*); numbers; countries and nationalities

Material and preparation

- The handout includes cards for six students.
- Copy the handout as many times as needed, according to the number of students in the class, and make sure the pairs do not have the same personal information.
- Cut the handout up into cards as indicated. Each student should have his or her personal information card and a blank card to fill in.

How to use the activity in class

- Give each student an ID card with information and a blank card to complete.
- Explain that they are the person on the card with complete information. It is their new identity.
- Tell the students that they are going to ask and answer questions in order to complete each other's blank cards.
- Elicit the questions before the students start the activity if necessary: *What's your name? What's your surname? How old are you? What's your address? What's your phone number? Where are you from? What's your nationality? / What nationality are you?*
- Tell the students they need to write down each other's personal information but without looking at each other's cards. Tell them they have to spell the words if needed. Help them with the question: *How do you spell it?*

Follow-up

- Students can write a short text about each other, using the information on the cards.

ID cards

Name: <u>Emily</u> Surname: <u>Cook</u> Age: <u>11</u> Address: <u>67 Queen St, London</u> Phone number: <u>020 7605 8762</u> Country: <u>The United Kingdom</u> Nationality: <u>British</u>		Name: _____ Surname: _____ Age: _____ Address: _____ Phone number: _____ Country: _____ Nationality: _____	
Name: <u>Katerina</u> Surname: <u>Kosta</u> Age: <u>12</u> Address: <u>25 Aleksandras Ave, Athens</u> Phone number: <u>01 539 2851</u> Country: <u>Greece</u> Nationality: <u>Greek</u>		Name: _____ Surname: _____ Age: _____ Address: _____ Phone number: _____ Country: _____ Nationality: _____	
Name: <u>Paola</u> Surname: <u>Bertoli</u> Age: <u>11</u> Address: <u>38 Via Urbana, Rome</u> Phone number: <u>06 9826 1649</u> Country: <u>Italy</u> Nationality: <u>Italian</u>		Name: _____ Surname: _____ Age: _____ Address: _____ Phone number: _____ Country: _____ Nationality: _____	
Name: <u>Markus</u> Surname: <u>Fischer</u> Age: <u>11</u> Address: <u>12 Bernauer St, Berlin</u> Phone number: <u>30 2537 8626</u> Country: <u>Germany</u> Nationality: <u>German</u>		Name: _____ Surname: _____ Age: _____ Address: _____ Phone number: _____ Country: _____ Nationality: _____	
Name: <u>Diego</u> Surname: <u>Torres</u> Age: <u>10</u> Address: <u>57 León St, Madrid</u> Phone number: <u>34 953 823 725</u> Country: <u>Spain</u> Nationality: <u>Spanish</u>		Name: _____ Surname: _____ Age: _____ Address: _____ Phone number: _____ Country: _____ Nationality: _____	
Name: <u>Aito</u> Surname: <u>Tanaka</u> Age: <u>12</u> Address: <u>15 Takeshita St, Tokyo</u> Phone number: <u>042 9836762</u> Country: <u>Japan</u> Nationality: <u>Japanese</u>		Name: _____ Surname: _____ Age: _____ Address: _____ Phone number: _____ Country: _____ Nationality: _____	

Skills

- Speaking (asking and answering about personal interests)
- Writing (note-taking)

Aims

- To ask for and to collect information on personal interests.
- To complete a name list.

Language

Asking and answering Yes/No questions:

Do you like...?

Are... your favourite...?

Is... your favourite...?

Grammar:

Verb to be

Yes/No questions

Vocabulary:

Personal interests; favourite things: colours, pets, food, sports, films

Material and preparation

- The handout includes cards for four students.
- Copy the handout as many times as needed, according to the number of students in the class.
- Cut the handout up into cards as indicated.

How to use the activity in class

- Give each student a card.
- Tell the students that they are going to go round the class asking and answering Yes/No questions in order to find someone who says “Yes” to the questions.
- When they find a person who says “Yes”, they should write his/her name down.
- They should try to find up to three different people for each statement.
- Explain that they should ask only Yes/No questions. Give one or two examples:
Are... your favourite...?
Is... your favourite...?
- If necessary, in order to better control the time of the activity, write a list with the different “favourites” on the board, and tell the students to answer about the things on the list.
- Stop the activity when the time is up, whether the students have finished or not.

Favourite things

Colour	Pets	Food	Sport	Film
pink	cats	pizza	tennis	<i>Kung Fu Panda</i>
blue	dogs	ice cream	football	<i>Madagascar</i>
red	turtles	spaghetti bolognese	basketball	<i>Harry Potter</i>
green	fish	hamburger	swimming	<i>Ratatouille</i>

Follow-up

- Students can make a very short presentation of their findings, using the possessive case:
Carlos's favourite colour is blue.

Personal interests

Find three people with these favourite things:

1. His/Her favourite colour is **pink**.

2. His/Her favourite pets are **cats**.

3. His/Her favourite food is **pizza**.

4. His/Her favourite sport is **tennis**.

5. His/Her favourite film is **Kung Fu Panda**.

Name

Name

Name

Find three people with these favourite things:

1. His/Her favourite colour is **blue**.

2. His/Her favourite pets are **dogs**.

3. His/Her favourite food is **ice cream**.

4. His/Her favourite sport is **football**.

5. His/Her favourite film is **Madagascar**.

Name

Name

Name

Find three people with these favourite things:

1. His/Her favourite colour is **red**.

2. His/Her favourite pets are **turtles**.

3. His/Her favourite food is **spaghetti bolognese**.

4. His/Her favourite sport is **basketball**.

5. His/Her favourite film is **Harry Potter**.

Name

Name

Name

Find three people with these favourite things:

1. His/Her favourite colour is **green**.

2. His/Her favourite pets are **fish**.

3. His/Her favourite food is **hamburger**.

4. His/Her favourite sport is **swimming**.

5. His/Her favourite film is **Ratatouille**.

Name

Name

Name



ACTIVITY TYPE

• Group work

TIME

• 20 minutes

Skills

- Speaking (problem-solving)

Aims

- To identify family relationships.
- To fill in a family tree with names.

Language

Talking about family relationships:

I think... is Paul's...

Grammar:

Verb to *have got*Verb to *be*

Possessive case

Vocabulary:

Family relationships

Jobs

- Explain that each student in the group takes turns to read one of his/her sentences and tries to fill in the family tree with a name.
- Tell the students they may have to listen to each others' sentences more than once until the puzzle is completed.
- Explain that they have to work together to fill in the family tree.

Variation

- Instead of groups of three, you may also organise larger groups. In that case, the cards should be piled in a stack and students should take a card in turns.

Follow-up

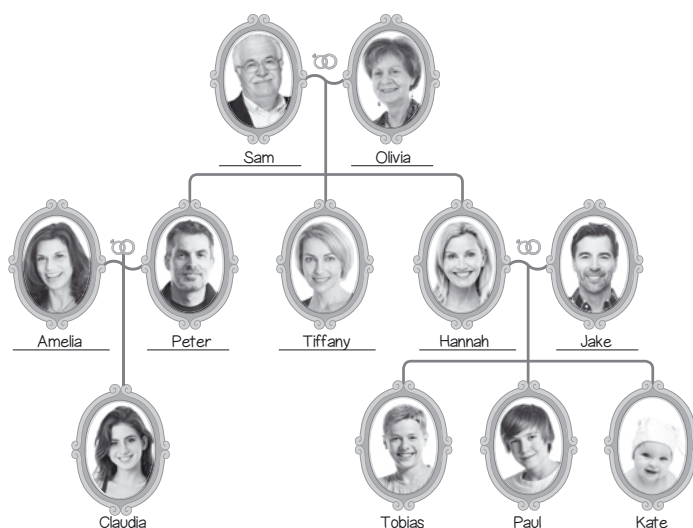
- Students can write another set of 15 sentences about the people in the family tree. They may add information such as pets, jobs or personal interests using the verb *to have got* or the possessive case.

Material and preparation

- The handout includes a set of 15 cards and a family tree for each group of three students.
- Copy the handout as many times as needed, according to the number of groups in the class.
- Cut the handout up as indicated.

How to use the activity in class

- Give a family tree and 15 cards to each group.
- Explain that each student keeps five sentences and they cannot show them to the others in the group.

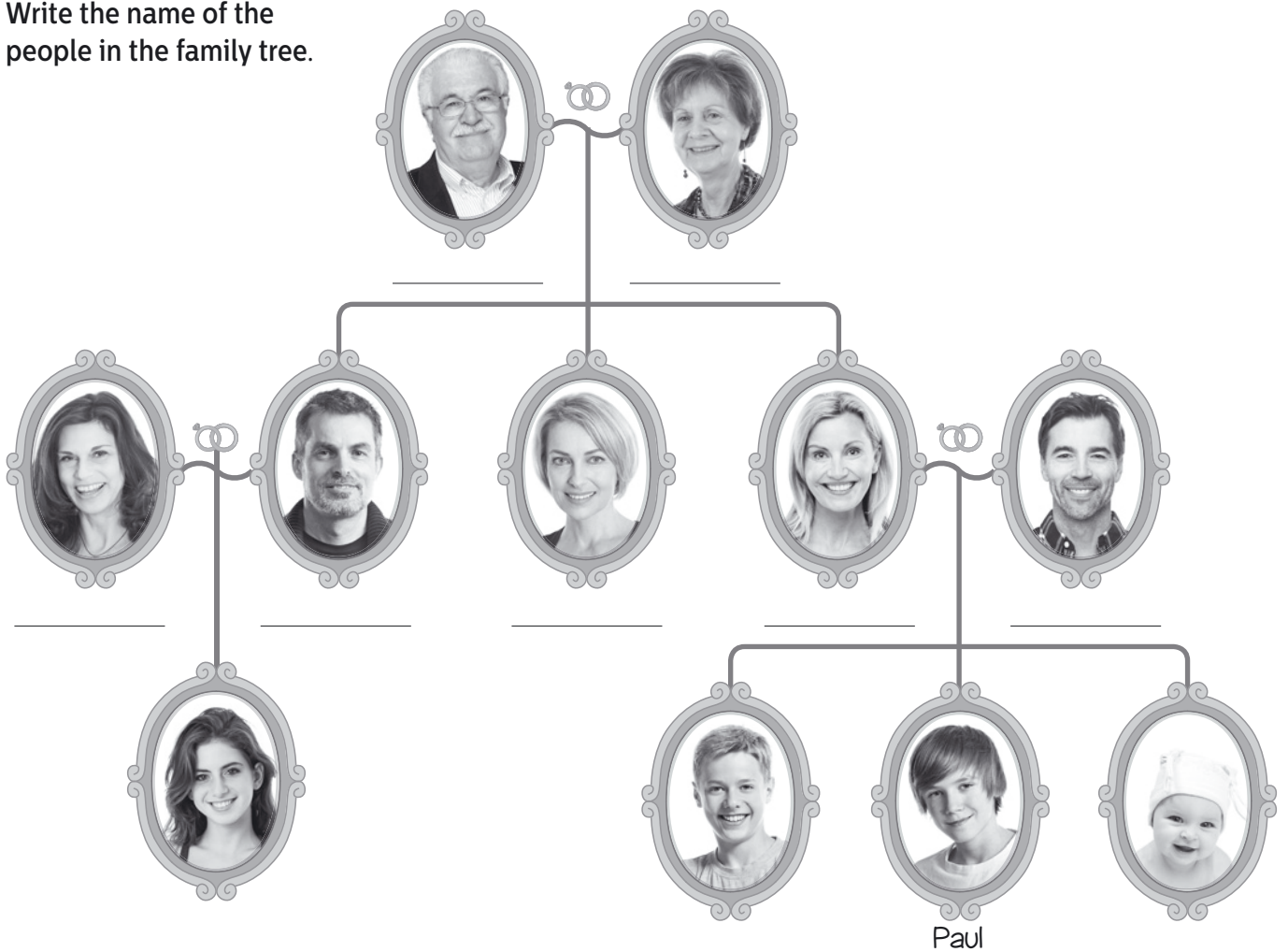
Answer key

Family tree

Paul's father loves dogs.	Jake has got two dogs.	Jake's wife is a computer engineer.
Hannah works with computers.	Paul's aunt, Tiffany, loves video games.	Sam has got one son and two daughters.
Paul's grandmother is a musician.	Peter's wife loves books.	Claudia's mom loves reading.
Amelia works in a bookshop.	Olivia plays the piano.	Paul's brother has got a new cap.
Tobias has got a collection of baseball caps.	Kate is Paul's baby sister.	Peter is Tiffany's and Hannah's brother.

Family tree

Write the name of the people in the family tree.



Who are you?



ACTIVITY TYPE

• Group work

TIME

• 20 minutes

Skills

- Speaking (asking and answering Yes/No questions)

Aims

- To ask and answer about physical description.
- To describe people.

Language**Asking and answering Yes/No questions:**

Are you wearing jeans?

Yes, I am. / No, I'm not.

Have you got curly hair?

Are you thin?

...

Grammar:

Verb to have got

Verb to wear

Verb to be

Vocabulary:

Clothes

Physical description

Material and preparation

- Copy one handout for each group of four students.
- Copy the handout as many times as needed, according to the number of groups in the class.

How to use the activity in class

- Tell the students that they are going to ask each other questions about characters on the handout.
- Explain that each student should choose one character but they shouldn't tell the others who they are.
- Explain that they should ask each other Yes/No questions in order to find out who their classmate is (there is a vocabulary bank they can use at the bottom of the handout).
- Help the students to get started by giving an example of Yes/No questions:
Have you got a hat?
Are you wearing shorts?
- Stop the activity when the time is up, whether they have finished or not. After the time limit, check if the group has guessed who everyone is.

Follow-up

- Students can write a short text describing the different characters on the handout.

Who are you?



Carl



Russell



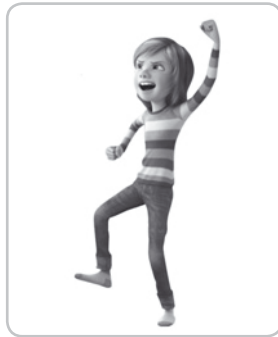
Woody



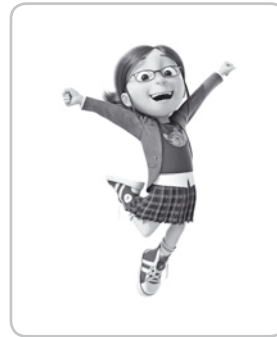
Moana



Bill



Riley



Margo



Edith



Anna



Nina



Miguel



Honey Lemon



Hiro



Tadashi



Merida



Gru

Vocabulary help

Are you...?

thin
fat

Have you got...?

long hair
short hair
straight hair
wavy hair
curly hair

Are you wearing...?

jeans
shorts
trousers
a skirt
a dress
a T-shirt
a shirt
a sweater
a hoody
a jacket

trainers
shoes
boots

glasses
a scarf
a hat / cap
a headband

Skills

- Speaking (answering questions)

Aims

- To talk about routines.
- To tell the time.

Language

Asking and answering questions:

How...; How often...; What...; What time...;
Where...; When...

Grammar:

Present Simple

Adverbs of frequency

Vocabulary:

Verbs to describe routines (*go, have, get, do, watch, brush, listen...*)

Time

Meals

- Explain how to use the card first. Tell the students that there are questions on the game board and that the answers are on their cards: *What time do you get up? I get up at seven o'clock.*
- Explain how to play the game (see instructions below) and go through the “special spaces” at the bottom of the board with students.
- Stop the activity when the time is up, whether they have finished or not.

How to use the board game

- Put the game board in the middle of the table.
- Each student gets a counter and a routine card.
- All the students place their counters on the starting point (marked START).
- The aim of the game is to reach the FINISH line before the other players, by answering questions about routines.
- The youngest student in the group starts the game and then the game continues with the person on his or her left.
- Each student in his or her turn rolls the dice and moves his or her counter according to the number on the dice.
- If the student lands on a space with a question, he or she must answer that question by saying a full sentence using the information on the card.
- The other players decide if the answer is grammatically correct or incorrect: if the answer is correct, the player is allowed to move on; if the answer is incorrect, the player must go back to where he or she was before rolling the dice.
- If the student lands on a “special space”, he or she must follow the instructions on the game board.

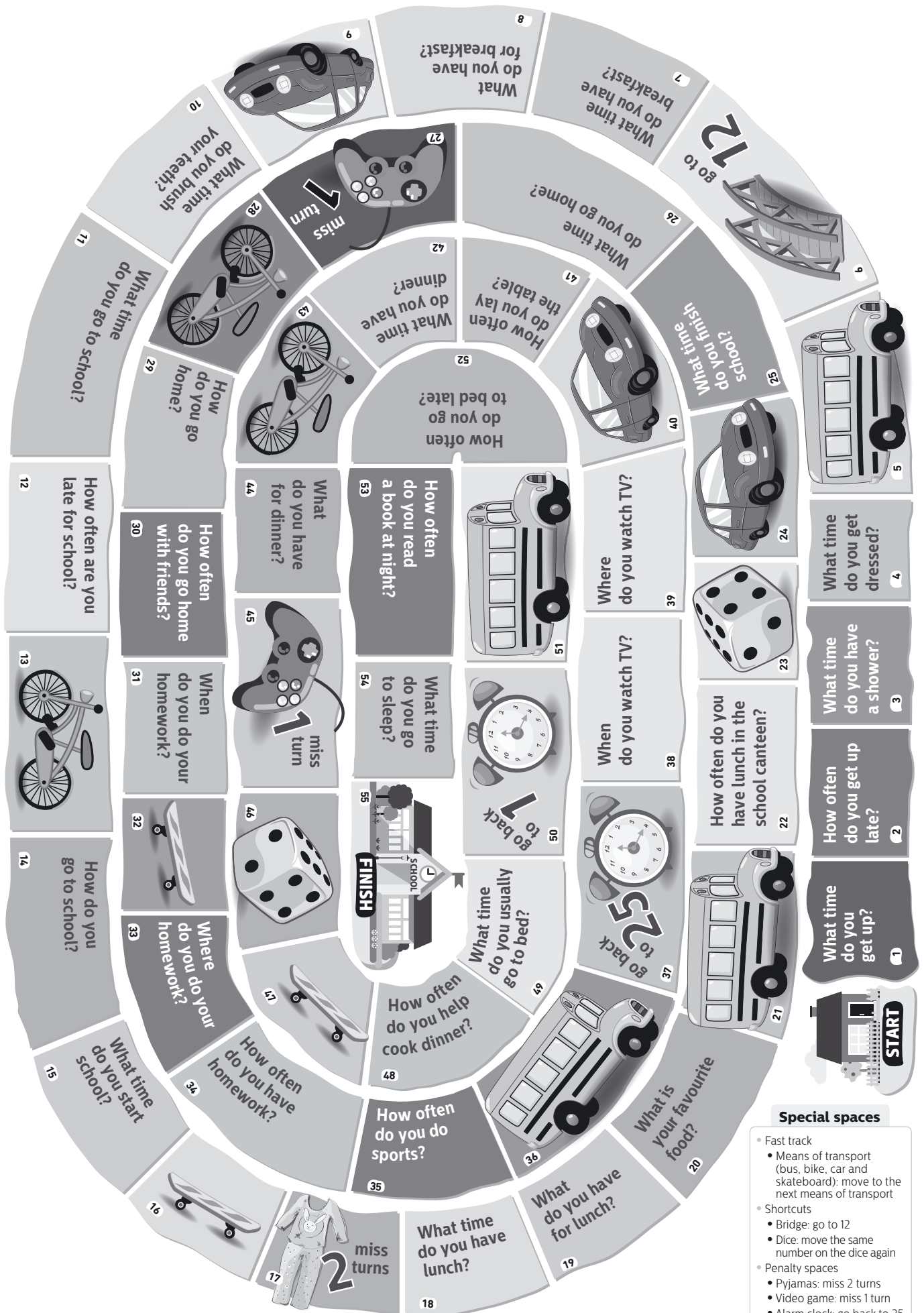
Material and preparation

- Copy one handout of the board game for each group of four students.
- Copy the routine cards, cut them up and give a different one to each student.
- Make as many copies as needed, according to the number of groups in the class.
- You will need a dice and four counters per group.

How to use the activity in class

- Tell the students that they are going to play a roll-and-move board game to talk about daily routine.
- Explain that each student in the group gets a different card with information on a daily routine. Tell them that it is their routine and they should talk about it.

Routines board game



Routines board game

Routine card A



get up	7:00
get up late	never
have a shower	7:05
get dressed	7:15
have breakfast	7:30 a bowl of cereal / milk
brush teeth	7:45
go to school	8:00 by bus
be late for school	never
start school	8:30
have lunch	13:00
	soup
	fish or meat with rice or potatoes a piece of fruit
favourite food	fish and chips
have lunch in the school canteen	every day
finish school	16:00
go home	16:00
	by bus
go home with friends	hardly ever
do homework	before dinner
	in my bedroom
	every day
do sports	once a week
watch TV	before dinner
	in the living room
lay the table	never
have dinner	19:45
	soup
	fish with potatoes a piece of fruit
cook dinner	sometimes
go to bed	21:30
go to bed late	never
read a book at night	usually
go to sleep	21:45

Routine card B

get up	7:30
get up late	sometimes
have a shower	7:40
get dressed	7:50
have breakfast	8:00 milk / toast with butter
brush teeth	8:15
go to school	8:30 by bike
be late for school	hardly ever
start school	8:45
have lunch	13:30
	salad
	fish or meat with pasta or potatoes a piece of fruit
favourite food	steak with rice
have lunch in the school canteen	twice a week
finish school	17:00
go home	17:15
	by bike
go home with friends	sometimes
do homework	before dinner
	in the living room
	sometimes
do sports	twice a week
watch TV	before dinner
	in the living room
lay the table	sometimes
have dinner	20:30
	soup
	meat with pasta or potatoes a piece of fruit
cook dinner	never
go to bed	22:00
go to bed late	sometimes
read a book at night	hardly ever
go to sleep	22:00

Routines board game

Routine card C



Routine card D

get up	7:45
get up late	usually
have a shower	7:50
get dressed	8:00
have breakfast	8:10 a bowl of cereal / milk
brush teeth	8:20
go to school	8:30 walk
be late for school	sometimes
start school	8:45
have lunch	13:30
	soup
	fish or meat with rice or potatoes and salad
	a piece of fruit or some dessert
favourite food	roast chicken
have lunch in the school canteen	once a week
finish school	17:00
go home	17:20
	walk
go home with friends	sometimes
do homework	in the afternoon
	in the kitchen
	usually
do sports	three times a week
watch TV	before and after dinner
	in the kitchen
lay the table	always
have dinner	20:00
	fish or meat with rice or potatoes and salad
cook dinner	hardly ever
go to bed	21:30
go to bed late	hardly ever
read a book at night	sometimes
go to sleep	21:50

get up	7:30
get up late	hardly ever
have a shower	7:40
get dressed	7:50
have breakfast	8:00 a piece of fruit / yoghurt
brush teeth	8:15
go to school	8:20 by car
be late for school	never
start school	8:30
have lunch	12:30
	salad
	a vegetarian dish
	a piece of fruit
favourite food	soup
have lunch in the school canteen	always
finish school	15:30
go home	15:45
	by bus
go home with friends	never
do homework	before tea time
	in my bedroom
	hardly ever
do sports	twice a week
watch TV	after dinner
	in the living room
lay the table	usually
have dinner	19:30
	soup pasta
cook dinner	usually
go to bed	21:30
go to bed late	never
read a book at night	every day
go to sleep	21:45

What's your house like? ★

ACTIVITY TYPE

• Pair work

TIME

• 5-10 minutes

Skills

- Speaking (asking and answering questions)

Aims

- To ask and answer questions about different types of houses.
- To identify types of houses.

Language**Asking and answering questions:**

How many...?

Has...?

Are there...? / Is there...?

Grammar:Question word: *how many*Verb *to have got*Verb *there to be***Vocabulary:**

Words to describe different types of houses: *detached house, semi-detached house, terraced house, block of flats*

Things to describe the outside of a house: *window, door, balcony, roof, chimney, tree, flower, garden*

Material and preparation

- Copy the handout for each pair of students.
- Cut it up as indicated. One student is A and the other is B.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students that they are going to ask each other questions to find out where they live.
- Explain that they need to ask questions about the outside of the houses: the windows, the trees, the balcony, the doors, etc.
- Tell them to use the verb *to have got* and the question word *how many*.

Follow-up

- Students can write a short description of the house.

What's your house like?

Student A

You live in a **detached house**.

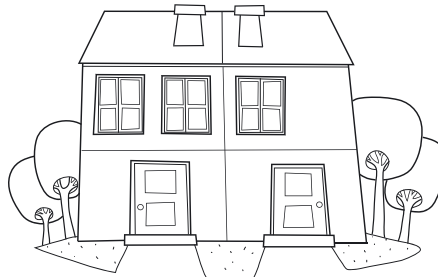
Where does your friend live? What's his or her house like?

Take it in turns to ask and answer questions to find out about each other's houses.

A detached house



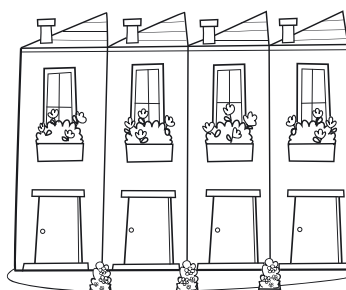
A semi-detached house



A block of flats



A terraced house



What's your house like?

Student B

You live in a **terraced house**.

Where does your friend live? What's his or her house like?

Take it in turns to ask and answer questions to find out about each other's houses.

A detached house



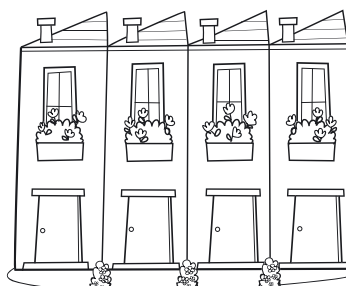
A semi-detached house



A block of flats



A terraced house



A timetable



ACTIVITY TYPE

- Pair work

TIME

- 15-20 minutes

Skills

- Speaking (asking and answering questions)

Aims

- To ask and answer questions about timetables.
- To complete a timetable.

Language

Asking and answering Yes/No questions.

Telling time:

Is Music on Wednesdays?

Is there Music on Wednesdays?

What time is Music on Wednesdays?

Grammar:

Verb *to be*

Verb *there to be*

Question words: *what time, when*

Vocabulary:

School subjects

Time

Material and preparation

- Copy the handout for each pair of students.
- Cut it up as indicated. One student is A and the other is B.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students that they are going to ask each other questions in order to fill in a timetable.
- Explain that they need to complete the timetable with twelve different subjects and that the subjects are on different days of the week.
- Let the students know how many times they write each subject down by making a list on the board:

Maths (x4)	PE (x3)
English (x3)	French (x2)
Science (x2)	Geography (x2)
History (x2)	Art (x2)
Drama (x2)	Music (x2)
ICT (x1)	Citizenship (x1)
- Explain that they need to ask questions about days of the week and time.
- Help them to get started. Give examples: *Is there Music on Wednesdays? What time is Music on Wednesdays?*

Follow-up

- Students can draw a timetable with their favourite subjects and activities.

A timetable

Student A

This is your timetable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 9:10	English	English	Maths	Maths	English
9:15 – 10:00	Maths	Geography	Maths	History	Geography
10:00 – 10:20	break	break	break	break	break
10:20 – 11:05	History	Science	French	French	PE
11:10 – 11:55	Art	Science	PE	Citizenship	PE
12:00 – 12:45	Art	ICT	lunch break	lunch break	lunch break
12:50 – 13:35	lunch break	lunch break		Music	Drama
13:40 – 14:25				Music	Drama

Now complete your friend's timetable. Take it in turns to ask and answer questions.

Write the names of the subjects in the correct spaces.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 9:10					
9:15 – 10:00					
10:00 – 10:20	break	break	break	break	break
10:20 – 11:05					
11:10 – 11:55					
12:00 – 12:45	lunch break	lunch break		lunch break	
12:50 – 13:35			lunch break		lunch break
13:40 – 14:25					

A timetable

Student B

This is your timetable.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 9:10	Geography	PE	Maths	Maths	English
9:15 – 10:00	History	PE	Geography	History	Science
10:00 – 10:20	break	break	break	break	break
10:20 – 11:05	Maths	English	Science	Art	French
11:10 – 11:55	Maths	English	French	Art	PE
12:00 – 12:45	lunch break	lunch break	ICT	lunch break	Citizenship
12:50 – 13:35		Music	lunch break	Drama	lunch break
13:40 – 14:25		Music		Drama	

Now complete your friend's timetable. Take it in turns to ask and answer questions.

Write the names of the subjects in the correct spaces.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 9:10					
9:15 – 10:00					
10:00 – 10:20	break	break	break	break	break
10:20 – 11:05					
11:10 – 11:55					
12:00 – 12:45			lunch break	lunch break	lunch break
12:50 – 13:35	lunch break	lunch break			
13:40 – 14:25					



ACTIVITY TYPE

• Pair work

TIME

• 10 minutes

Skills

- Listening (understanding specific information)
- Writing (identifying and locating places on a map)

Aims

- To identify rooms and facilities on a map of the school.
- To write the names of different rooms and facilities on a map of the school.

Language**Grammar:***Verb there to be*

Prepositions of place

Vocabulary:

Parts of the school

How to use the activity in class

- Tell the students that they are going to work in pairs but they are doing different things. Explain that student A only reads a description and student B listens and labels the parts of the school.
- Tell student B that he or she can ask his or her classmate to repeat the description as many times as they need to complete the map.

Follow-up

- Students can draw a map and write a short text describing their own school, following the example given in the activity.

Answer key**Material and preparation**

- Copy the handout for each pair of students.
- Cut it up as indicated. One student is A and the other is B.
- Copy the handout as many times as needed, according to the number of students in the class.

School map

Student A

Read the description of a map of the school to your classmate.

- The **headmaster's office** is near the entrance hall, on the right, next to the school office.
- There is a big **playground** in front of the headmaster's office and the canteen.
- The **sports field** is on the right, next to the gym.
- There is also a nice assembly hall between the **gym** and the library.
- The **library** is on the left, opposite the music room. You can borrow books and study there.
- Next to the music room there is a **computer room**.
- There is also a science **lab**, next to classroom 1 and opposite the music room.



School map

Student B

Listen to your classmate. Label the eight different rooms and facilities.



Skills

- Speaking (giving opinion; expressing preferences; agreeing and disagreeing)

Aims

- To talk and give an opinion about school clubs.
- To express preferences and compare school clubs.
- To agree or disagree about school clubs.

Language

Giving an opinion/ expressing preferences:

I think that... / My favourite... / I prefer...

I don't like... / I don't really like... / I dislike...

Agreeing/disagreeing:

I agree! / That's right! / That's true! / Exactly!

I disagree! / I don't agree! / I don't think so! / No way!

Grammar:

Verbs to express preferences

Verbs to express agreement/disagreement

Comparatives and superlatives

Vocabulary:

Activities after school

Adjectives to describe activities

How to use the activity in class

- Organise small groups of three or four students.
- Tell the students that they are going to talk about school clubs in their groups.
- Explain that they should read the information about nine different clubs.
- Tell them that they should give their opinion about the clubs and they should compare them.
- Explain that they can mention their favourite clubs or least favourite clubs and compare their preferences. Give examples: *I like acting. My favourite club is the Drama club. It is more interesting than the Nature club.*
- Tell the students to agree or disagree with each other using the proper language (there is a vocabulary bank they can use at the bottom of the handout). Give examples: *I don't think so! I think the Nature club is more fun. I like spending time outside. / I agree. The Drama club is really cool.*
- Go round the groups to help the students if necessary.
- Stop the activity when the time is up, whether they have finished or not.

Follow-up

- Students can create a poster for a new club at school.
- Students may ask each other the questions on the posters in order to recommend a club to a friend: *Do you like painting? Yes, I do. / No, I don't. / I think the Art club is good for you.*

Material and preparation

- Copy one handout for each student.
- Make as many copies as needed, according to the number of students in the class.

School clubs

Read the posters and compare the after-school clubs:

- What's your favourite club?
- Why do you like it?
- Do you agree with your classmates?



Vocabulary help

Give your opinion /
Compare

In my opinion...
My favourite...
I think... is more fun/interesting/
exciting/boring/ tiring than...
... is better than...
... is worse than...
I think... is cool/difficult.

Express your
preference

I prefer...
I love...
I like...
I don't like...
I don't really like...
I hate...

Agree

I agree!
That's right!
That's true!
Exactly!

Disagree

I disagree!
I don't agree!
I don't think so!
No way!



Skills

- Speaking (asking and answering questions)
- Writing (personal information)

Aims

- To ask and answer about people in the classroom.
- To write about people in the classroom.

Language

Asking and answering questions:

What are you good/bad at?

What are you crazy about?

What are you anxious about?

What are you interested in?

What are you keen on?

What are you afraid of?

What are you proud of?

What are you responsible for?

What are you famous for?

Grammar:

Questions with prepositions

Adjectives + prepositions

Vocabulary:

Adjectives: *good, bad, crazy, anxious, interested, keen, afraid, proud, responsible, famous*

Material and preparation

- Copy one handout for each student.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students that they need to complete the circle with personal information about ten different people in the classroom.
- Explain that they should ask questions such as: *What are you good/bad at?*
- Tell the students to write down in the circle both the name of the person and the information.
- Stop the activity when the time is up, whether they have finished or not.

Follow-up

- Students can present their findings to the class.
- Students can write about themselves using the same adjectives and share the information with the class.

My class

Go round the classroom and ask your classmates questions to complete the circle.

What are you good at?
What are you bad at?

What are you afraid of?
What are you proud of?

What are you interested in?
What are you keen on?

What are you crazy about?
What are you anxious about?

What are you responsible for?
What are you famous for?



Find the similarities



ACTIVITY TYPE

- Pair work

TIME

- 15 minutes

Skills

- Speaking (asking and answering questions)

Aims

- To ask and answer questions about things happening at the moment.
- To identify similarities in a drawing.

Language

Asking and answering questions:

What is... doing?

Is... listening to music?

Grammar:

Present Continuous (affirmative, negative, interrogative)

Vocabulary:

Activities: *listening to music, swimming, climbing ropes, dancing, talking on the phone, rollerblading, taking photos, riding a bike, skateboarding, reading, painting, playing the guitar, playing tennis, playing football, running*

Material and preparation

- Copy the handout for each pair of students.
- Cut it up as indicated. One student is A and the other is B.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students they are going to work in pairs.
- Tell them they have different pictures and they should not share them to each other.
- Explain that they are going to ask each other questions to find five similarities between their pictures.
- Explain that they need to ask questions about what people are doing in the park.
- Tell them to ask and answer questions using the Present Continuous. Give an example: *What is Clara doing? She is having a picnic.*

Follow-up

- In pairs, students can talk for one minute about the activities in the picture and tell their classmates what they like or don't like doing.
- Students can write a short description of what is happening in the park.

Find the similarities

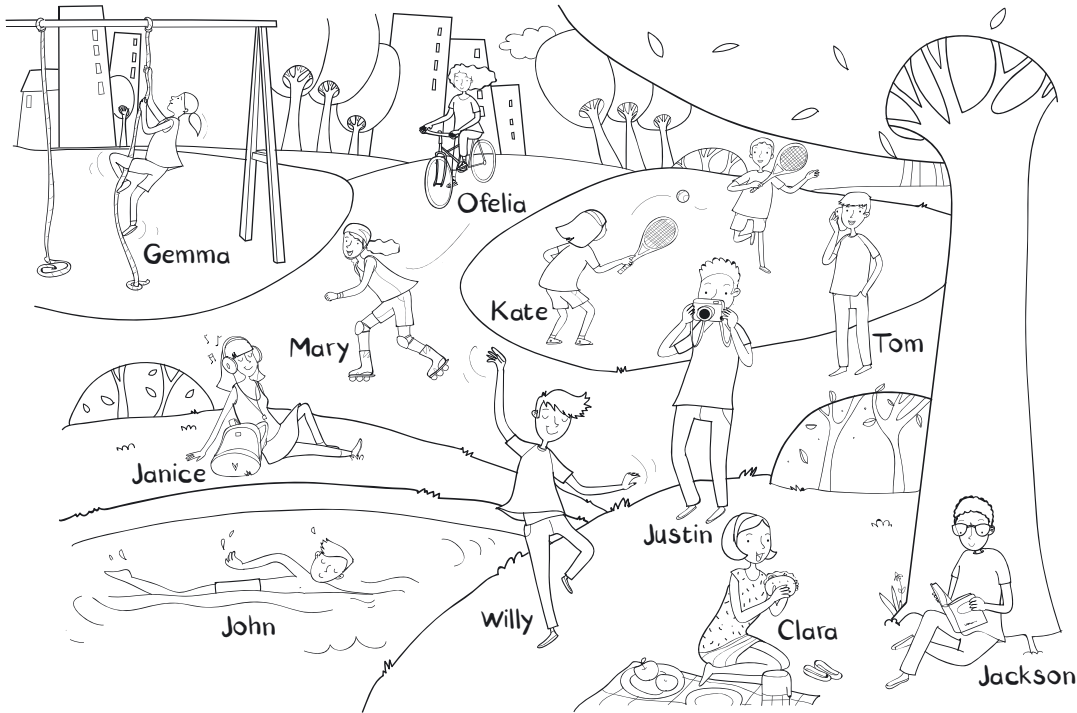
Student A

What are these people doing in the park?

Find five similarities between your picture and your classmate's picture.

Take it in turns to ask and answer questions.

Example: *What is Clara doing? She is having a picnic.*



Find the similarities

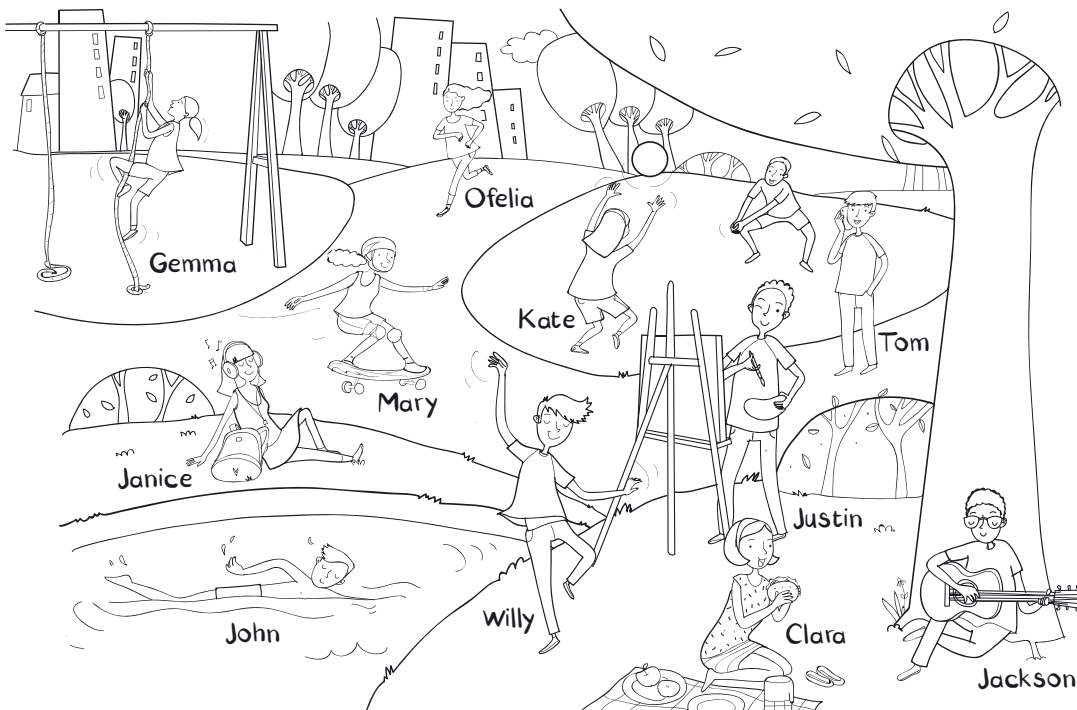
Student B

What are these people doing in the park?

Find five similarities between your picture and your classmate's picture.

Take it in turns to ask and answer questions.

Example: *What is Clara doing? She is having a picnic.*



What's up at school? ★★

ACTIVITY TYPE

• Group work

TIME

• 30-40 minutes

Skills

- Speaking (identifying words from pictures)

Aims

- To revise vocabulary related to school.
- To tell the time.

Language**Telling time:**

It's five o'clock.

Vocabulary:

Activities

Parts of the school

School subjects

School clubs

Material and preparation

- Copy one handout of the board game for each group of four students.
- Make as many copies as needed, according to the number of groups in the class.
- You will need a dice and four counters per group.

How to use the activity in class

- Tell the students that they are going to play a roll-and-move board game to revise vocabulary related to school and some grammar.
- Explain how to play the game (see instructions on the right).
- Go round the groups to help the students to get started.
- Stop the activity when the time is up, whether they have finished or not.

How to use the board game

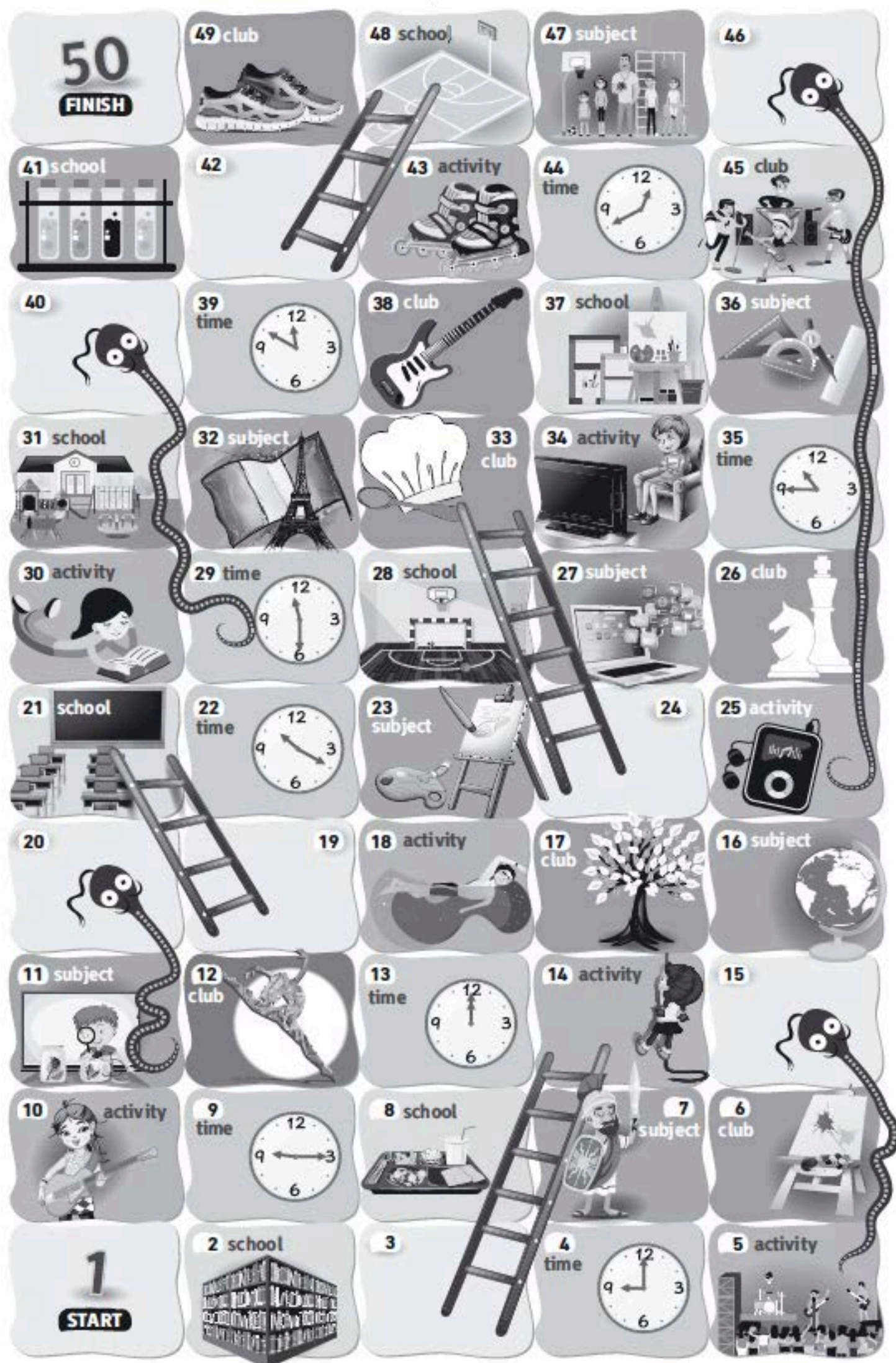
- Put the game board in the middle of the table.
- Each student gets a counter.
- All the students place their counters on the starting point (marked START).
- The aim of the game is to reach the FINISH line before the other players, by identifying the pictures in each square or telling the time, according to the category.
- The youngest student in the group starts the game and then the game continues with the person on his or her left.
- Each player in his or her turn rolls the dice and moves his or her counter according to the number on the dice.
- Each space has a category and a picture or time. In his or her turn, the player should identify the picture, according to the category, or say the time, if that is the case. There are five categories: SCHOOL (parts of school), SUBJECT (school subjects), CLUB (school clubs), ACTIVITY (leisure activities) and TIME (telling time).
- The other players decide if the answer is correct or incorrect: if the answer is correct, the player is allowed to move on; if the answer is incorrect, the player must go back to where he or she was before rolling the dice.
- Some spaces are special:

- Snakes: landing on the head of a snake forces the player to move down to its tail.
- Ladders: landing on the bottom of a ladder allows the player to move the counter to the top of the ladder.

Variation

- Students can play the game by saying sentences instead of words, such as *The lab is next to the computer room.* / *My favourite subject is Maths.* / *I'm crazy about football.*

What's up at school?



Skills

- Speaking (problem-solving)

Aims

- To ask for directions.
- To follow directions and find places on a map.

Language

Asking for directions:

Excuse me. Can you tell me the way to...?

Excuse me. How do I get to...?

Where's the...

Giving and following directions:

Go across the bridge

Go through the park

Go along / straight on...

Turn right/left

Take the first/second turning on the right/ left

Grammar:

Prepositions of movement: *through, across, towards, along*

Prepositions of place: *next to, near, opposite, in front of, in, behind, between*

Vocabulary:

Places in town

How to use the activity in class

- Give a map to each group and a set of two cards to each student.
- Explain that each student holds a card with information about a place and a card with instructions to ask about a place. Tell them not to share the information. They should keep the cards to themselves.
- Tell the students that they have a town map and that they need to find five places on the map.
- Student A should start with the first question and the student with the information about that place should give directions. When the place is found, by following the directions on the map, student A writes the name of the place on the map.
- The activity should continue with student B, C and D.
- Explain that they have to listen to each other in order to follow the way and find where the places are.
- Tell them that once they find the first four places, they will find the school.

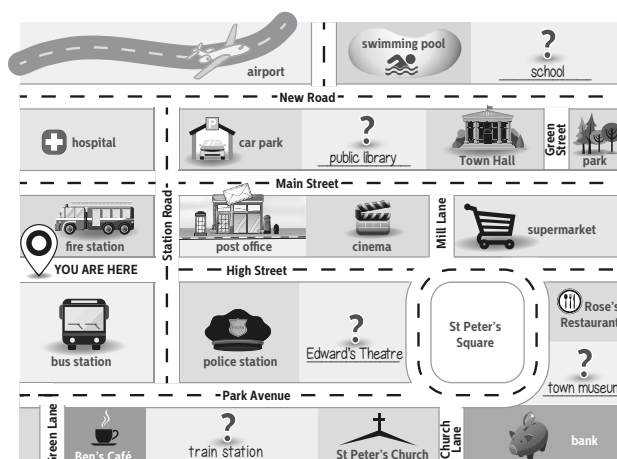
Follow-up

- Students can write the dialogues.

Material and preparation

- Copy one handout of the map and cards for each group of four students.
- Make as many copies as needed, according to the number of groups in the class.
- Cut up the cards as indicated. There are two sets of cards: asking the way and giving directions. Each student gets two cards: one with instructions to ask about a place and one with instructions to give directions. Student A gets the A cards, student B gets the B cards, and so on.

Answer key

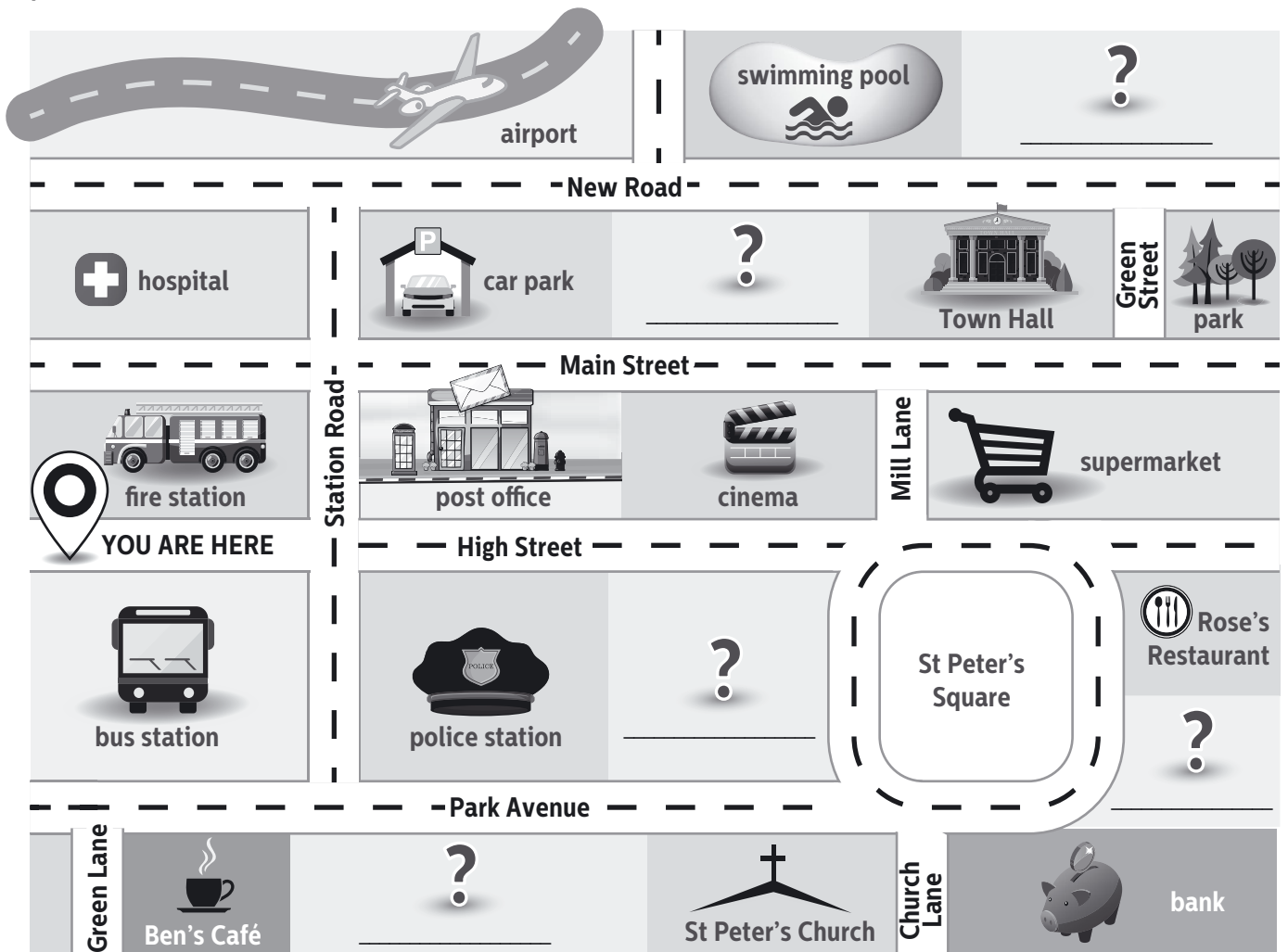


Town map cards

Ask the way to Edward's Theatre.	Student A The public library is between the car park and the Town Hall. Give directions to get there.
Ask the way to the town museum.	Student B The train station is opposite of the police station, between the café and the church. Give directions to get there.
Ask the way to the public library.	Student C Edward's Theatre is next to the police station. Give directions to get there.
Ask the way to the train station.	Student D The town museum is between the restaurant and the bank. Give directions to get there.

Town map

Find on the map: Edward's Theatre, the town museum, the public library and the train station. Now you know where the school is!



Skills

- Speaking (asking and answering about location)

Aims

- To identify things in the street.
- To complete a picture by drawing what is missing from it.

Language**Asking about location:**

Where is the...?

Grammar:

Prepositions of place: *in, on, under, behind, above, next to, near, between, below, in front of, opposite*

Vocabulary:

Places and things in town

How to use the activity in class

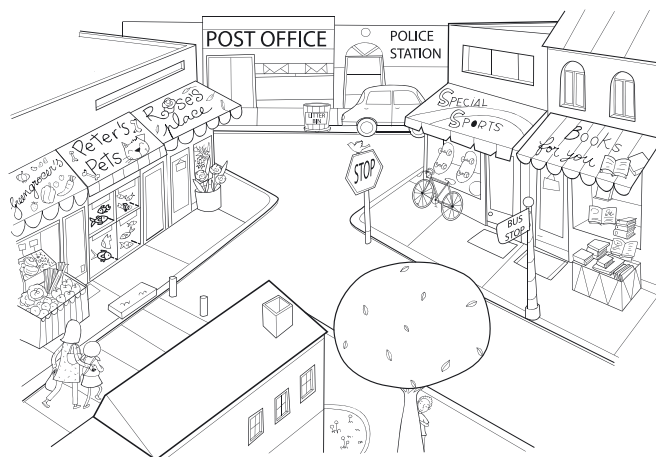
- Tell the students that they are going to work in pairs.
- Tell them that they have different pictures and they should not show them to each other.
- Explain that each picture is incomplete. There are five things missing.
- Explain that they have to draw the missing things but first they have to ask each other where those things are.
- Tell the students to compare their drawings after they have finished the activity.

Follow-up

- Students can write a short text describing the picture.

Material and preparation

- Copy the handout for each pair of students.
- Cut it up as indicated. One student is A and the other is B.
- Copy the handout as many times as needed, according to the number of students in the class.

Answer key

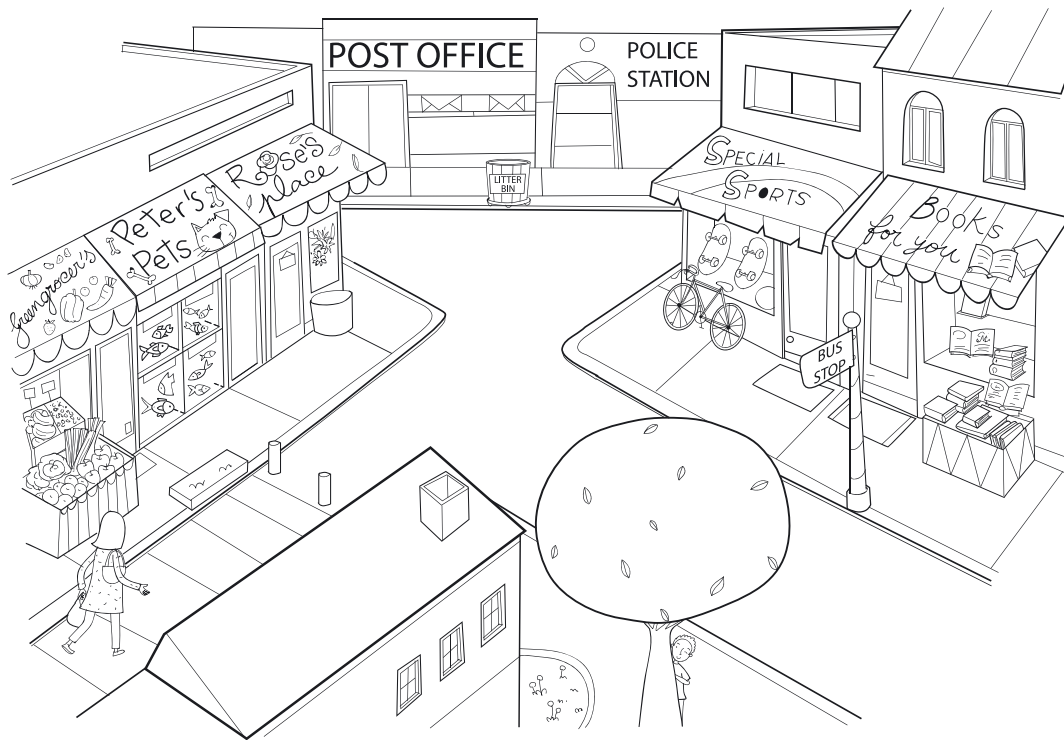
In town: picture dictation

Student A

This is a picture of what is happening in the street.

There are five things missing from your picture: **a girl, flowers, a stop sign, a bird, a car.**

Ask your classmate where they are and draw them.



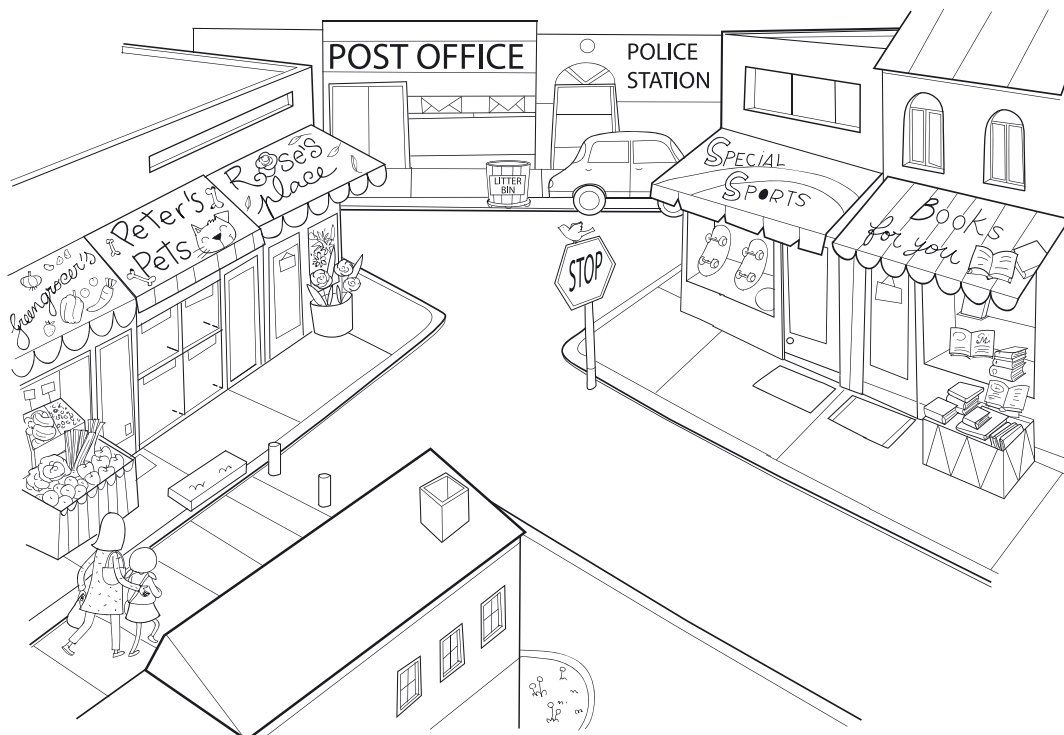
In town: picture dictation

Student B

This is a picture of what is happening in the street.

There are five things missing from your picture: **a tree, a boy, some fish, a bike, a bus stop.**

Ask your classmate where they are and draw them.





Skills

- Speaking (asking for and offering help in a shop)

Aims

- To ask for items in a shop.
- To ask about size or colour.
- To offer help.

Language

Offering help:

Can I help you?

Asking politely:

I would like...

May I...?

Asking about colour:

What colour do you like?

Which colour do you want?

Asking about size:

What is your size? / What size are you?

Asking about price:

How much is it/are they?

Grammar:

Modal verbs: *would, can*

Verb *to want*

Question words: *what, how much*

Vocabulary:

Items in shops

Material and preparation

- Copy the handout for each pair of students.
- Cut it up as indicated. One student is A and the other is B.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students that they are going shopping.
- Tell them that they have different role cards. One student is the shop assistant and the other student is the customer.
- Explain that they should have a conversation in the shop following the guidelines on the role card.

Follow-up

- Students can exchange roles and choose a different shop or items to practise the dialogues.
- Students can write their dialogue and act it out in front of the class.

At the shops

Student A

You are a shop assistant at the jeans shop. A customer comes in and you offer help.

- Offer help.
- Ask about the colour.
- Ask about size.
- Show him or her the jeans.
- Say where the changing rooms are.
- Say the price.



At the shops

Student B

You are at the jeans shop. You want to buy a new pair of jeans.

- You want to buy a new pair of jeans.
- You want the jeans in black.
- Say your size.
- You want to try them on.
- Ask about the price.
- You buy the jeans.





Skills

- Speaking (asking and answering questions)
- Writing (note-taking)

Aims

- To ask and answer questions to complete shopping lists.
- To revise vocabulary related to the topic *shopping*.

Language

Asking and answering questions:

What are you buying?

What's on your shopping list?

Grammar:

Verb to be

Present Continuous

Vocabulary:

Items in shops

Shops

Material and preparation

- Copy the handout and cut it up as indicated. There are four shopping lists in the handout. Each student should have a shopping list.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students that they are going shopping.
- Tell them that they have to complete a shopping list with the missing items.
- Explain that they should ask their classmates what is on their shopping lists in order to find out the missing items. They should write down the words on their own lists, separating the items according to the shop.
- Stop the activity when the time is up, whether they have finished or not.

Follow-up

- Students can create other shopping lists (at the flower shop, at the newsagent's, at the butcher's).

Answer key

- | | |
|----------------------------|-------------------------|
| • Shop: sports shop | • Shop: bookshop |
| trainers | a book |
| a ball | a game |
| a T-shirt | a dictionary |
| a skateboard | a magazine |
| a bike | a comic book |
| • Shop: supermarket | • Shop: pet shop |
| vegetables | a fish |
| apples | fish food |
| milk | dog food |
| bread | an aquarium |
| eggs | a bird |

Shopping lists



Shopping list

Sports shop:

- ☐ trainers
- ☐ a bike
- ☐ _____
- ☐ _____
- ☐ _____

Bookshop:

- ☐ a book
- ☐ a game
- ☐ _____
- ☐ _____
- ☐ _____

Supermarket:

- ☐ vegetables
- ☐ eggs
- ☐ _____
- ☐ _____
- ☐ _____

Pet shop:

- ☐ a fish
- ☐ fish food
- ☐ _____
- ☐ _____
- ☐ _____

SHOPPING LIST

Sports shop:

- ☐ a ball
- ☐ a skateboard
- ☐ _____
- ☐ _____
- ☐ _____

Bookshop:

- ☐ a book
- ☐ a dictionary
- ☐ _____
- ☐ _____
- ☐ _____

Supermarket:

- ☐ apples
- ☐ eggs
- ☐ _____
- ☐ _____
- ☐ _____

Pet shop:

- ☐ an aquarium
- ☐ a bird
- ☐ _____
- ☐ _____
- ☐ _____



Shopping list

Sports shop:

- ☐ a T-shirt
- ☐ a bike
- ☐ _____
- ☐ _____
- ☐ _____

Bookshop:

- ☐ a magazine
- ☐ a comic book
- ☐ _____
- ☐ _____
- ☐ _____

Supermarket:

- ☐ bread
- ☐ apples
- ☐ _____
- ☐ _____
- ☐ _____

Pet shop:

- ☐ fish food
- ☐ dog food
- ☐ _____
- ☐ _____
- ☐ _____

Shopping list

Sports shop:

- ☐ a skateboard
- ☐ trainers
- ☐ _____
- ☐ _____
- ☐ _____

Bookshop:

- ☐ a comic book
- ☐ a dictionary
- ☐ _____
- ☐ _____
- ☐ _____

Supermarket:

- ☐ milk
- ☐ bread
- ☐ _____
- ☐ _____
- ☐ _____

Pet shop:

- ☐ a fish
- ☐ a bird
- ☐ _____
- ☐ _____
- ☐ _____



Skills

- Listening (recognising and identifying food and drink items)

Aims

- To play a game of bingo.
- To revise vocabulary related to the topic *food / meals*.

Language

Vocabulary:

Food and drinks

Material and preparation

- Copy the handout and cut it up as indicated. There are eight bingo cards in the handout.
- Copy the handout as many times as needed, according to the number of students in the class.
- Use the word checklist to tick the words that you call out. There are twenty-three words.

How to use the activity in class

- Tell the students that they are going to play picture bingo.
- Give each student a bingo card and tell them that you are going to call out words.
- Tell them that they have to listen to the words and they should cross out the pictures if the word being called out matches the pictures on the card.
- Tell them that when all the pictures on their cards are crossed out, they should shout "bingo!".
- When someone shouts "bingo", ask them to say the words again.

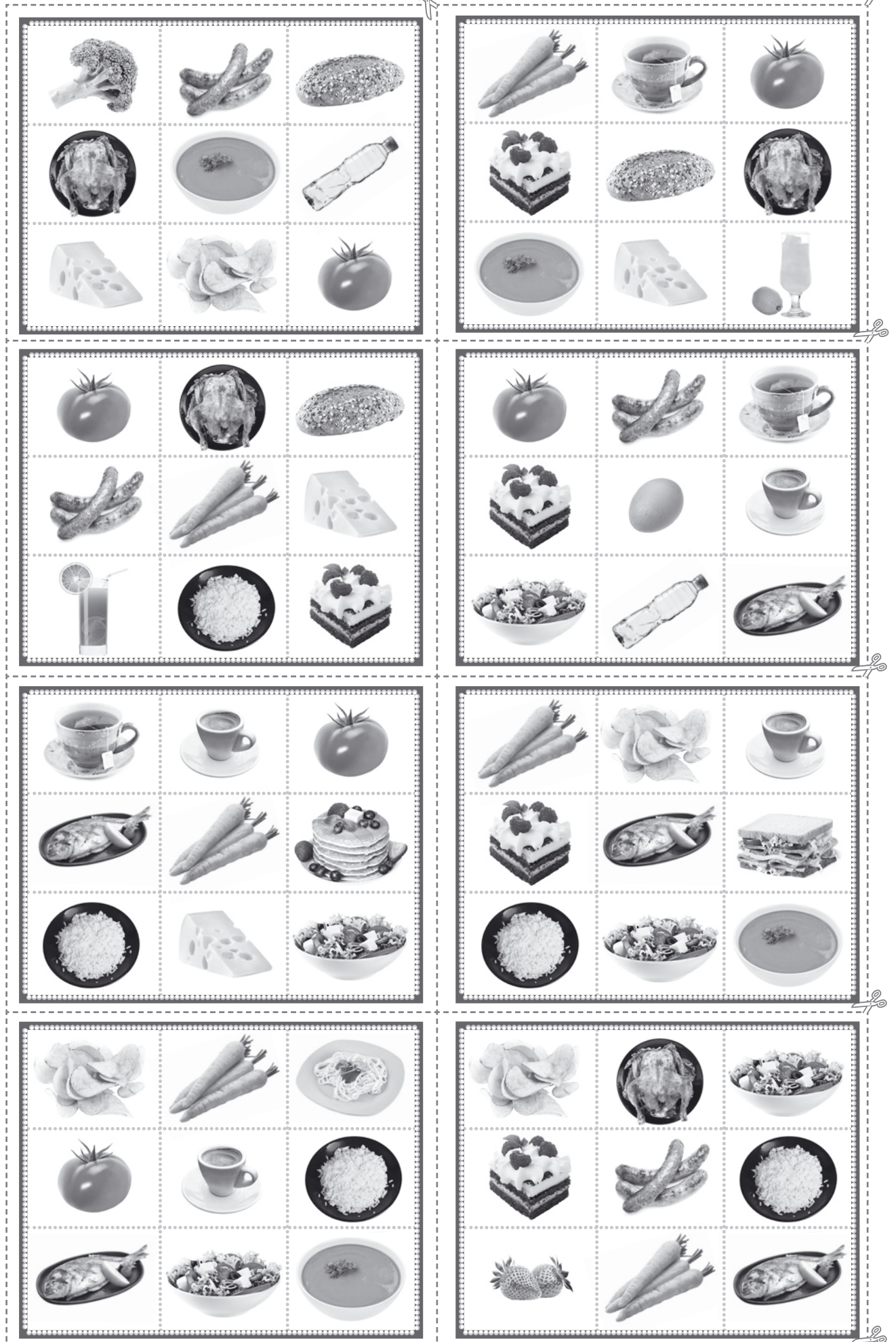
Follow-up

- Students can write sentences about the food items on their cards, expressing their preferences: *I like...; I love...; I don't like...*
- Students can talk about the food items on their cards, asking each other questions: *Do you like...? Yes, I do. / No, I don't.*

Word checklist

- | | |
|---------------------------------------|---------------------------------------|
| ☐ bread | ☐ pancakes |
| ☐ broccoli | ☐ rice |
| ☐ cake | ☐ salad |
| ☐ carrots | ☐ sandwich |
| ☐ cheese | ☐ sausages |
| ☐ chicken | ☐ soup |
| ☐ chips | ☐ spaghetti |
| ☐ coffee | ☐ strawberries |
| ☐ egg | ☐ tea |
| ☐ fish | ☐ tomato |
| ☐ lemonade | ☐ water |
| ☐ orange juice | |

Picture bingo



Skills

- Speaking (asking and answering about a meal)

Aims

- To ask about past events.
- To revise the past simple of the verb *to be*.
- To revise vocabulary related to the topic *food*.

Language**Asking about past events:**

Where was the restaurant?

Was it nice?

What about the food?

Was there any...?

What was/were...?

Grammar:

Past Simple: verb *to be*, verb *there to be*

Question words: *what*, *where*

Vocabulary:

Items on a menu

Adjectives to describe food / a place

Material and preparation

- Copy the handout for each pair of students.
- Cut it up as indicated. One student is A and the other is B.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students that they went to the restaurant the day before, but they went to different restaurants.
- Explain that they are going to ask each other questions in order to find out about their meal at the restaurant.

Follow-up

- Students can write a short text describing where they went the day before.

At the restaurant

Student A

Your classmate went to a Chinese restaurant yesterday. Ask questions about the restaurant and the meal.

- Where was the restaurant?
- Was it nice?
- What about the food?
- What was the main course?
- What were the desserts?

You went to an Italian restaurant yesterday. Answer your classmate's questions about the restaurant. Use the information below.



At the restaurant

Student B

You went to a Chinese restaurant yesterday. Answer your classmate's questions about the restaurant. Use the information below.



Your classmate went to an Italian restaurant yesterday. Ask questions about the restaurant and the meal.

- Where was the restaurant?
- Was it nice?
- What about the food?
- What was the main course?
- What were the desserts?



Skills

- Speaking (organising a text)

Aims

- To organise a text describing a city tour.
- To revise vocabulary related to the topic city.

Language

Grammar:

This, that

Modal verb *can*

Vocabulary:

Places in the city

Places in the city of London

Follow-up

- Students can write sentences about places in their own town, starting like this: *You can... in... / This is... . You can...*

Answer key

1. Welcome to our sightseeing tour bus. Let's start our tour.
2. This is Tower Bridge. You can watch a bridge open here.
3. This is the Tower of London. You can see the Crown Jewels in this castle.
4. This is the British Museum. You can see a collection of world art in this museum.
5. This is the London Eye. You can go for a ride and see the view over the city from this giant wheel.
6. This is St James's Park. You can see small animals in this park.
7. That's Big Ben. It's the name of a famous bell, the Great Bell.
8. And next to Big Ben you can see the Houses of Parliament. You can watch political debates inside.
9. This is Buckingham Palace. The Queen lives here.
10. This is the Natural History Museum. You can see dinosaurs here.
11. Inside the museum there is a souvenir shop. You can buy T-shirts, caps, mugs and other things there.
12. That is the end of our tour. You can take the underground to go back to your hotel or you can take a double-decker bus.
13. The black taxi is more expensive.

Material and preparation

- Copy the handout for each pair of students. Cut it up as indicated. Each student should have six domino pieces.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students that they are going to organise a text describing a city tour.
- Explain that they are going to help each other to find the correct ending/beginning of the sentences in order to build a logical text.
- Stop the activity when the time is up, whether they have finished or not.

City tour domino

Welcome to our sightseeing tour bus. Let's start our tour.

This is Tower Bridge.

It's the name of a famous bell, the Great Bell.

And next to Big Ben you can see the Houses of Parliament.

You can watch a bridge open here.

This is the Tower of London.

You can watch political debates inside.

This is Buckingham Palace.

You can see the Crown Jewels in this castle.

This is the British Museum.

The Queen lives here.

This is the Natural History Museum.

You can see a collection of world art in this museum.

This is the London Eye.

You can see dinosaurs here.

Inside the museum there is a souvenir shop.

You can go for a ride and see the view over the city from this giant wheel.

This is St James's Park.

You can buy T-shirts, caps, mugs and other things there.

That is the end of our tour.

You can see small animals in this park.

That's Big Ben.

You can take the underground to go back to your hotel or you can take a double-decker bus.

The black taxi is more expensive.

City signs memory game ★

ACTIVITY TYPE

• Group work

TIME

• 10-15 minutes

Skills

- Reading (recognising the meaning of signs)

Aims

- To match the signs to their meanings.
- To identify signs in the city.

Language

Grammar:

Imperative

Modal verb *must*

Vocabulary:

*grass, bike, mobile phones, photos, noise,
litter, walk, ride, use, take, make*

Material and preparation

- Copy the handout for each group of three students. Cut it up as indicated.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students that they are going to play a memory game. Tell them to put all the cards face-down.
- Explain that they have to turn two cards face-up each time they play.
- If the sign on one card matches the meaning on the other card, they may remove the pair of cards from the table.
- The student who finds the most pairs wins the game.
- Stop the activity when the time is up, whether they have finished or not.

Follow-up

- Students can create other signs by drawing. They may show them to the class and start a guessing game (*What does this sign mean?*)
- Let students be creative and use their imagination in their drawings but help them with vocabulary when describing the meaning of the signs.

City signs memory game



Skills

- Speaking and writing (recognising and identifying verbs)

Aims

- To identify and write the infinitive of irregular verbs.
- To talk about the past.

Language

Grammar:

Past Simple: irregular verbs

eat – ate, buy – bought, come – came,
catch – caught, do – did, drink – drank,
dream – dreamt, drive – drove, feel – felt,
forget – forgot, find – found, give – gave,
have – had, hurt – hurt, make – made,
meet – met, put – put, run – ran,
read – read, ride – rode, see – saw,
spend – spent, speak – spoke,
swim – swam, tell – told, take – took,
be – was/were, go – went, wear – wore

Material and preparation

- Copy one handout of the board game for each group of four students.
- Make as many copies as needed, according to the number of groups in the class.
- You will need a dice and four counters per group.
- Each student will need paper and pen to write verbs down.

How to use the activity in class

- Put the game board in the middle of the table.
- Each student gets a counter.
- The students place their counters on the starting point (marked START) at the bottom of the giant wheel.
- The youngest student in the group starts the game and then the game continues with the person on his or her left.
- Each player on his or her turn rolls the dice and moves his or her counter according to the number on the dice, either to the left or to the right of the giant wheel. They may move their counters forwards or backwards.
- In each capsule of the giant wheel there are two squares, one with a question mark and one with the Past Simple form of an irregular verb.
- The aim of the game is to make a list of thirty irregular verbs, identifying both the infinitive and the Past Simple forms.
- Each time a player lands on a capsule, he or she needs to say the infinitive of that verb. If it is correct, he or she writes down the infinitive and the Past Simple forms on their verb list. It is not possible to collect a verb that another player has already collected. If the verb has already been collected, the player stays on that capsule and waits for the next turn.
- Each player needs to collect as many verbs as possible, until they have all been collected or the time is up.

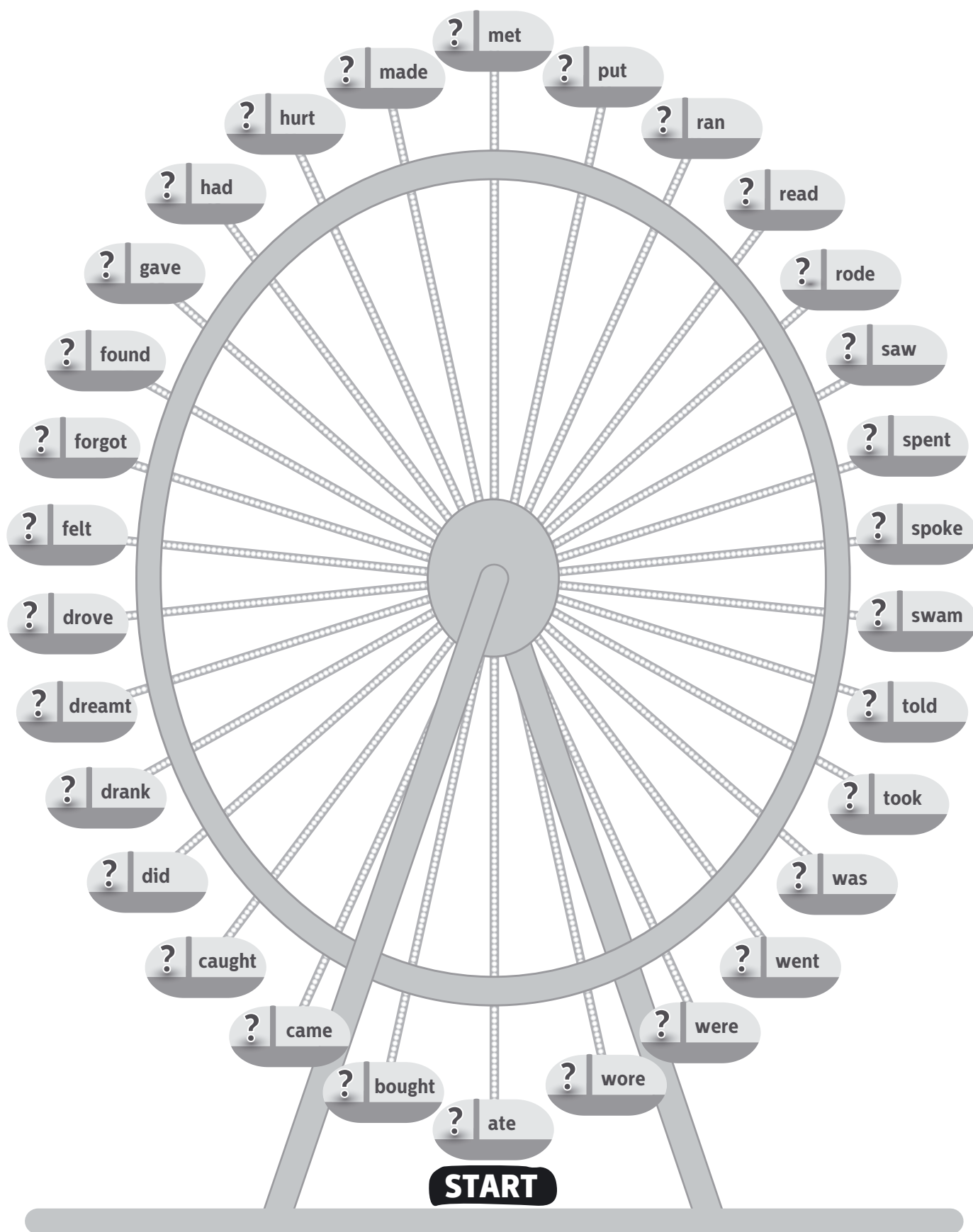
Follow-up

- Students can write sentences using the Past Simple of these verbs.

Variation

- Students can play the game saying the infinitive of the verb and also saying a sentence in the Past Simple, starting like this: *Yesterday I...*

Irregular verb ride





Skills

- Listening (recognising and identifying verbs)

Aims

- To play a game of bingo.
- To revise the irregular form of verbs in the Past Simple.

Language

Grammar:

Past Simple: irregular verbs

Material and preparation

- Copy the handout and cut it up as indicated. There are eight bingo cards in the handout.
- Copy the handout as many times as needed, according to the number of students in the class.
- Use the verb checklist to tick the verbs that you call out. There are forty verbs.

How to use the activity in class

- Tell the students that they are going to play bingo.
- Give each student a bingo card and tell them that you are going to call out verbs in the infinitive.
- Tell them that they have to listen to the verbs being called out and they should cross out the Past Simple form of that verb.
- Tell them that when all the Past Simple forms in their cards are crossed out, they should shout "bingo!".
- When someone shouts "bingo", ask them to say the infinitive and the Past Simple form again.

Follow-up

- Students can write a very short text using the Past Simple of verbs on their cards.
- Students can ask each other Yes/No questions: *Did you... last year / two days ago / yesterday?*

Word checklist

☐ be	☐ know
☐ begin	☐ leave
☐ buy	☐ make
☐ catch	☐ meet
☐ come	☐ put
☐ cut	☐ read
☐ do	☐ ride
☐ dream	☐ run
☐ drink	☐ say
☐ drive	☐ see
☐ eat	☐ sit
☐ fall	☐ speak
☐ feel	☐ spend
☐ find	☐ swim
☐ forget	☐ take
☐ get	☐ tell
☐ give	☐ think
☐ go	☐ wear
☐ have	☐ win
☐ hurt	☐ write

Irregular verb bingo

bought	wore	took	went
told	was/ were	sat	drove
had	saw	drank	ate

was/ were	ran	dreamt	felt
did	came	made	put
gave	said	got	began

ran	dreamt	felt	read
caught	spent	rode	hurt
made	put	forgot	gave

cut	fell	won	knew
left	wrote	bought	wore
went	met	told	was/ were

said	got	began	sat
fell	won	knew	thought
wrote	bought	wore	took

found	had	saw	drank
swam	ran	dreamt	felt
did	caught	spent	rode

met	told	was/ were	drove
had	saw	drank	ate
caught	spent	rode	hurt

came	made	put	forgot
spoke	said	got	began
cut	fell	won	knew

What's the weather like? ★

ACTIVITY TYPE

• Pair work

TIME

• 15 minutes

Skills

- Speaking (asking and answering about the weather)

Aims

- To ask and answer about the weather.
- To describe the weather.

Language

Asking and answering about the weather:

What's the weather like?

It's...

Grammar:

Verb to be

Vocabulary:

*sunny, windy, cloudy, rainy, snowy,
hot, warm, cold*

How to use the activity in class

- Tell the students that they are going to ask each other questions to find out what the weather is like in different parts of the world.
- Tell them to ask questions using the structure: *What's the weather like in...?*
- Explain that they should use the proper adjectives to describe the weather to their classmates.

Follow-up

- Students can draw weather symbols on the board and tell the class what the weather is like, as if they were presenting the weather forecast on a weather channel.
- Students can write the weather forecast for the different cities: *It is cold and rainy in Dublin.*

Material and preparation

- Copy the handout for each pair of students.
- Cut it up as indicated. One student is A and the other is B.
- Copy the handout as many times as needed, according to the number of students in the class.

What's the weather like?

Student A

Ask your partner questions and draw the weather symbols for each city.



Dublin,
Ireland



Buenos Aires,
Argentina



Nairobi,
Kenya



Canberra,
Australia



Beijing,
China



London,
England

Ottawa,
Canada

Cairo,
Egypt

Wellington,
New Zealand

New Delhi,
India



What's the weather like?

Student B

Ask your partner questions and draw the weather symbols for each city.



Dublin,
Ireland

Buenos Aires,
Argentina

Nairobi,
Kenya

Canberra,
Australia

Beijing,
China

London,
England

Ottawa,
Canada

Cairo,
Egypt

Wellington,
New Zealand

New Delhi,
India





Skills

- Speaking (asking and answering questions)

Aims

- To ask and answer about holidays.

Language

Asking and answering about holidays:

Where did you go?

How did you travel?

Who did you go with?

What was the weather like?

What did you do?

Grammar:

Question words

Past Simple: affirmative and interrogative

Vocabulary:

Types of holidays

Means of transport

The weather

Holiday activities

Material and preparation

- Copy the handout for each pair of students.
- Cut it up as indicated. One student is A and the other is B.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students that they are going to ask each other questions about their holidays.
- Tell them to ask questions using the Past Simple: *Where did you go? How did you travel? Who did you go with? What was the weather like? What did you do?* If necessary, write these questions on the board.
- Tell them to answer the questions according to the pictures in their travel journal.

Follow-up

- Students can write a short text describing their trip using the pictures as prompts. Encourage them to add extra details.
- Students can label the pictures in their travel journal by writing one sentence for each.

Travel journals

Student A

This is your travel journal:



Take it in turns to ask and answer questions: *Where did you go? How did you travel? Who did you go with? What was the weather like? What did you do?*

Travel journals

Student B

This is your travel journal:



Take it in turns to ask and answer questions: *Where did you go? How did you travel? Who did you go with? What was the weather like? What did you do?*

**Skills**

- Speaking (asking and answering questions)
- Writing (note-taking)

Aims

- To ask and answer about means of transport.
- To complete a table with means of transport.

Language

Asking and answering about means of transport:

How do you travel from... to...?

Grammar:

Question word: *how*

Present Simple

Verb *to travel*

Vocabulary:

Means of transport

Names of cities

Material and preparation

- Copy the handout for each pair of students.
- Cut it up as indicated. One student is A and the other is B.
- Copy the handout as many times as needed, according to the number of students in the class.

How to use the activity in class

- Tell the students that they are going to ask each other questions about how they travel to different places. If necessary, write the question *How do you travel from... to...?* on the board.
- Explain that they have a table with some information missing. They need to ask and answer questions in order to complete it.

Follow-up

- Students can write sentences about other places and how they get there. Encourage them to share their information with the whole class.

Means of transport

Student A

Take it in turns to ask and answer questions about how you travel to these places.

Write the missing means of transport in the table.

How do you travel...?	You travel by...
from London to Brighton	
from Paris to London	
to the airport	
from Seattle to Alaska	

How do you travel...?	You travel by...
from Lisbon to Porto	
from Paris to Berlin	
to the city centre	
from Paris to Disneyland	



Means of transport

Student B

Take it in turns to ask and answer questions about how you travel to these places.

Write the missing means of transport in the table.

How do you travel...?	You travel by...
from London to Brighton	
from Paris to London	
to the airport	
from Seattle to Alaska	

How do you travel...?	You travel by...
from Lisbon to Porto	
from Paris to Berlin	
to the city centre	
from Paris to Disneyland	



Skills

- Speaking (talking about future plans or intentions)

Aims

- To talk about future plans or intentions.

Language

Grammar:

Be going to + infinitive

Vocabulary:

Holidays

Travelling

Material and preparation

- Copy one handout of the board game for each group of four students.
- Make as many copies as needed, according to the number of groups in the class.
- You will need a dice and four counters per group.

How to use the activity in class

- Tell the students that they are going to play a roll-and-move board game to talk about future plans and intentions.
- Explain how to play the game (see instructions on the right).
- Stop the activity when the time is up, whether they have finished or not.

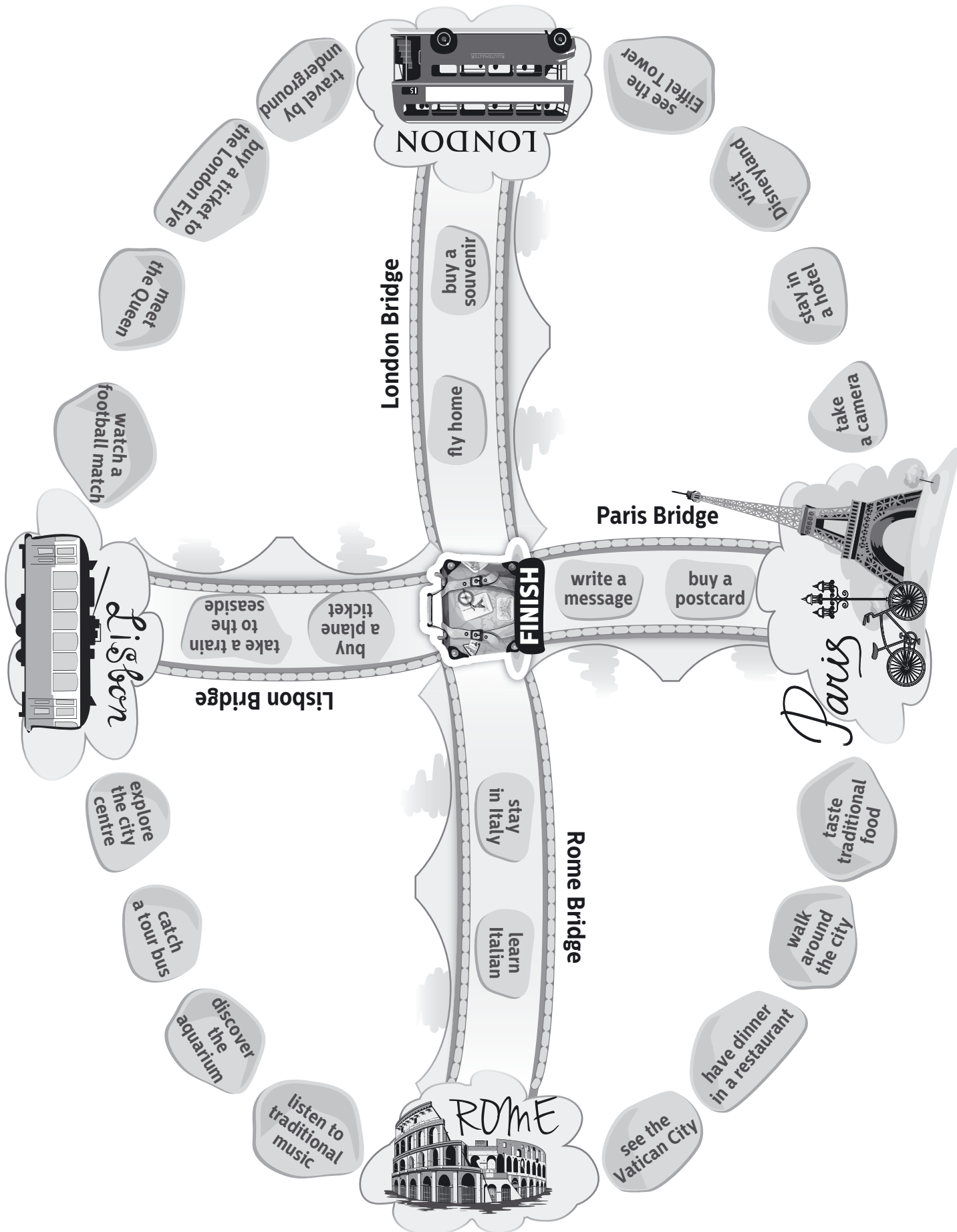
How to use the board game

- Put the game board in the middle of the table.
- Each student gets a counter and places it on one of the four spaces with names of cities: Paris, London, Lisbon and Rome.
- The aim of the game is to go round completing a full circle and then go across the bridge to reach the FINISH line before the other players, by talking about future plans and intentions, using the cues in each circle.
- Each student on his or her turn rolls the dice and moves his or her counter according to the number on the dice.
- In each space there is some vocabulary. In his or her turn, the student uses that information to say what he or she is going to do.
- The other players decide if the answer is grammatically correct or incorrect: if the answer is correct, the player is allowed to move on; if the answer is incorrect, the player must go back to where he or she was before rolling the dice.
- If the players land on the START spaces (the names of the cities), they must go back to where they were before rolling the dice, too.

Follow-up

- Students can write a short text describing what they are going to do in one of the four cities.
- Students can talk for a minute telling the other members in the group what they are going to pack before travelling to one of the four cities.

Going places



Skills

- Speaking (asking and answering questions)

Aims

- To talk about culture and language.

Language

Grammar:

Question words: *what, who, where*

Vocabulary:

Culture and language (idioms)

Material and preparation

- Copy one handout of the board game for each group of four students.
- Copy the cards. There are twenty-four cards. Cut them up and give a stack of cards to each group.
- Make as many copies as needed, according to the number of groups in the class. Make sure each group has a complete set of twenty-four cards, a dice and counters.

How to use the activity in class

- Tell the students that they are going to play a roll-and-move board game on culture and language.
- Tell the students that there is a set of twenty-four cards. On each card they will find a question, three possible answers (A, B and C) and the answer key to the question.
- Explain how to play the game (see instructions on the right).
- Stop the activity when the time is up, whether they have finished or not.

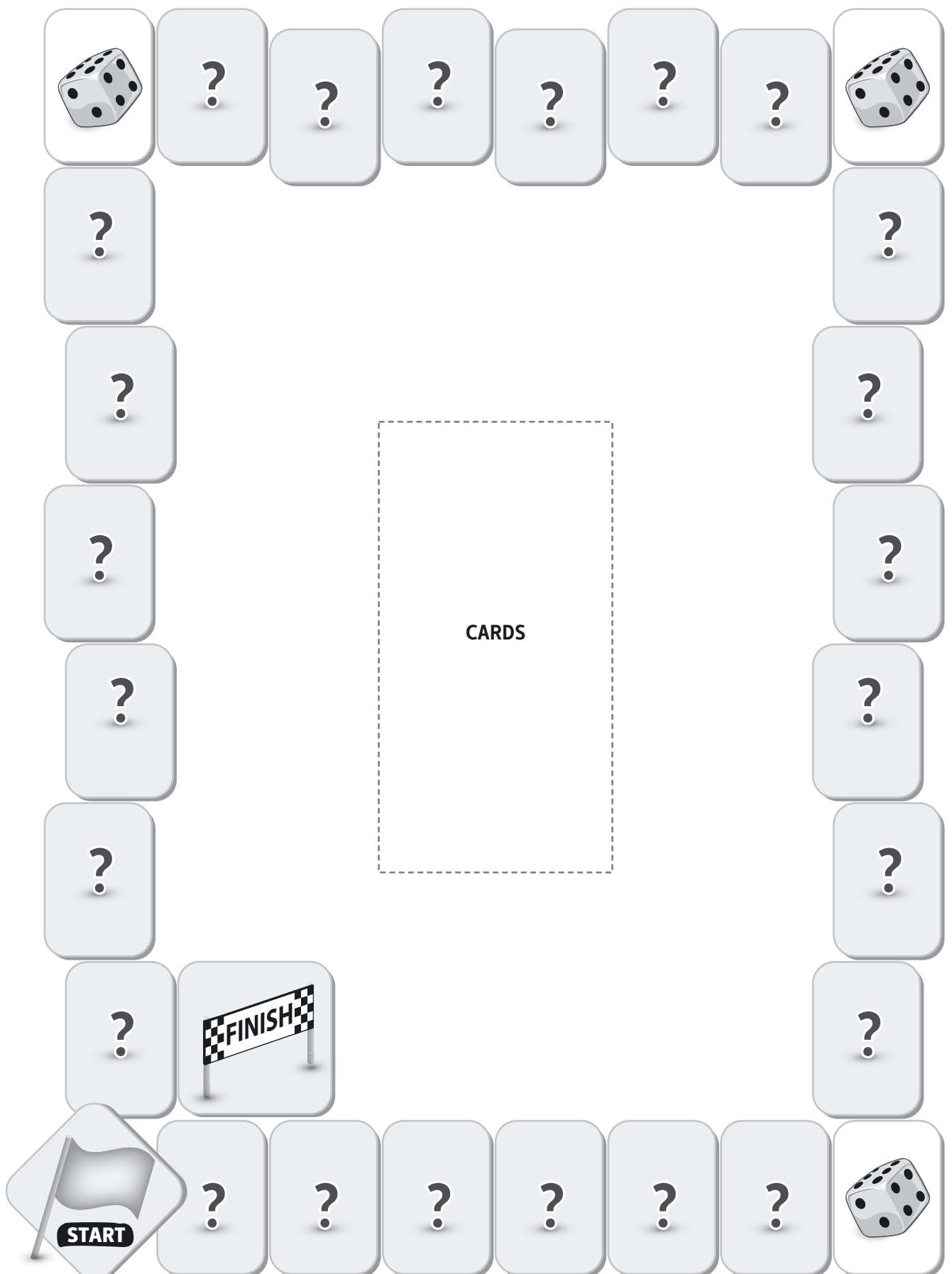
How to use the board game

- Put the game board in the middle of the table and the stack of cards face-down on the space marked "CARDS".
- All the students place their counters on the starting point (marked START).
- The aim of the game is to reach the FINISH line before the other players, by answering questions on the cards.
- Each student on his or her turn rolls the dice and moves his or her counter according to the number on the dice.
- On each space there is a question mark. One of the other players takes a card and reads both the question and the possible answers: A, B or C. On his or her turn, the student chooses one of the answers.
- If the answer is correct, the player is allowed to move on.
- If the answer is incorrect, the player must go back to where he or she was before rolling the dice.
- If a player lands on a space with a dice, he or she rolls the dice again.

Follow-up

- Students can write questions and answers to ask the other groups.

Who wants to know?



Who wants to know?

What is the capital of the USA?

- A** Chicago
- B** New York City
- C** Washington D.C.

Answer: C

What is the capital of Canada?

- A** Ottawa
- B** Toronto
- C** Vancouver

Answer: A

What is the capital of Ireland?

- A** Belfast
- B** Cork
- C** Dublin

Answer: C

What is the capital of Australia?

- A** Canberra
- B** Melbourne
- C** Sydney

Answer: A

What is the capital of New Zealand?

- A** Auckland
- B** Christchurch
- C** Wellington

Answer: C

Where does the President of the USA live?

- A** In the White House.
- B** In the Pentagon.
- C** In the Capitol.

Answer: A

Where is Buckingham Palace?

- A** In Liverpool.
- B** In London.
- C** In Windsor.

Answer: B

“That’s a piece of cake!” means:

- A** That is a delicious thing.
- B** That is a small cake.
- C** That is a very easy thing.

Answer: C

“Joan is one smart cookie!” means:

- A** Joan has got one cookie.
- B** Joan is a very intelligent person.
- C** Joan likes cookies very much.

Answer: B

“Peter can talk for England!” means:

- A** Peter can speak English.
- B** Peter lives in England.
- C** Peter talks a lot.

Answer: C

“It’s all Greek to me!” means:

- A** It’s difficult to understand.
- B** The people are Greek.
- C** I am Greek.

Answer: A

“Sam is a real bookworm!” means:

- A** Sam likes worms.
- B** Sam loves reading.
- C** Sam loves animals.

Answer: B

Who wants to know?

“Life’s a roller coaster” means:

- A** Life has terrible moments.
- B** Life has good and bad moments.
- C** Life is exciting and fun.

Answer: B

“Matt feels like a fish out of water.” means:

- A** Matt feels uncomfortable.
- B** Matt likes swimming.
- C** Matt would like to eat fish.

Answer: A

Who is the author of the book *The Adventures of Sherlock Holmes*?

- A** Lewis Carroll
- B** Roald Dahl
- C** Sir Arthur Conan Doyle

Answer: C

Who is the author of the book series *Harry Potter*?

- A** J.K. Rowling
- B** J.R.R. Tolkien
- C** Agatha Christie

Answer: A

Rounders is...

- A** an American game.
- B** an English game.
- C** a Canadian game.

Answer: B

“Portobello” is the name of...

- A** a street market in London.
- B** a type of food.
- C** a city in England.

Answer: A

Who is Jamie Oliver?

- A** An American TV presenter
- B** A British chef
- C** An Italian cook

Answer: B

What kind of shop is *Hamleys*?

- A** A bookshop
- B** A clothes shop
- C** A toy shop

Answer: C

What colour are the buses in London?

- A** Black
- B** Yellow
- C** Red

Answer: C

What colour are the taxis in London?

- A** Black
- B** Black and green
- C** Yellow

Answer: A

What is the London Eye?

- A** An art gallery
- B** A giant Ferris wheel
- C** A monument

Answer: B

What is the name of the London underground?

- A** The Ground
- B** The Train
- C** The Tube

Answer: C

Teacher's assessment of classroom interaction

Interaction activities are part of the learning process and they may also serve the teacher's purpose of assessing students' use of the language and interaction skills. Spoken interaction in the classroom can be assessed either by a short spontaneous conversation or by goal-orientated activities, such as being the case of the activities here presented.

Classroom observation

Classroom observation of these activities allows the teacher to collect evidence informally and better assess students' interaction skills and the way they socialise with their peers using the target language. Cooperation skills are crucial in the process and should be observed as well.

Checklists / grids

Teachers may take notes on students' learning during these activities either using a checklist or a grid with selected categories, both being very useful for continuous assessment. Choosing the categories to assess during these interaction moments depends mostly on the teacher and on what he or she can cope with while observing. However, it is suggested that only a few, up to four or five, categories should be selected. Sometimes, what the teacher observes in pair work interaction is slightly different from what can be observed in group interaction. Therefore, the qualitative categories selected may be different.

We suggest two assessment tools that could be tried out with these activities: one for group work and another one for pair work.

Spoken interaction: whole class / group work assessment

The grid allows the teacher to check whether the students interact with others, take the initiative, use the language or cooperate with others, by helping out with weaker students, for example. These categories could be replaced by others that the teacher may think best, such as "fluency" or "pronunciation". There is also a blank space where the teacher may take note of the overall spoken interaction. The following scale could be used:

- excellent
- good
- average
- poor

Spoken interaction: pair work assessment

The grid allows the teacher to observe the students working in pairs and check whether they interact and take turns, cooperate, use the language or complete the task. There is also a blank space where the teacher may take note of the overall spoken interaction, using the same scale mentioned above.

Spoken interaction: whole class / group work assessment

Students		Interacts with others	Takes the initiative	Uses the language	Cooperates with others	Global interaction
No.	Name					
1		☐	☐	☐	☐	
2		☐	☐	☐	☐	
3		☐	☐	☐	☐	
4		☐	☐	☐	☐	
5		☐	☐	☐	☐	
6		☐	☐	☐	☐	
7		☐	☐	☐	☐	
8		☐	☐	☐	☐	
9		☐	☐	☐	☐	
10		☐	☐	☐	☐	
11		☐	☐	☐	☐	
12		☐	☐	☐	☐	
13		☐	☐	☐	☐	
14		☐	☐	☐	☐	
15		☐	☐	☐	☐	
16		☐	☐	☐	☐	
17		☐	☐	☐	☐	
18		☐	☐	☐	☐	
19		☐	☐	☐	☐	
20		☐	☐	☐	☐	
21		☐	☐	☐	☐	
22		☐	☐	☐	☐	
23		☐	☐	☐	☐	
24		☐	☐	☐	☐	
25		☐	☐	☐	☐	
26		☐	☐	☐	☐	
27		☐	☐	☐	☐	
28		☐	☐	☐	☐	
29		☐	☐	☐	☐	
30		☐	☐	☐	☐	

Spoken interaction: pair work assessment

Students		Interacts / takes turns	Cooperates	Uses the language	Completes the task	Global interaction
No.	Name					
Pair 1						
		☐	☐	☐	☐	
		☐	☐	☐	☐	
Pair 2						
		☐	☐	☐	☐	
		☐	☐	☐	☐	
Pair 3						
		☐	☐	☐	☐	
		☐	☐	☐	☐	
Pair 4						
		☐	☐	☐	☐	
		☐	☐	☐	☐	
Pair 5						
		☐	☐	☐	☐	
		☐	☐	☐	☐	
Pair 6						
		☐	☐	☐	☐	
		☐	☐	☐	☐	
Pair 7						
		☐	☐	☐	☐	
		☐	☐	☐	☐	
Pair 8						
		☐	☐	☐	☐	
		☐	☐	☐	☐	
Pair 9						
		☐	☐	☐	☐	
		☐	☐	☐	☐	
Pair 10						
		☐	☐	☐	☐	
		☐	☐	☐	☐	

AMOSTRA NÃO COMERCIALIZÁVEL

De acordo com o artigo 21.º da Lei n.º 47/2006, de 28 de agosto, este exemplar destina-se ao órgão da escola competente para a adoção de manuais escolares.

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