



## Game: The Hot Seat

**What to do:** In a group. One person sits in the *HOT SEAT*. The others find out as much as they can about him or her in 3 minutes. Ask him or her lots of questions! Here are some examples:

### List 1

What is your name?

Where are you from?

What is your address?

How old are you?

What is your star sign?

Who are your best friends?

What is your best subject?

What is your favourite food?

What is your favourite colour?

What are your hobbies?

### List 2

How tall are you?

What is your weight?

What colour are your eyes?

What is your hair like?

How many brothers and sisters do you have?

Do you have a pet?

What is your favourite sport?

Who is your favourite pop star or film star?

What is your favourite animal?

What languages do you speak?

Listen to the conversations. Can you match up the questions with answers?  
Practise the dialogues.

What's your name?

Where are you from?

What's your address?

Who are your best friends?

What's your favourite food?

What's your favourite colour?

How tall are you?

How many brothers and sisters have you got?

What is your favourite sport?

What languages do you speak?

What is your weight?

How old are you?

What is your star sign?

What's your best subject?

What are your hobbies?

What colour are your eyes?

What is your hair like?

Have you got a pet?

Who is your favourite pop star?

What is your favourite animal?

I am ten years old.

My hobbies are scooting and dancing.

I weigh 32 kilos.

My favourite colour is blue.

My favourite animal is a tiger.

I am 1 meter 48.

My favourite sport is soccer.

I am from the Philippines.

My best friends are Sarah and Maqda.

I have a hamster and a dog.

My eyes are green.

My name's Mary.

My favourite pop star is Britney Spears.

My favourite food is rice.

My best subject is English.

My hair is long, straight and black.

My star sign is Libra.

My address is Favoritenstrasse 245, 1100 Vienna.

## Questions about People Game: Solution

Can you match up the questions with answers?

What's your name? 1

Where are you from? 2

What's your address? 4

Who are your best friends? 6

What's your favourite food? 8

What's your favourite colour? 10

How tall are you? 11

How many brothers and sisters have you got? 15

What is your favourite sport? 17

What languages do you speak? 18

What is your weight? 20

How old are you? 3

What is your star sign? 5

What's your best subject? 7

What's your favourite food? 8

What are your hobbies? 9

What colour are your eyes? 12

What is your hair like? 13

Have you got a pet? 14

Who is your favourite pop star? 16

What is your favourite animal? 19

I am ten years old. 3

My hobbies are scooting and dancing. 9

I weigh 32 kilos. 20

I speak Tagalog, German and English. 18

I have two brothers and a sister. 15

My favourite sport is soccer. 17

I am from the Philippines. 2

I am 1 meter 48. 11

My best friends are Sarah and Magda. 6

I have a hamster and a dog. 14

My favourite pop star is Britney Spears. 16

My favourite food is rice. 8

My hair is long, straight and black. 13

My address is Favoritenstrasse 245, 1100 Vienna. 4

My favourite colour is blue. 10

My favourite animal is a tiger. 19

My eyes are green. 12

My name's Mary. 1

My best subject is English. 7

My star sign is Libra. 5

SPEAKING  A1WRITING  A1**Interview Sheet**

Name:	
Where he/she comes from:	
Age:	
Looks: (hair, eyes, ...)	
Pets:	
Family:	
Hobbies:	
Favourite food:	
Favourite school subjects:	
Favourite music:	
Favourite film or TV programme:	
Favourite game:	

# Here I am

Name:

Nationality:

Address:

Nickname:

Languages:

Telephone:

Mobile:

Family:

Age:  
Birthday:

Star sign:

Best friends:

Height:

Shoe size:

Best subject:

Worst  
subject:

Eye colour:

Glasses:  
Yes / No

Sports:

Hair colour:

A lock of my hair:

Hobbies:

Photo

Copy the sentences into your exercise book. Use the words in the boxes to complete them.

Questions: *what where how*

... tall are you? ... is your name? ... are you from? ... much do you weigh?  
 ... colour is your hair? ... old are you? ... is your favourite food?

Answers: *my is I am have weigh tall*

... name is Thomas. I ... brown eyes. I am 1m 40cm ... I ... 50 kg. I ... from Vienna. I ... short blond hair. My favourite food ... ice cream.

Write three paragraphs about yourself.

### All About Me

My name - - . I live - - (but I come from -). My address - ..... and my telephone number is - I speak - very well and some - too. I - - years old and my birthday is - ..... My star sign - -.

I am - tall. My eyes - - and my hair - - and -. My best friends - ..... . They are .....

My favourite drink - - and my favourite food - - . My best subject is - and my best sport is - . My favourite place is - and my favourite animal is a (an) ..... .  
 When I am older I want to be a (an) ...

**WRITING** ✍️ **A1** **Talking to a friend**

*Copy the dialogue and fill in the missing words.*

Hello! ... is your name?  
Hi! ... name is Alexander.  
... do you come from?  
I ... from Vienna.  
... old are you?  
I ... ten years old.  
... many brothers and sisters do you have?  
I ... one brother and one sister.  
... is your favourite sport?  
My favourite sport ... cricket.  
Do you have a pet?  
No, I ... got a pet, but my sister ... a rabbit.


**WRITING** ✍️ **A1** **Talking to a friend**

*Copy the dialogue and fill in the missing words.*

Hello! ... is your name?  
Hi! ... name is Alexander.  
... do you come from?  
I ... from Vienna.  
... old are you?  
I ... ten years old.  
... many brothers and sisters do you have?  
I ... one brother and one sister.  
... is your favourite sport?  
My favourite sport ... cricket.  
Do you have a pet?  
No, I ... got a pet, but my sister ... a rabbit.




## New School: Classroom Language

What to do:	Homework: 	Done?
<p>1. Open Learning Symbols ✍️ 😊 🗣️ 😊 😊</p> <p>📖 Work card: Open Learning Symbols</p> <p>What do the symbols mean? The meanings are muddled up. Make a list in the back of your exercise book - draw the symbols so that you remember them better. Then practise talking to a partner.</p>		
<p>2. Tell somebody what to do ✍️ 🗣️ 😊 😊</p> <p>📖 Work card: Tell somebody what to do! ✍️ 🗣️ 😊 😊</p> <p>Please write sentences neatly in your exercise book. It will be checked!</p>		
<p>3. Classroom Phrases 😊 ✍️ 🖋️</p> <p>📖 Work card: Classroom phrases</p> <p><i>Make sure you understand what the teacher wants to say!</i></p> <p><i>Then think of a phrase of your own. Practise writing it correctly. Then make a sentence card to be hung in the classroom.</i></p>	Finish your sentence card at home.	
	Due:	
<p>4. Classroom Conversations ✍️ 🗣️ 😊 😊 EXT. A1</p> <p>📖 Classroom conversation</p> <p><i>You could use colours to match up the questions and answers. Then act out the conversations: you could try to record your voices on a cassette recorder.</i></p>	Learn the conversations to show the class.	
	Due:	
<p>5. People in School ✍️ EXTENSION A2</p> <p>📖 Work card: <i>People in School</i></p> <p><i>Work in your exercise book. Write a description of the different people who work in a school.</i></p>	Finish the writing.	
	Due:	

<p>6. School Poems 📖🧠 EXTENSION B1</p> <p>📄 Work cards: <i>School poems</i></p> <p><i>Choose a poem and learn it off by heart.</i></p> <p>📄 <i>Homework! Oh, homework! / What, Miss?</i></p> <p>Choose one of the poems and do the activity. Then learn the poem (or part of it) off by heart.</p>	<p>Learn the poem ready to tell to the class.</p>	
	<p>Due:</p>	
<p>6. Books about school 📖 EXTENSION B1</p> <p><i>There are many books about school. Choose one to read. (See Novel Studies activities).</i></p> <p><i>Some examples of books:</i></p> <p><i>The Demon Headmaster: Gillian Cross</i></p> <p><i>The Turbulent Term of Tyke Tiler: Gene Kemp</i></p> <p><i>Harry Potter and the Philosopher's Stone: J.K. Rowling</i></p> <p><i>Matilda: Roald Dahl</i></p> <p><i>The Cat Ate My Gymsuit: Paula Danzinger</i></p> <p><i>Judy Moody saves the World: Megan McDonald</i></p> <p><i>Tales of a Fourth Grade Nothing: Judy Blume</i></p> <p><i>Mr Majeika series: Humphrey Carpenter</i></p> <p><i>Sideways stories from Wayside School series: Louis Sachar</i></p> <p><i>The Worst Witch series: Jill Murphy</i></p>	<p>Read the book!</p>	
	<p>Due:</p>	

## School Things

What to do:	Homework: 	Done?
<p><b>1. Question Game: What have I got in my schoolbag?</b> ? 🗨️</p> <p>😊😊😊😊😊😊😊😊</p> <p>☰ Colour~Equipment card (if needed).</p> <p><i>There are 12 things in the bag and each one is a different colour. Guess! When we put back the things, see if you can remember - write a list! (⌚3 mins. - eg. an orange pen, a white ruler, a silver pair of scissors)</i></p> <p><i>Who remembered the most things? (The colour must be right too!).</i></p>		
<p><b>2. Shopping game:</b> ? 🗨️ 😊😊😊😊😊😊😊😊...</p> <p><i>A group sits in a circle. You must be quiet and concentrate! One person begins...</i></p> <p><i>"I went to Libro and I got a green schoolbag."</i></p> <p><i>Next person: "I went to Libro and I got a green schoolbag and a yellow folder."</i></p> <p><i>Third person: "I went to Libro and I got a green schoolbag, a yellow folder and a blue pen."</i></p> <p><i>... and so on until somebody makes a mistake and is out.</i></p>	<p>Check out your equipment list on the homepage.</p> <p>Make sure you have everything you need!</p>	
	Due:	
<p><b>3. ☰ Work card and vocabulary card: Classroom equipment</b> 🗨️🗨️ 😊😊</p> <p><i>What has she got in her schoolbag? What have you got?</i></p> <p><i>I have got...</i></p> <p><i>Practise speaking!</i></p>		
<p><b>4. Start your vocabulary/spelling book!</b></p> <p><i>Make a title: "School things". Write a list of school equipment. Draw pictures to help you remember. Write the German words ONLY if you speak English better than German.</i></p> <p><i>Make a title: "Colours". Write down the names of the colours. Be careful with the spelling!</i></p>	<p>Learn for a spelling test: School things and colours.</p>	
	Due:	
<p><b>5. Spelling and vocabulary test:</b></p> <p>School things and colours</p>		

**Classroom Equipment - Colours**

red	schoolbag
yellow	pencil case
blue	pencils
green	marker pens
orange	cartridge pen
turquoise	ball-point pen
grey	sharpener
purple	scissors (a pair of scissors)
pink	glue stick
white	eraser
black	ruler
brown	folder
beige	dictionary
rough	disk
plain	
lined	paper (a piece of paper)
squared	exercise book

**What do you have?**

**What do you need?**

Match the symbols with the instructions.



Use a dictionary!



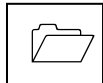
Listen!



Take a Din A4 sheet and write it down!



Draw a picture!



Cut it out!



Write it down!



Act out the dialogue!

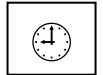
Read it!



Put it into your folder!



Collect your worksheets!



This exercise should take about 15

minutes!



Try to do it as fast as possible!

Speak it out loud!



Write it on the computer!

*Practice with a partner*

Daniela: Excuse me, can you help me, please?

Paul: Sure. What's the problem?

Daniela: What does this symbol mean?

Paul: This symbol means that you have to.....

## Instructions: Solution



Cut it out!



Write it down!



Read it!



Use a dictionary!



Put it into your folder!



Take a Din A4 sheet and write it down!



Collect your worksheets!



Try to do it as fast as possible!



Write it on the computer!



Draw a picture!



This exercise should take you about 15 minutes!



Listen!

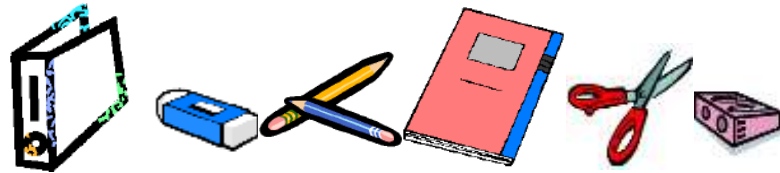


Act out the dialogue!



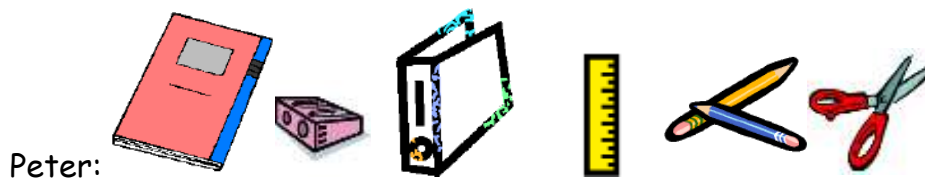
Speak it out loud!

1.  Say what they have in their schoolbags? 



Example: Cherry

Cherry has got a folder, an eraser, some pencils, an exercise book, some scissors (or a pair of scissors) and a sharpener. She hasn't got a ruler.



2. Work with a partner. Each write some true sentences in your exercise books. Don't show your partner the list! Use:

red	blue	green	yellow	pencil	pen	exercise book
orange	white	black		school bag	pencil case	eraser
				ruler	pencil sharpener	

Now guess the things on your partner's list:

YOU: Have you got a white eraser?

PARTNER: No, I haven't.

YOU: Have you got an orange exercise book?

PARTNER: Yes, I have.

Write sentences in your exercise book! Use these beginnings and use the pictures to help you. You can use other words too.

Turn on ...

Shut ...

Put on ...

Pick up ...

Clean ...

Sharpen ...

Listen to ...

Write down ...

Drink ...

Turn off ...

Open ...

Take off ...

Put down ...

Empty ...

Read ...

Watch ...

Look at ...

Get ...



Now play a game with a partner.

1. Each person writes down five things for the other person to do. Don't show your list.

Example: Drink a glass of water. Sharpen your pencil. Write down your name. Switch on the light. Take off your glasses.

2. Now, read out the list. Your partner must remember and do all of the things in the right order. Then change over.



## Tell people to do things - Solution

Finish these sentences. Use the pictures to help you. You can use other words too.

Turn on ...*the light, the tv, the heater, the switch*... .

Turn off ...*the light, the tv, the heaterthe switch*... .

Shut ...*the window, the cupboard*.... .

Open ...*the window, the cupboard*... .

Put on ...*your shoes, slippers, jacket, glasses*.... .

Take off ...*your shoes, slippers, jacket*.... .

Pick up ...*the pencil, your schoolbag*... .

Put down ...*the pencil, your schoolbag*.... .

Clean ...*the blackboard*.... .

Empty ...*the rubbish bin*.... .

Sharpen ...*your pencil*... .

Read ...*the notes, the blackboard, the newspaper*... .

Listen to ...*the CD, the programme*.... .

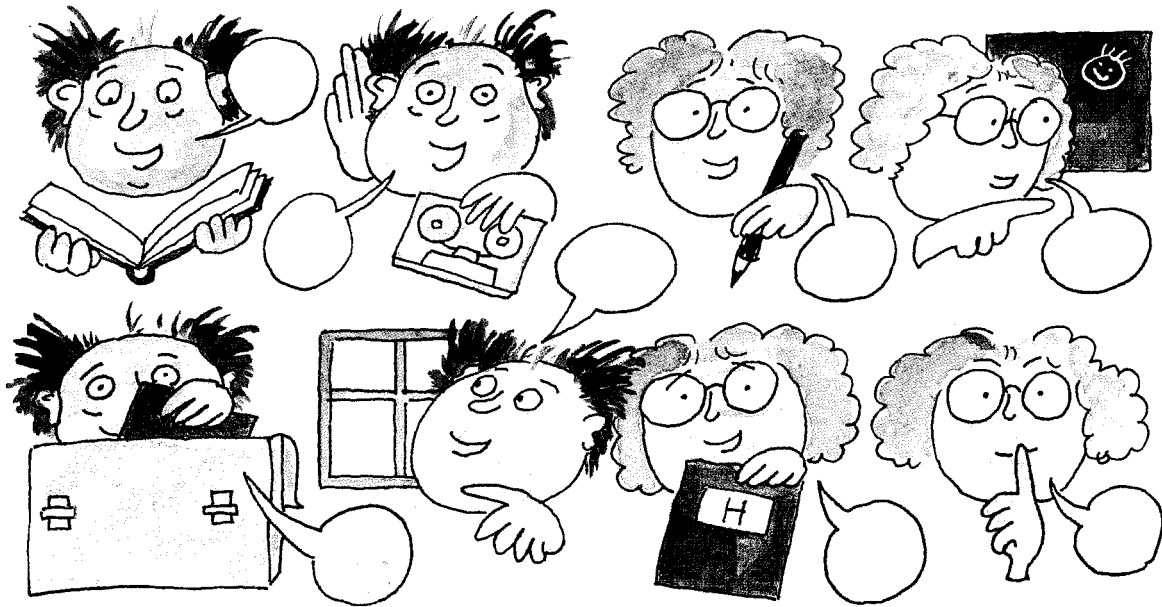
Watch ....*the tv, the screen*.... .

Write down ....*the notes, the instructions*.... .

Look at ....*the blackboard, the computer screen*.... .

Drink ...*a glass of water, some milk*... .

Get ...*the remote control, your glasses*.... .

**1. What does the teacher want to say?**

- Take out your text books.
- Copy the sentences.
- Clean the board, please.
- Listen to the cassette.

- Be quiet, please.
- Hand out the homework, please.
- Shut your books.
- Open the window, please.

**2. What do you want to say?**

- a. Think of a question or a sentence that you are not sure how to say in English. Is there a mistake that you or your friends often make?
- b. Find out how to say your sentence with no mistakes! Write it down and get it checked by a teacher.
- c. Write it in big clear letters on a card, using a pencil to begin with. Make sure someone can read it from the other side of the room.
- d. Then make it very colourful and beautiful. We will laminate the cards and hang them up in the classroom.

Can you match up the questions with

Could you please help me on the computer?

Of course I'll do it for you.

Your sandwich looks delicious, can I have bite?

No, it's o.k., but please look out next time.

Can I copy your homework?

No way! Do it yourself. It's good practice.

We have got a maths test now.  
Could I please borrow your calculator?

No, thanks. I've just had a big cheese sandwich.

Could you please put my chair on the desk?  
I can't do it with my broken arm.

Yes, you can, but please give it back to me after the test.

Oh, sorry! I didn't see you. Did I hurt you?

Yes, sure, go ahead. I made it myself.

I'm so hungry! I'm going to the snack machine. Do you want anything?

What's the problem?  
Have you opened the file?

*When you have finished, choose a question and answer and act it out with a*

### **Classroom Conversation: Solution**

"Could you please help me on the computer?"

"What's the problem? Have you opened the file?"

"Your sandwich looks delicious. Can I have a bite?"

"Yes, sure, go ahead. I made it myself."

"Oh, sorry! I didn't see you. Did I hurt you?"

"No, it's o.k., but please watch out next time."

"Could you please put my chair on the desk? I can't do it with my broken arm."

"Of course I'll do it for you."

"We have got a maths test now. Could I please borrow your calculator?"

"Yes, you can, but please give it back to me after the test."

"I'm so hungry, I'm going to the snack machine. Do you want anything?"

"No, thanks I'm full. I've just had a big cheese sandwich."

"Can I copy your homework?"

"No way! Do it yourself. It's good practice."

Homework! Oh, Homework!



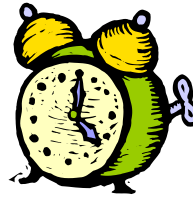
Homework! Oh, homework!  
I hate you! You stink!  
I wish I could wash you  
away in the sink,  
if only a bomb  
would explode you to bits.  
Homework! Oh, homework!  
You're giving me fits.

I'd rather take baths  
with a man-eating shark,  
or wrestle a lion  
alone in the dark,  
eat spinach and liver,  
pet ten porcupines,  
than tackle the homework  
my teacher assigns.

Homework! Oh, homework!  
You're last on my list,  
I simply can't see  
why you even exist,  
if you disappeared  
it would tickle me pink.  
Homework! Oh, homework!  
I hate you! You stink!

*JACK PRELUTSKY*

Four o'clock Friday



Four o'clock Friday, I'm home at last.  
 Time to forget the week that's past.  
 On Monday, at break, they stole my ball  
 And threw it over the playground wall.  
 On Tuesday afternoon, in games,  
 They threw mud at me and called me names.  
 On Wednesday, they trampled my books on the floor,  
 So Miss kept me in because I swore.  
 On Thursday, they laughed after the test  
 'Cause my marks were lower than the rest.  
 Four o'clock Friday, at last I'm free,  
 For two whole days they can't get at me.

*John Foster*



Unfair

When we went over the park

Sunday mornings

To play football  
 we picked up sides.

Lizzie was our striker  
 because she had the best shot.

When the teachers  
 chose the school team  
 Marshy was our striker.

Lizzie wasn't allowed to play,  
 they said.

So she watched us lose instead....

A Teacher's Lament



Don't tell me the cat ate your maths sheet,  
And your spelling words went down the drain,  
And you couldn't decipher your homework,  
Because it was soaked in the rain.


Don't tell me you slaved for hours  
On the project that's due today,  
And you would have had it finished  
If your snake hadn't run away.

Don't tell me you lost your eraser,  
And your worksheets and pencils, too,  
And your papers are stuck together  
With a great big glob of glue.

I'm tired of all your excuses;  
They are really a terrible bore.  
Besides, I forgot my own work,  
At home in my study drawer.

*Kalli Dakos*

## Sports and Favourites

What to do:	Homework: 	Done?
<p>1. Sports Bingo 🗨️😊😊😊😊😊😊😊😊😊😊</p> <p>📄 Game cards</p> <p><i>Match the names with the sports.</i></p> <p><i>Play Bingo.</i></p> <p><i>Make a SPORTS list at the back of your exercise book.</i></p>	<p>Learn the names of the sports.</p> <p>Spelling test:</p>	
<p>2. Favourites Survey 🗨️ ✍️ 📝😊😊😊😊😊😊😊😊😊😊</p> <p>📄 Work card 📄 Poster</p> <p><i>Choose a topic and make a survey in the class.</i></p> <p><i>Make a bar graph to show your results. Pin it up on the wall.</i></p>		
<p>2. I Like Sports ✍️ 🗨️😊😊</p> <p>📄 Work card</p> <p><i>Please write sentences neatly in your exercise book. It will be checked! Practise the dialogue with a friend.</i></p>	<p>Finish your work card at home.</p>	
	Due:	
<p>3. Reading comprehension 😊📖✍️</p> <p>📄 Work card: Sports on Earth</p> <p><i>Read about Captain Astoria and write down the names of the six sports she saw.</i></p> <p><i>Write in your exercise book two more reports that Captain Astoria sent home!</i></p>	<p>Finish your reports at home.</p>	
	Due:	
<p>4. Hobbies📖 🗨️😊😊 A1/A2</p> <p>📄 Read about the hobbies and match up the pictures.</p> <p><i>Then fill in the table and talk about it with a friend.</i></p> <p><i>EXT. A2 Write about your hobby.</i></p>		
	Due:	
<p>5. 5. Spelling and vocabulary test:</p> <p><i>Sports and hobbies; like .. don't like ... likes ... doesn't like</i></p>	<p>Finish the writing.</p>	
	Due:	



2) Fill in like or likes!

- a) I ... biking and skating.
- b) My brothers ... football.
- c) All the students in my class ... rollerblading.
- d) My sister ... soccer.
- e) Do you ... golf?
- f) My best friend ... swimming and

1) Fill in don't or doesn't!


- a) Sherin ... like climbing.
- b) Jussuf and Alban ... like tennis.
- c) My friends ... like sailing.
- d) I ... like table tennis.
- e) Ricarda ... like basketball and Tamara ... like hiking.
- f) Agnes ... like ice hockey.

3) Write these sentences:

a) Peter  skateboarding.

d) Laurin  weight lifting.











b) My friends  skiing.

e) Wissam  formula one racing.

c) They  volleyball and soccer.

f) Jasmin and Alessandra  snowboarding.




## Sports Dialogue





	Do you want to come for a run with me? I want to get fit.	No thanks, I don't like running much. I get so tired.	
	What about a game of tennis, then? It's really good exercise.	I can't play tennis. It's too difficult.	
	Well, let's go for a swim, then. I want to get a tan.	No thanks. I don't like the cold water and I can't swim.	
	Oh, well... shall we go home and play FIFA on the computer, then?	Yes, that's a great idea. I love FIFA!	
	After tea we can watch the Derby on the television.	Fantastic. Soccer's my favourite sport!	

*Oh, dear! I hope you are a bit more enthusiastic about sports. Can you talk about them? What is your favourite sport? Why do you like it? What's your worst sport? Why don't you like it? What sports can you do? What sports can't you do? What about your friends?*

*Copy and complete...*

I like ...  but I don't like ...  . I can ride a ...  but I can't ride a

...  . I like ...  because it is fun to play with my friends in a team. I don't like ...  because it is too dangerous.

My friend can play ...  but she can't play ...  ... She likes ...  because it's good exercise in the winter. She doesn't like ...  because it is

so noisy and dangerous.

*Now you can write about yourself and your friends.*

## I Like Sports: Solution


### 1) Fill in like or likes!

- a) I ...*like*... biking and skating.
- b) My brothers ..... *like* ... football.
- c) All the students in my class ... *like* ... rollerblading.
- d) My sister ... *likes*... soccer.
- e) Do you ... *like* ... golf?
- f) My best friend ... *likes*... swimming and dancing.

### 2) Fill in don't or doesn't!

- a) Sherin ...*doesn't*... like climbing.
- b) Jussuf and Alban ...*don't*... like tennis.
- c) My friends ... *don't* ... like sailing.
- d) I ... *don't* ... like table tennis.
- e) Ricarda ... *doesn't* ... like basketball and Tamara ... *doesn't* ... like hiking.
- f) Agnes ... *doesn't* ... like ice hockey.

### 3) Write these sentences:

- a) Peter  *likes* skateboarding.
- b) My friends  *don't like* skiing.
- c) They  *like* volleyball and soccer.
- d) Laurin  *likes* weight lifting.
- e) Wissam  *likes* formula one racing.
- f) Jasmin and Alessandra  *don't like* snowboarding.

### Copy and complete...

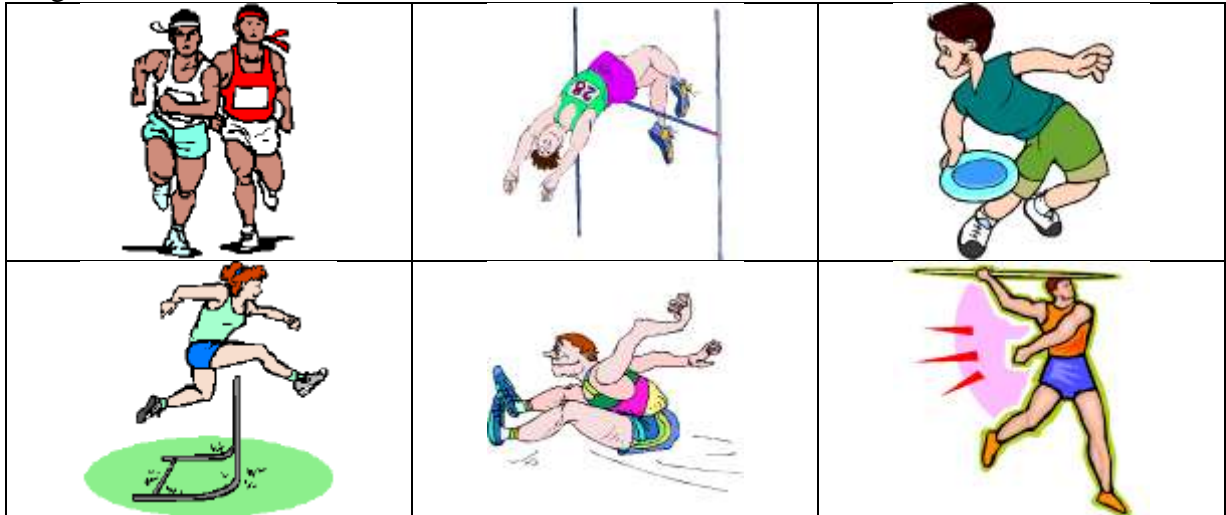
I like ...*soccer*... but I don't like ...*aerobics*.... I can ride a ... *bicycle*... but I can't ride a ... *horse*.... I like ...*basketball*... because it is fun to play with my friends in a team. I don't like ... *boxing*... because it is too dangerous.

My friend can play ...*tabletennis*... but she can't play ...*golf*.... She likes ... *skating*... because it's good exercise in the winter. She doesn't like ... *motor racing*... because it is so noisy and dangerous.

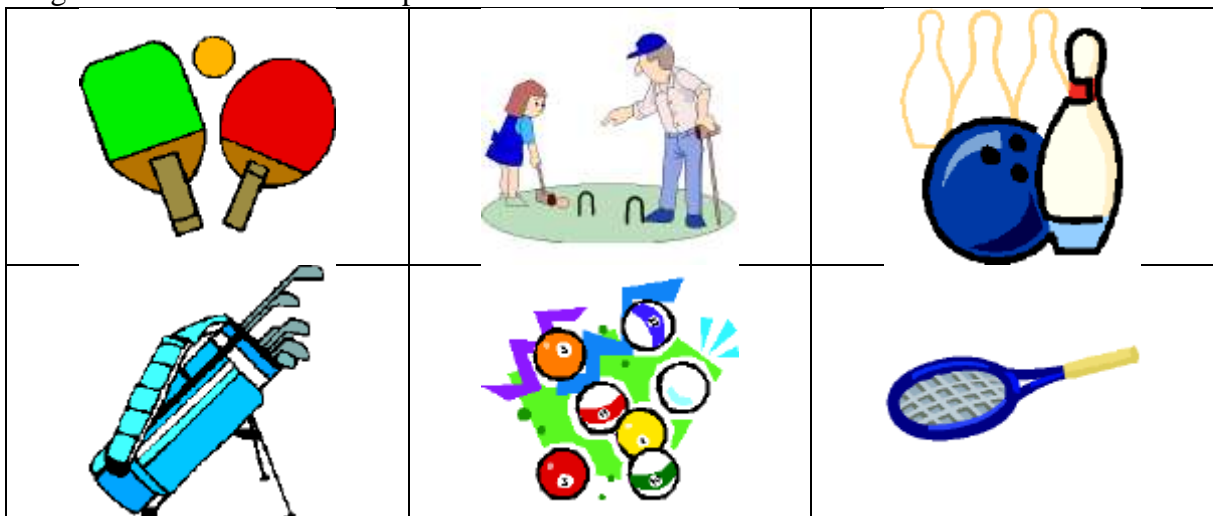
**What to do:**

First try to match all the names on the small green cards with the sports on the big cards. Then play Bingo. You need 4 or more players. Put all the name cards upside down on a table. One person picks up cards and reads them out. The other players share out the big sports cards. The first card to get filled with the names is the winner.

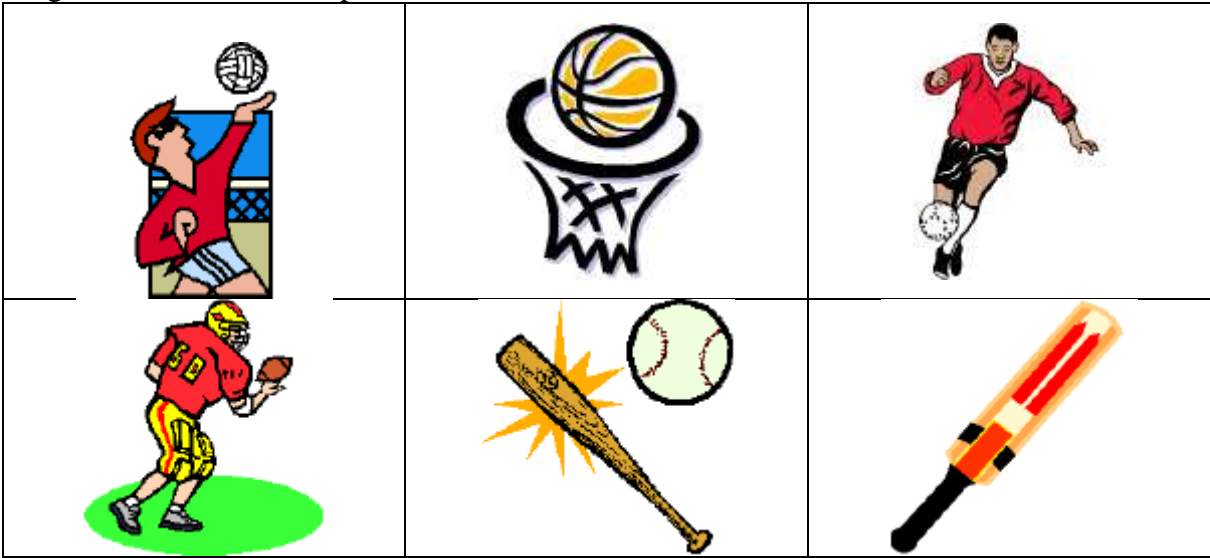
## Bingo Card 1: Athletics



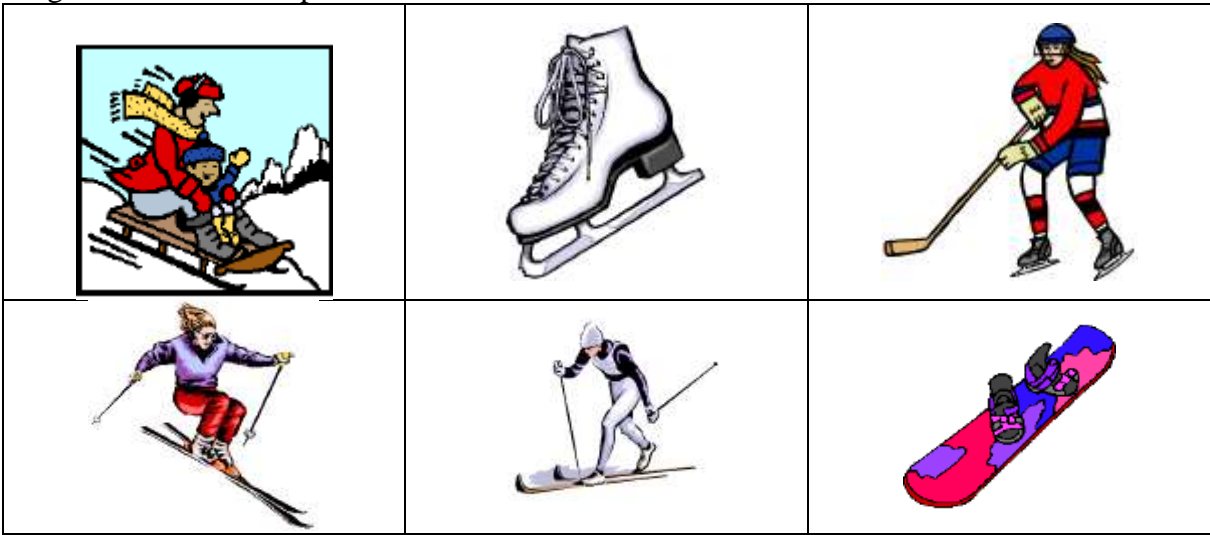
## Bingo Card 2: Individual ball sports



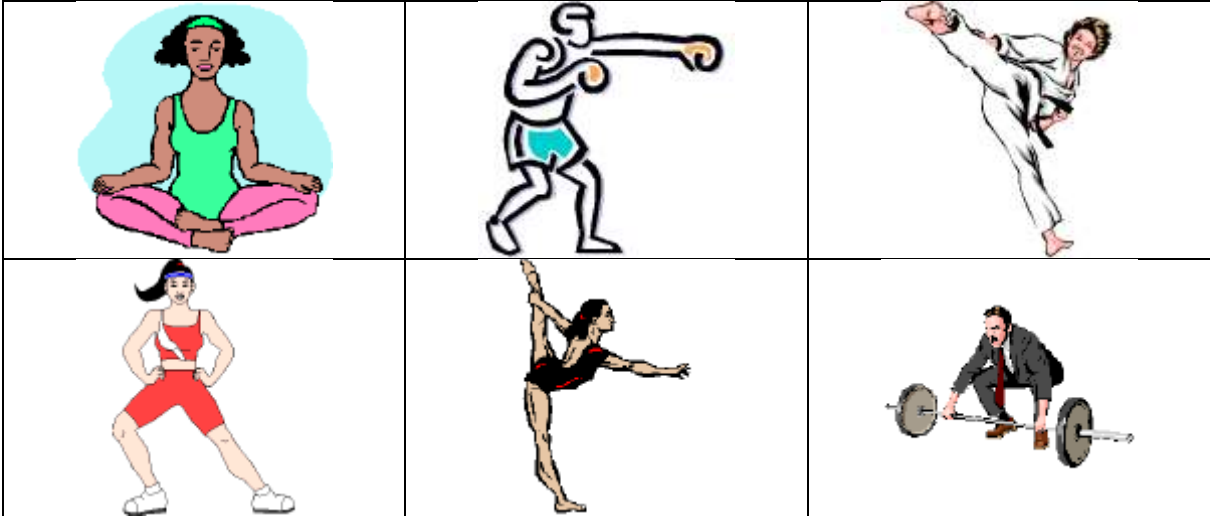
Bingo Card 3: Team ball sports



Bingo Card 4: Winter sports



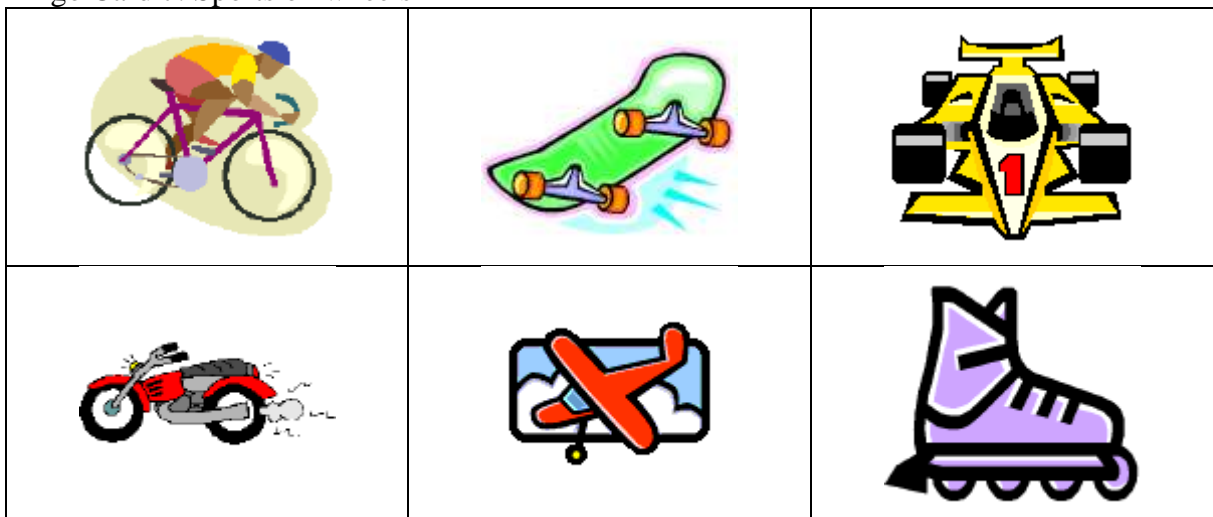
Bingo Card 5: Gymnastics, training and fighting sports



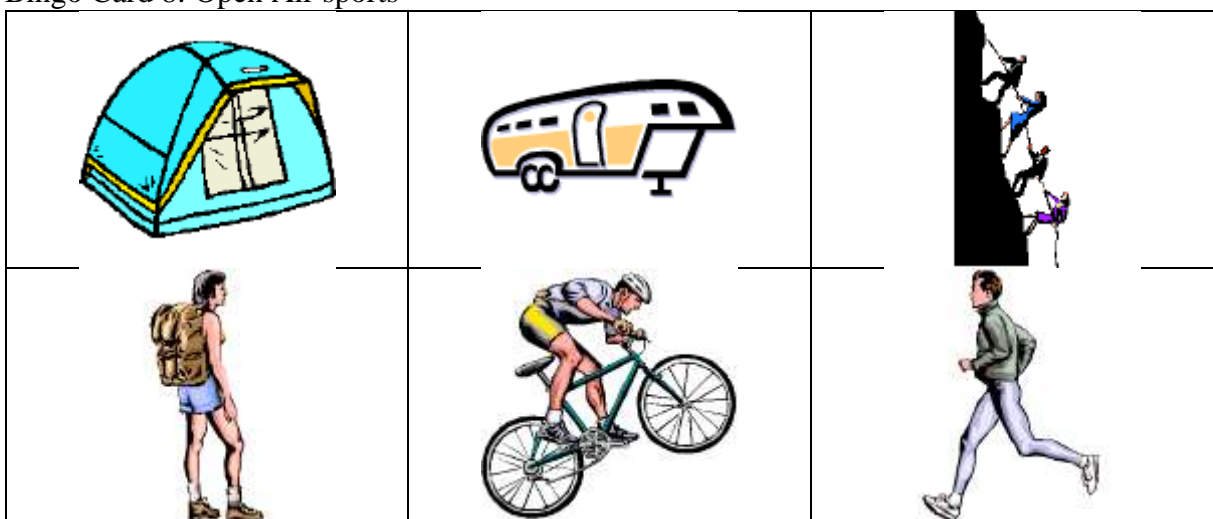
Bingo Card 6: Water sports



Bingo Card 7: Sports on wheels



Bingo Card 8: Open Air sports



## Sport Name Cards

running	skateboarding	cycling
jogging	long jump	ice skating
sailing	soccer	javelin
mountain biking	table tennis	golf
flyng	motor racing	gymnastics
high jump	bowling	rollerblading
volleyball	tennis	baseball
aerobics	American football	billiards
skiing	ice hockey	boxing
swimming	karate	motor biking
cross-country skiing	sledging	rafting
hurdles	climbing	basketball
hiking	discus	weight-lifting
camping	cricket	canoeing
caravanning	croquet	diving
snowboarding	yoga	windsurfing

## Solution: Bingo!

Bingo Card 1: Athletics

 running	 high jump
 hurdles	 long jump

 discus	 javelin
---	--

Bingo Card 2: Individual ball sports

 table tennis	 croquet
 golf	 billiards

 bowling	 tennis
--	---

Bingo Card 3: Team ball sports

 volleyball
---

 basketball
---

 soccer
---

 American football
--

 baseball
---

 cricket
--

Bingo Card 4: Winter sports

 sledging
---

 ice skating
--

 ice hockey
---


 skiing
---

 cross-country skiing
---

 snowboarding
---

Bingo Card 5: Gymnastics, training and fighting sports

 yoga
---

 boxing
---

 karate
---


 aerobics
---

 gymnastics
---

 weight-lifting
---

Bingo Card 6: Water sports

 canoeing
---

 rafting
--

 sailing
--

 diving
---


 swimming
---

 windsurfing
--


Bingo Card 7: Sports on wheels

 cycling
--

 skateboarding
--

 motor racing
---

 motor biking
---


 flying
---


 rollerblading
--

Bingo Card 8: Open Air sports

 camping
--

 caravanning
--

 climbing
---

 hiking
---

 mountain biking
--

 jogging
--



*Captain Astoria was sent from Saturn to find out about sport on Earth. She sent these reports back to her planet.*

1

Earth people are very strange. I can see hundreds of them sitting and standing around a green rectangle. They are watching 22 Earth people running around after a ball.

2

I can see more very strange behaviour. I can see two Earth people dressed in white suits with black belts. They are hugging each other - they seem to be good friends. But all of a sudden one of them throws the other on to the ground!

3

How odd they are - I can't believe it!! I can see two Earth people with very big red hands. They are jumping around looking at each other but they do not speak. When a bell rings they hit each other. When the bell rings again they stop.

4

Are these Earth people still hunters? I can see one with a long spear. Is he hunting? Is he trying to kill something with the long spear? He throws it into the air and after a few seconds the spear comes down again and gets stuck in the ground.

5

Here are some Earth creatures sitting on machines with two tyres. They seem to be in a hurry because they are all going very fast. The first creature to cross a line on the ground is raising his hands and screaming. What's wrong with him?

6

Look at this!! The Earth creatures I can see here look very dangerous. They move very fast over the white ground. They jump into the air and spin around like tops. They have sharp knives on their feet. But who are they fighting? An invisible enemy?



### **What to do:**

*Match the pictures with the paragraphs.. What are the names of the sports that Captain Astoria saw? Write down your answers.*

*Make up two more reports that Captain Astoria might have sent home about Earth sports.*

Based on an idea from:

ENGLISH HEADWORK 4  
By Deborah Waters and Chris Culshaw  
Oxford University Press 1986

# Sporty Earth People - solution



3

red hands



6

spin around  
like tops



2

white suits with  
black belts



1

green rectangle



4

long spear



5

machine with  
two tyres

What to do:

**Your job is to make a survey of favourites among your friends or in your class.**

**1. Choose a topic - here are some ideas:**

food	films	hobbies	web sites
animals	tv programmes	books	subjects
sports	pop stars	computer games	colours

**2. Now go round and ask everyone a question:**

What is your favourite..... (soccer team) .....?

**3. Make a note of the answers. The best way is to make a list and make a mark for each answer - example:**

Rapid // // // // // // //

Memphis //

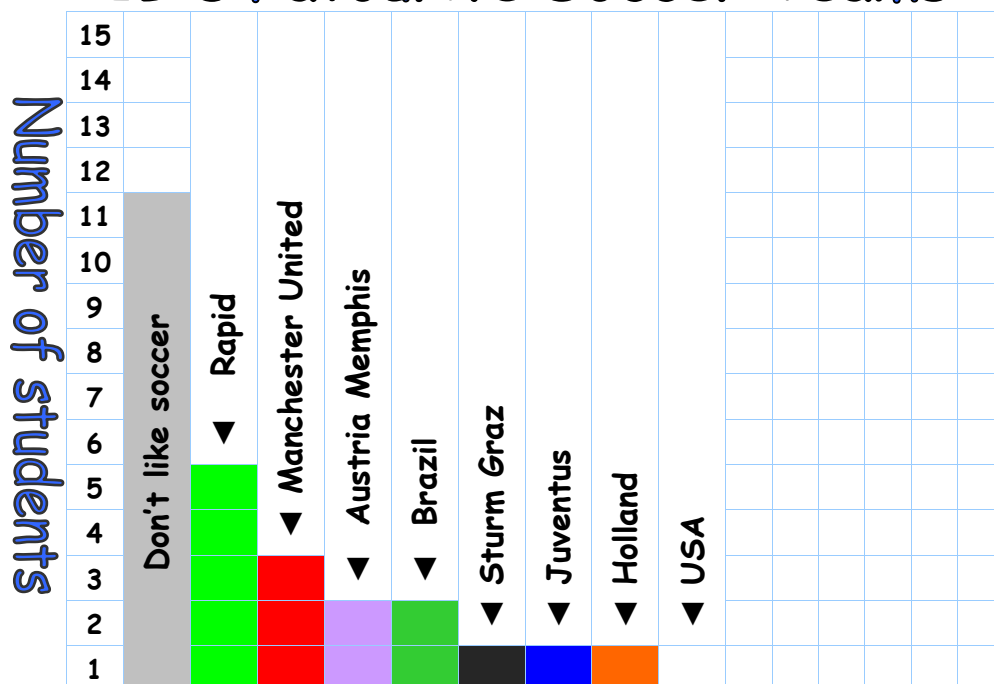
ManU // //

and so on...

**4. Next make a graph like the one here. There is a sheet with a grid that you can use.**

Make it neat and colourful to look at. Display it on the wall - everybody will be interested in your results.

## 1B's Favourite Soccer Teams








# 's Favourite

Number of students

<b>15</b>														
<b>14</b>														
<b>13</b>														
<b>12</b>														
<b>11</b>														
<b>10</b>														
<b>9</b>														
<b>8</b>														
<b>7</b>														
<b>6</b>														
<b>5</b>														
<b>4</b>														
<b>3</b>														
<b>2</b>														
<b>1</b>														

**What to do:** Read what these teenagers say about their hobbies

1. Read quickly. Find a picture to go with the hobby and fill in the number

Example          

2. Fill in the table (write *no*, *yes* or *?*) and speak about it.

	A hobby you'd like to try	Can be done alone	Good for meeting people	Need to be fit and healthy	Expensive	Easy to learn
Rock climbing						
Chess						
Playing in a band						
Karate						
Making models						

Based on an idea from:  
ENGLISH HEADWORK 3  
by Deborah Waters and Chris Culshaw  
Oxford University Press 1986

1) I love playing chess. My grandfather taught me and it was very difficult in the beginning but I have learned a lot from my granddad. When I grew older I also sometimes beat him. When my grandfather died I did not have a partner and started to play chess on the computer. After a while I found out that it is nicer to play a real person than a machine. I decided to join a chess club. There I found a lot of challenging partners and new friends.

2) In my spare time I play in a band. I play the drums. It all started when our school band needed a drummer. I tried to play it and liked it from the very first moment. Now I spend all my spare time practising. I also work hard for school because my parents have promised me a new set of drums if my report is all right. I really appreciate this present because I know that a high quality instrument is really expensive.

4) I make airplane models in my spare time. I became interested when my uncle showed me how to make a model. After that I built my own models. At the beginning I used paper and matchsticks. Now I save all my pocket money to buy the latest construction sets. They are quite expensive.

3) I go to a karate club twice a week. I started going three years ago with my cousin. I'm an orange belt now. Before I started karate I was very shy. Through my sport I have gained self-confidence.

5) My hobby is climbing. My parents are both excellent climbers and they have always taken me with them. They also taught me the dangers of this sport. Now I go climbing most weekends in the summer. I usually go with friends to Snowdonia National Park, where we camp. The equipment is quite expensive.

## Solution: Hobbies

1. Read quickly. Find a picture to go with the hobby and fill in the number

Example: 3  1  5  4  2 

2. Fill in the table and speak about it.

	A hobby you'd like to try	Can be done alone	Good for meeting people	Need to be fit and healthy	Expensive	Easy to learn
Rock climbing	?	No	Yes	Yes	Yes	?
Chess	?	Yes	Yes	No	No	?
Playing in a band	?	No	Yes	No	Yes	?
Karate	?	No	Yes	Yes	No	?
Making models	?	Yes	No	No	Yes	?

Based on an idea from: ENGLISH HEADWORK 3 by Deborah Waters and Chris Culshaw Oxford University Press 1986

Dictation: 1C Journal Week 9 -13.10.00

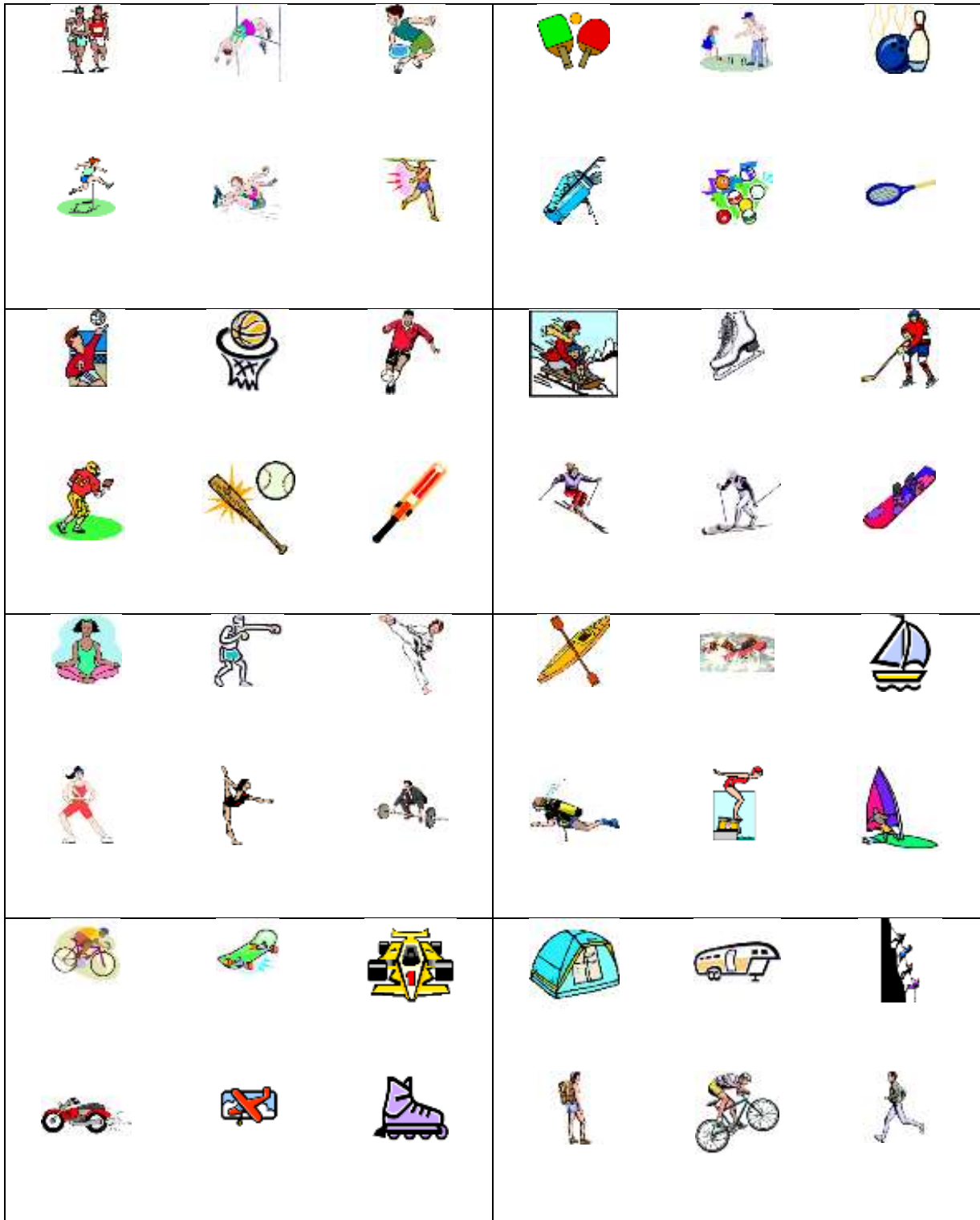
Favourite sports

Ms Feyertag's favourite sport is hiking because she likes the countryside. She also likes biking, swimming and diving.

She doesn't like formula one racing because it is noisy and dangerous. She doesn't like soccer because she is sad for the team that loses. She doesn't like running because it's boring.








My favourite sport is .... because .... . I don't like .... because ...

# Sports Vocabulary





## Me and My Family

	Homework: 	Done?
<p><b>My Story... Vampire Family Tree ☺</b>   <i>Fill in the Vampire Family Tree and then answer the questions. Make a list of all the words for relatives in the back of your exercise book!</i></p>	Learn the names of the relatives!	
<p><b>Family Tree ☺📖✍️</b>   <i>Work card Study the family tree and solve the true/false questions.</i></p>	Make your own family tree.	
	<i>Due:</i>	
<p><b>My Family ☺📖✍️</b>   <i>Text card Read the text and answer the questions. Then write all about your own family.</i></p>	Finish your writing.	
	<i>Due:</i>	
<p><b>The Harrison Family 📖✍️</b>   <i>Read about Mrs Harrison and fill in her form..</i></p>		
<p><b>Jenny writes home 📖✍️</b>   <i>Work card Read the letter about Jenny's holiday and make a table in your exercise book. Then solve the email problem and write it out in your book.</i></p>		
<p><b>6. Poems about families 📖💡 EXTENSION B1</b>   <i>Work cards: Family poems / How to learn a poem. Choose a poem and learn it off by heart.</i></p>	Learn the poem ready to tell to the class.	
<p><b>Test: Say your poem in front of the class</b></p>		
<i>Test date:</i>		

## Simon Says...

### What to do:

Most people know how to play this. One person tells the others what to do. For example:

Simon says: "Touch your toes!" = everybody must touch their toes.

"Bend your knees!" (with no 'Simon says') = don't do it!

Play Simon says... You need a group of people or the whole class.

Try to include all the body parts in your game! Ideas:

Put your left hand on your head.  
Touch your nose with your finger.  
Touch your right foot with your left hand.  
Touch your left ear with your right hand.  
Put your left hand on your right knee.  
Touch your chin with one knee.  
Put your right hand on your forehead.  
Shut your right eye.  
Show your tongue.  
Touch your neck with your left hand.  
Touch your toes with your fingers.  
Bend your knees.  
Put your right hand on your left shoulder.  
Touch your right ankle with your left hand.  
Touch your left wrist with your right hand.  
Where is your left thigh? -Put your left hand on it.  
Feel your right shinbone with your left hand.  
Touch your left knee with your right elbow.  
Touch your right hand with one toe on your left foot.  
Put your hands on your waist.

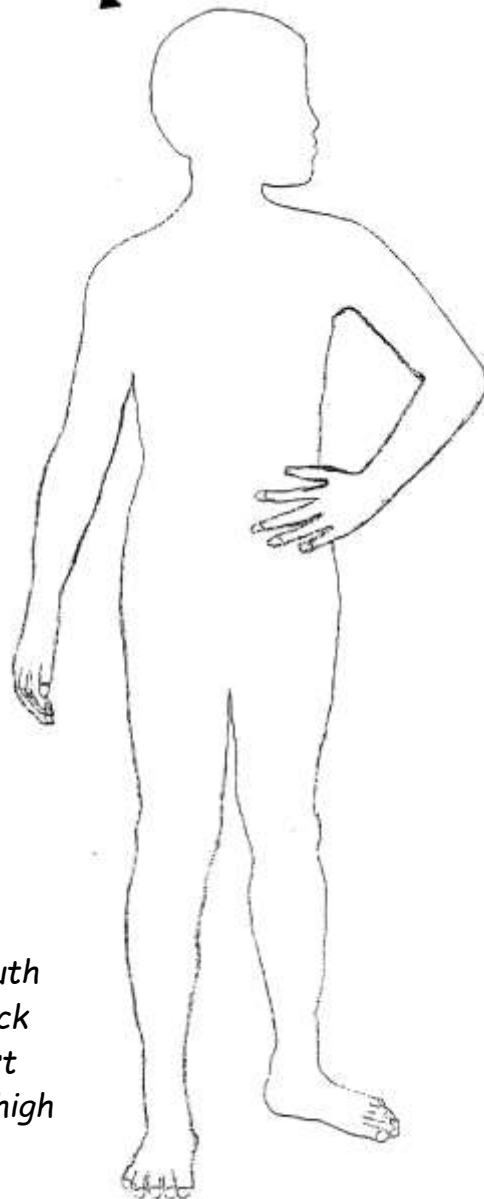
Jim has short blond hair and blue eyes. He has a red and white striped t-shirt and blue jeans. Jim has glasses. He has a black belt round his waist and a blue watch on his wrist. He has brown sandals.

**What to do:**

1. Draw Jim's hair, eyes and clothes.
2. Do you know all the words for the parts of the body? Label Jim! Use a dictionary for the words you do not know.

Example:

head



**VOCABULARY BOX**

head hair face eyes nose mouth  
ear tongue teeth lips chin neck  
shoulder chest arm elbow wrist  
hand fingers waist hips leg thigh  
knee shin ankle foot toes  
right left

**What to do:**

Play a game. Put all the cards upright on the table. One person picks out three cards that describe someone in the room or one of the teachers. The others must guess who it is.

<b>brown hair</b>	<b>blond hair</b>	<b>black hair</b>	<b>red hair</b>
<b>curly hair</b>	<b>straight hair</b>	<b>frizzy hair</b>	<b>grey hair</b>
<b>short hair</b>	<b>long hair</b>	<b>green eyes</b>	<b>hazel eyes</b>
<b>brown eyes</b>	<b>black eyes</b>	<b>blue eyes</b>	<b>short</b>
<b>tall</b>	<b>slim</b>	<b>heavy</b>	<b>thin</b>
<b>white skin</b>	<b>freckles</b>	<b>brown skin</b>	<b>black skin</b>
<b>nice teeth</b>	<b>glasses</b>	<b>a beard</b>	<b>a moustache</b>

## Creatures from Outer Space - The Jox and the Grizz

**What to do:** Listen to the text on the cassette..

1. Draw the Jox
2. Draw the Grizz

Ask the teacher for the texts and check them with a friend. Who has drawn the best space creature?

Extra:

Now, you and your friends can make more pictures. Draw a Ping from Pluto, a Mogg from Mars, a Shugg from Uranus, etc... Describe your picture to someone else and see if he or she can draw it. Put the best pictures up on the wall.



The Jox lives on Saturn. It has a body like a potato. The creature has five legs and its feet look like CDs. The Jox has a short, thin tail like a candle. It has a neck like a giraffe. Its head is like a watering can. It has four round eyes. Its mouth is a big hole. It has no teeth. The Jox has a green body, a yellow head and red legs and feet.

The Grizz lives on Jupiter. It has a body like a wheel. It has eight legs and it has hooks instead of feet. It has a long wiggly neck with a head like a round ball at the end. It has four noses and lots of eyes all round its head. It has one big square mouth. The Grizz has an orange body, a blue head and purple legs.

1. Write the sentences in your exercise books. Draw a picture!

This is a ... .. car.

This is a ... .. pencil.

Mr Jordan is a ... .. teacher.

Ms Jauk has ... .. hair.

<i>short green big</i>
<i>tall red thin fair</i>

2. Draw some more pictures and write your own sentences.

3. Find the missing words and write the sentences.

a. A thin man is the opposite of a ... one.

b. A light colour is the opposite of a ... one.

c. A ... day is the opposite of a wet one.

d. A ... person is the opposite of a sad one.

e. A high building is the opposite of a ... one.

f. The opposite of a short line is a ... one.

g. The opposite of a short boy is a ... one.

h. A bus is slow, but a racing car is ...

i. Ms Feyertag is old but Mr Jordan is ...

j. The opposite of an old coat is a ... one.

<i>happy long fat</i>
<i>fair young fast</i>
<i>dark dry low</i>
<i>tall</i>

4. Write a list of opposites in the back of your exercise book!

# Describing People: Practice Test

1) Label the parts of the body.



2) Copy and complete:

Ms Jauk has ..... hair.

Mr Silva ..... short ..... hair and ...

~~no~~... . I have ..... hair and  
..... eyes.

3) What are the opposites?

tall .....

fat

.....

fair .....

heavy

.....

curly .....

ugly

.....

What to do:

Write the words for the clothes in the pictures. Colour in the pictures NEATLY!

Then practice talking and writing about clothes:

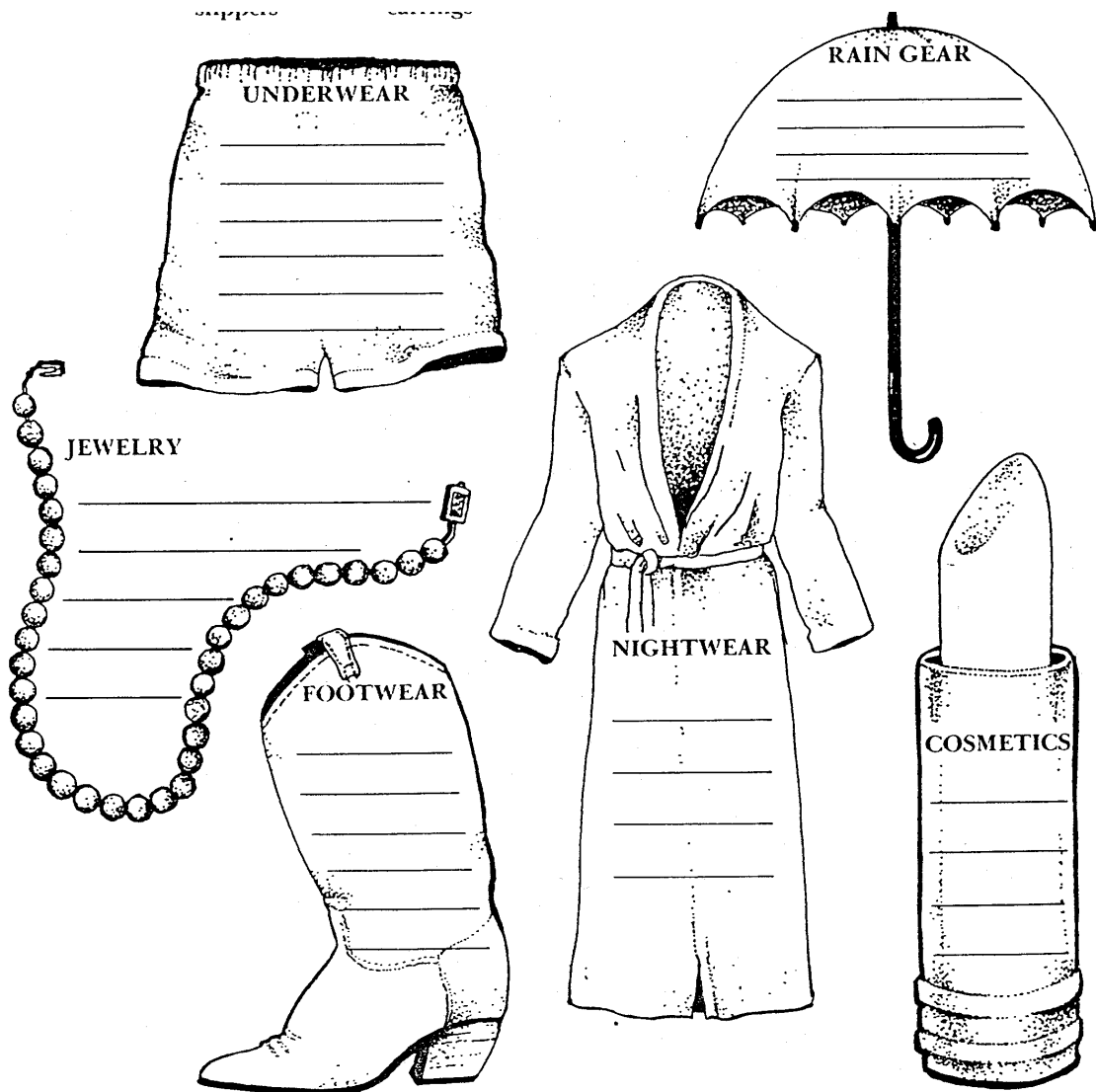
I am wearing a	red	sweater		brown	socks.
	green	t-shirt		blue	shoes.
He / She is	white	jacket	and	beige	boots.
wearing a	yellow	coat		purple	jeans.
	black	pair of jeans		pink	trousers.



## Groups of Clothes

Write the names of the categories and the clothes into the back of your exercise book.

<i>boots</i>	<i>underpants</i>	<i>sandals</i>	<i>shorts</i>	<i>nightgown</i>
<i>bathrobe</i>	<i>bracelet</i>	<i>lipstick</i>	<i>sneakers</i>	<i>umbrella</i>
<i>mascara</i>	<i>eye shadow</i>	<i>t-shirt</i>	<i>bra</i>	<i>petticoat</i>
<i>cuff links</i>	<i>rain hat</i>	<i>raincoat</i>	<i>wellington boots</i>	<i>ring</i>
<i>socks</i>	<i>tights</i>	<i>pyjamas</i>	<i>necklace</i>	<i>nail polish</i>
<i>slippers</i>	<i>earrings</i>			





What to do:

Work in a group of 3 or 4 people!

You need one game board, one word list and one coloured die per group.

1. With the group, fill in the game board with words. You can think up your own words or use the word list. Make sure everybody understands all the words!
2. When the board is full, each member of the group throws the coloured die seven times. Write down your seven different features in a list.

*Example:*

*Age: fifteen*

*Looks: green eyes*

*Clothes: baggy*

*Type: comical*

*Likes: snakes*

*Job / Ambition: inventor*

*Where? Vienna*

3. Now, you can give your person a name and write a paragraph about him or her:

*Example:*

*My friend Rachel is fifteen. She is from Vienna. She has green eyes and wears baggy clothes. She is a comical type. She likes snakes and she wants to be an inventor when she is older.*

My name is Flora and there are five people in my family - my mum and dad, my two brothers Felix and Joseph and me. I also have one grandmother, four aunts, four uncles and eight cousins. I am thirteen years old and I have long brown hair and brown eyes. I like sports and I am in the girls' soccer team at school. I play the piano and read a lot but I like to go out with my friends too. I hate tidying up my room and doing homework.

My dad works in a bank. He is tall and he has blue eyes and a moustache. He hasn't got any hair and he is too fat. He often wears a suit, a shirt and a tie. His hobbies are cooking, collecting old books and looking for mushrooms. He loves reading newspapers and he likes shopping. His favourite television programme is 'Kunst and Krempel'. He also likes listening to music and news on the radio.

My mum is a teacher. She works really hard! She is quite tall, and she has red-brown hair, brown eyes and glasses. Her favourite subjects are English and Geography. Her hobby is gardening and she likes reading and going on long boring walks. She loves music and her favourite composer is Bach. She doesn't watch much television but she likes to see the news. She hates cooking but she usually washes the dishes and the clothes.

My brother Felix is nineteen and he is in the army. He is tall and very thin, with short brown hair and blue eyes. He usually wears his green army uniform. He wants to go to university and study Computer Science. He likes playing the guitar and he loves chocolate (especially my chocolate). He doesn't like sport and he hates the army because he has to get up too early. Felix is sometimes very annoying but I like him because he helps me to fix my computer.

My other brother Joseph is sixteen so he still goes to school. He is very tall and strong, with short hair and light brown eyes. He usually wears jeans and football shirts. He loves sport and he plays soccer, rugby and tennis. He also plays the guitar. His favourite soccer teams are Rapid, ManU and Edinburgh Hibernian but he hates Austria Memphis. His favourite food is pizza and he likes playing computer games (especially my computer games). He likes reading and his favourite book is "The Lord of the Rings". Joseph is also sometimes annoying but I like him because he helps me with my homework.

#### Questions

- 1) Do you know anyone in Flora's family? What is her family name?
- 2) Who is the youngest person in this family?
- 3) Who - do you think - does most of the cooking in this family?
- 4) Who usually washes the dishes?
- 5) Who does the gardening?
- 6) Find one thing that everybody in this family likes.
- 7) Find something that all three children like to do.
- 8) Find something that two children like and the other one doesn't like.
- 9) Why are Flora's brothers annoying?

#### Writing

Write about your family.      *Example: My name is Lisa and there are ....*

Holiday Camp  
Shark Bay  
Tuesday, 28th July



Dear Mum and Dad,

I hope everything is all right at home. Did you get my email? I am having a fantastic time but I'm worried about Bonzo. Does he miss me? Please play with him every day. I have drawn a picture of him....

Can you send me two more T-Shirts and some more money please? We play rugby every evening and all my shirts are dirty. I have spent all my money on pizzas. There is a great pizza place on the camp site. The food in the camp is o.k. but it's not enough. You know how hungry I get when I do a lot of sport.

We all have to get up at 7 o' clock and go for a run. It's a little bit like the army! The camp site is great. It's in the woods and there's a swimming pool. The pool gets a bit crowded but it has a terrific water slide.

The weather was good till yesterday when it started to rain. It is still raining and our stuff in the tent is starting to get wet. I was a bit homesick at first, but I have made a lot of new friends. I will miss them back home.

Love  
Jenny

P.S. Don't forget to feed Bonzo.

**What to do:**

1. Read the letter. Draw a table in your exercise book and make two lists....

Good things about Jenny's holiday	Bad things about Jenny's holiday

2. Jenny's parents got Jenny's letter and sent her an email. Unfortunately the sentences got into a muddle. Can you put them into the correct order? Write out the email correctly.

To: jenny.flint@hotmail.com

cc:

Re: Holiday

So you don't have to worry about Bonzo -  
Of course we will send you more shirts and some more money.

Dear Jenny,

He is having great fun playing with his friends in the park.

It's very hot in London at the moment, so

We are happy to hear that you are enjoying your holiday.

Enjoy the last week with your friends.

We miss you.

Love Mum and Dad

It's so easy today with the internet.

we don't want you to starve.

we spend a lot of time in shady parks.

You can keep in touch after the holiday.

## Jenny Writes Home: Solution

To: jenny.flint@hotmail.com

Good things about Jenny's holiday	Bad things about Jenny's holiday
	<i>worried about Bonzo</i>
<i>play rugby every evening</i>	<i>shirts are dirty</i>
<i>great pizza place great campsite</i>	<i>spent all the money</i>
<i>terrific water slide</i>	<i>swimming pool crowded</i>
	<i>started to rain; things get wet</i>
<i>made new friends</i>	<i>bit homesick at first</i>

cc:

Re: Holiday

Dear Jenny,  
we are happy that you are enjoying your holiday.  
It 's very hot in London at the moment, so  
we spend a lot of time in shady parks.  
So you don't have to worry about Bonzo -  
he is having great fun playing with his friends in the park.  
Of course we will send you more shirts and some more money -  
we don't want you to starve.  
Enjoy the last week with your new friends.  
You can keep in touch after the holiday.  
It's so easy today with the internet.

We miss you.  
Love Mum and Dad

"Hello. My name is Jane Harrison. I'm 36 years old and I was born in York. I'm married and have two children. Five years ago we moved to Manchester where we bought a house on Victoria Road.

At school I was good at English and German. After school I wanted to become a teacher and went to a college. But then I got pregnant and I did not finish my education.

I work as a part time shop assistant at Tesco's and I have got the house and a small girl and a baby boy to look after. Sometimes I think this is just too much. At the weekends I'm so exhausted and have not got enough energy to do anything with the kids. My husband works as a quality controller at TOPTOY. Although we have both got a job we earn just enough to pay all our bills.

I love Qui Gong but I just haven't got enough time to do my exercises every day. I try to do it three times a week at least because I know it's so important for my health."

**What to do:** Use the description of the Harrison family to fill in the form.

Age:

male

female

Address:

Place of birth:

Marital status:

single

married

separated

divorced

Children:

male

female

Job:

Place of work:

Career (school and job):

Hobbies:

Problems:



## Solution: The Harrison Family

Age: 36

male             female

Address: *Victoria Road, Manchester*

Place of birth: *York*

Marital status:     single     married     separated     divorced

Children:    *1* male            *1* female

Job: *part time shop assistant*

Place of work: *Tesco's*

Career (school and job): *college - not finished*

Hobbies: *Qui Gong*

Problems: *exhausted; not enough money*

1. Read your poem quickly. What is it about?

family:  friends:  food:  animals:  weather:  school:  sport:  ?

2. Read it again. Look up the words you do not know and make a list ...

(Example:

<b>appreciation</b>	<b>= showing someone that you like them</b>

3. Look at the shape. How many lines has it got?  Are they all the same length?  How many verses (parts) has it got?  Which words rhyme?

4. Read out the poem. Do you know how to say all the words? Ask someone to help you.

5. Complete this:

This poem is about  . It has  lines and  verse(s),

I think it is a  poem because

6. Copy out your poem very neatly on a sheet of paper. Keep the shape the same. Leave a space between the verses. Check your copy carefully.

7. Underline or colour the rhyming words—make different colours for different rhymes.

8. Draw your own picture to go with your poem.

9. Memorise the poem. Do you already remember some of it? Take a quick look at the words you still need. Learn a small part at a time. Sometimes it helps to go for a walk while you learn.

10. Practise. Say the poem to your reflection in a mirror first. Then ask someone to listen and correct the sounds of the words (pronunciation).

11. Think about the rhythm (beat) of the poem. Beat out the rhythm as you speak. Our voices go up and down when we say a poem. Listen to the melody of your voice.

12. Think of the meaning. What can you do with your body to make the meaning clear. (If the poem is about someone climbing a tree, you can look up when you speak.)

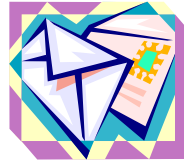
11. Practise clear speaking. Think about someone standing about 10 meters away from you. Don't shout, though.

12. Are you ready to recite your poem to the class? Here is a list of things the teacher will think about:

	Perfect ..... <input type="checkbox"/> ..... <input type="checkbox"/> .....Needs more practice
Do you know the words?	
Do you speak clearly?	
Do you show the meaning with your body?	
Do you pronounce the words correctly?	
Does the melody sound right?	
Do you have good rhythm?	
Do you look at the audience?	

## 2. FAMILY POEMS

Dear Mum,



While you were out  
A cup went and broke itself,  
A crack appeared in the blue vase  
Your great-great grandad  
Brought back from Mr Ming in China.  
Somehow, without me even turning on the tap,  
The sink mysteriously overflowed.  
A strange jam-stain,  
About the size of a boy's hand,  
Appeared on the kitchen wall.  
I don't think we will ever discover  
Exactly how the cat  
Managed to turn on the washing-machine  
(especially from the inside),  
or how Sis's pet rabbit went and mistook  
the waste-disposal unit for a burrow.  
I can tell you I was scared when,  
As if by magic,  
A series of muddy footprints  
Appeared on the new white carpet.  
I was being good  
(honest)  
but I think the house is haunted so,  
knowing you're going to have a fit,  
I've gone over to Gran's for a bit.

*Brian Patten*

## 2. FAMILY POEMS

### Kids

"Sit up straight,"  
Said mum to Mabel.  
"Keep your elbows  
Off the table.  
Do not eat peas  
Off a fork.  
Your mouth is full -  
Don't try and talk.  
Keep your mouth shut  
When you eat.  
Keep still or you'll  
Fall off your seat.  
If you want more,  
You will say "please".  
Don't fiddle with  
That piece of cheese!"  
If then we kids  
Cause such a fuss,  
Why do you go on  
Having us?

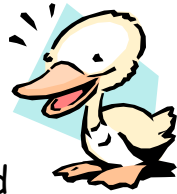


### Thank You, Dad, for Everything

Thank you for laying the carpet, Dad,  
Thank you for showing us how,  
But what is that lump in the middle, Dad?  
And why is it saying mia-ow?

*Doug MacLeod*

## 2. FAMILY POEMS



### Daddy Fell into the Pond

Everyone grumbled. The sky was grey.  
We had nothing to do and nothing to say.  
We were nearing the end of dismal day.  
And there seemed to be nothing beyond.

*Then*

*Daddy fell into the pond!*

And everyone's face grew merry and  
bright,  
And Timothy danced for sheer delight.  
Give me the camera, quick, oh quick!  
He's crawling out of the duckweed! Click!

Then the gardener suddenly slapped his  
knee,  
And doubled up, shaking silently,  
And the ducks all quacked as if they were  
daft,  
And it sounded as if the old drake  
laughed.

Oh, there wasn't a thing that didn't  
respond

*When*

*Daddy fell into the pond!*

*Alfred Noyes*

### Appreciation

Auntie, did you feel no pain  
Falling from that willow tree?  
Will you do it, please again?  
'Cos my friend here didn't see.

*Harry Graham*

# Colours and other adjectives:

white	cream	yellow	brown	red
black	grey	orange	pink	green
beige	wine red	turquoise	blue	purple



colour:

blond



fair



dark



hair styles:

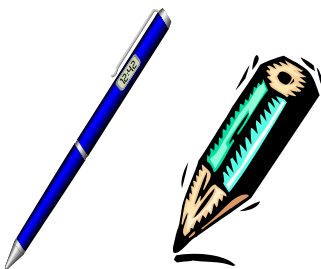
straight

curly

frizzy

THINGS:

long short



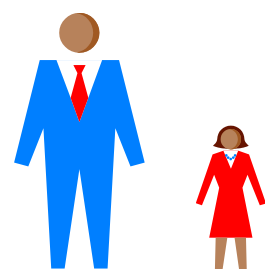
BUILDINGS:

high low



PEOPLE:

tall short



# Europe

What to do:	Done?
<p><b>1. The Map of Europe</b> ✍️ 🖋️</p> <p>📄 Work card 🗺️ Map 📖 Atlas</p> <p>Follow the instructions carefully and colour in the map. Use your atlas to check that you are right.</p> <p>Test yourself! Do you know the names of the countries in English?</p>	
<p><b>2. Countries and capitals</b> 🗣️ ✍️ 😊😊</p> <p>📄 Worksheet 📖 Atlas</p> <p>Ask a friend about capital cities and countries in Europe.</p> <p>Write the names of the capital cities.</p>	
<p><b>3. Game: The map of Europe</b> 🗣️ 😊😊😊😊😊😊😊😊😊😊</p> <p>📄 Country cards. OHP with questions.</p> <p>One person picks a card. The others ask questions to find out which country is written on the card. Only YES or NO answers allowed!</p>	
<p><b>4. Game: Memory with countries and cities.</b> 😊😊😊😊</p> <p>📄 Country and city cards</p> <p>You know how to play "Memory". Put all the cards face down on a table. Each person turns over two cards. If you get a country and its capital you win a point.</p>	
<p><b>5. Countries in Europe</b> ✍️ 😊</p> <p>📄 Workcard - work in your exercise book.</p> <p>Copy and complete the paragraph with the missing words. Then solve the country anagrams.</p>	
<p><b>6. Country Search</b> ✍️ 😊</p> <p>📄 Worksheet</p> <p>Find the countries in the letter square.</p>	
<p><b>7. Where are these things from?</b></p> <p>📄 Workcard - work in your exercise book.</p> <p>Copy the sentences and fill in the missing nationalities.</p>	
<p><b>8. The European Union</b></p> <p>📄 Worksheet 📖 Atlas</p> <p>Read and colour in the map.</p>	
<p><b>9. Spelling and Key Word test.</b></p> <p>Learn the names and positions of all the countries and capital cities in Europe.</p>	
<p><b>10. Country Project</b> 📖 ✍️ 😊😊</p> <p>📄 Workcard - The United Kingdom and Northern Ireland.</p> <p>📄 Worksheet - Information about the U.K.</p> <p>📄 Workcard - Information about the U.K. - Country Project</p> <p>Read the workcard about the U.K. and do the exercises about the U.K. on the worksheet and the workcard. Then choose your own country to make a project report. You may work alone or with a partner but each person or pair must choose a different European country (not Austria or the U.K.)</p>	



**What you need:**

*a blank map of Europe, an atlas, some colours*

**What to do:**

*Look at your map of Europe. Then look at your atlas. Colour all the sea blue.*

1) *Do not look at your atlas now.*

*Write on your map:*

**Atlantic Ocean**

**North Sea**

**Baltic Sea**

**Mediterranean**

**Black Sea**

*Now check to see if you are right.*

2) *Do not look in your atlas*

*Colour Iceland, Estonia, Ireland, Holland, Poland, Austria, Moldova, Serbia and Turkey in GREEN*

*Colour Norway, Latvia, Germany, Slovakia, Portugal, Croatia, Bulgaria and Albania in PURPLE*

*Colour Finland, Great Britain and Northern Ireland, Switzerland, Slovenia, the Ukraine, Spain and Macedonia in RED or PINK*

*Colour Sweden, France, Malta, Czech Republic, Belarus, Bosnia and Herzegovina and Romania in ORANGE*

*Colour Denmark, Russia, Belgium, Italy, Hungary and Greece in YELLOW*

*Colour all the land that does not belong to Europe in BROWN*

*Now check your atlas to see if you are right.*

3) *Test: The countries have numbers on your map. How many names of countries do you know in English? What do the numbers mean?*

1	10	19	28	37
2	11	20	29	38
3	12	21	30	39
4	13	22	31	40
5	14	23	32	41
6	15	24	33	42
7	16	25	34	
8	17	26	35	
9	18	27	36	

Is Rome in Italy? Yes, it is.  
 Is Bucharest in Bulgaria? No, it isn't.  
 Where's Madrid? It's in Spain.

*Look at these questions and answers:*

*Ask a friend some questions. Use the pairs below. Some are right and some are wrong so you must find out the wrong ones first!*

London ~ the United Kingdom	Prague ~ Norway	Lisbon ~ Turkey
Vienna ~ Germany	Athens ~ Greece	Sofia ~ Spain
Madrid ~ Portugal	Bern ~ Switzerland	Helsinki ~ Finland
Bucharest ~ Rumania	Berlin ~ Austria	Paris ~ France
The Hague ~ Holland	Warsaw ~ Poland	Stockholm ~ Ireland
Oslo ~ Sweden	Istanbul ~ Bulgaria	Rome ~ Czech Republic
Dublin ~ Denmark	Budapest ~ Hungary	Copenhagen ~ Italy

*Now you can fill in some capital cities...*

1 Belgium		22 Malta	
2 France		23 Portugal	
3 United Kingdom		24 Spain	
4 Ireland		25 Cyprus	
5 Luxembourg		26 Albania	
6 Netherlands (Holland)		27 Bosnia & Herzegovina	
7 Germany		28 Bulgaria	
8 Austria		29 Croatia	
9 Poland		30 Macedonia	
10 Switzerland		31 Rumania	
11 Czech Republic		32 Serbia	
12 Denmark		33 Slovakia	
13 Estonia		34 Slovenia	
14 Finland		35 Turkey	
15 Iceland		36 Czech Republic	
16 Latvia		37 Aserbaidshan	
17 Lithuania		38 Georgia	
18 Norway		39 Moldova	
19 Sweden		40 Russia	
20 Greece		41 Ukraine	
21 Italy		42 Belarus	

<b>London</b>	<b>Bern</b>	<b>Bucharest</b>	<b>Oslo</b>
<b>Dublin</b>	<b>Vienna</b>	<b>Budapest</b>	<b>Stockholm</b>
<b>Lisbon</b>	<b>Rome</b>	<b>Bratislava</b>	<b>Helsinki</b>
<b>Madrid</b>	<b>Ljubljana</b>	<b>Prague</b>	<b>Reykjavik</b>
<b>Paris</b>	<b>Zagreb</b>	<b>Warsaw</b>	<b>Kiev</b>
<b>Brussels</b>	<b>Sarajevo</b>	<b>Chisinau</b>	<b>Moscow</b>
<b>The Hague</b>	<b>Tirana</b>	<b>Vilnius</b>	<b>Ankara</b>
<b>Luxembourg</b>	<b>Skopje</b>	<b>Minsk</b>	<b>Astana</b>
<b>Berlin</b>	<b>Athens</b>	<b>Riga</b>	<b>London</b>
<b>Copenhagen</b>	<b>Sofia</b>	<b>Tallinn</b>	<b>Edinburgh</b>

🗨️ SPEAKING A1	👂 LISTENING A1	Play a game with the map of Europe!
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**You need:**

2 or more people

a pack of cards with the name of a country on each card

One person picks a card. The others must ask questions to find out which country is written on the card. The person with the card can only answer questions with 'YES' or 'NO'. Ask questions from the table ....

<b>Is the country</b>	<b>north</b>	<b>of ... ?</b>	<b>Yes, it is. No, it isn't.</b>
	<b>south</b>		
	<b>east</b>		
	<b>west</b>		

<b>Is the country</b>	<b>next to</b>	<b>.... ?</b>	<b>Yes, it is. No, it isn't.</b>
	<b>near</b>	<b>... and ...?</b>	
	<b>between</b>		

<b>Does the capital city begin with</b>	<b>a, b, ...?</b>	<b>Yes, it does. No, it doesn't.</b>
---	-------------------	--

<b>United Kingdom</b>	<b>Switzerland</b>	<b>Romania</b>	<b>Norway</b>
<b>Ireland</b>	<b>Austria</b>	<b>Hungary</b>	<b>Sweden</b>
<b>Portugal</b>	<b>Italy</b>	<b>Slovakia</b>	<b>Finland</b>
<b>Spain</b>	<b>Slovenia</b>	<b>Czech Republic</b>	<b>Iceland</b>
<b>France</b>	<b>Croatia</b>	<b>Poland</b>	<b>Ukraine</b>
<b>Belgium</b>	<b>Bosnia &amp; Herzegovina</b>	<b>Moldova</b>	<b>Russia</b>
<b>Netherlands</b>	<b>Albania</b>	<b>Lithuania</b>	<b>Turkey</b>
<b>Luxembourg</b>	<b>Macedonia</b>	<b>Belarus</b>	<b>Kazakhstan</b>
<b>Germany</b>	<b>Greece</b>	<b>Latvia</b>	<b>England</b>
<b>Denmark</b>	<b>Bulgaria</b>	<b>Estonia</b>	<b>Scotland</b>

# Countries in Europe

in    between    through  
 on    next to    near  
 north    south    east    west

## 1. Describing a map.

### What to do:

Write this paragraph in your

Exercise book, putting in the missing words: .....

Austria is ..... of Germany. It is ..... Switzerland and Hungary. Rumania is ..... of Hungary and ..... of Bulgaria. Moldova is ..... Romania. The Ukraine is ..... Romania and Belarus. Poland is ..... of Belarus. Italy is ..... Croatia. Spain is south- ..... of France. Norway is ..... of Denmark and ..... Sweden. Finland is ..... of Sweden. The river Danube flows ..... Austria. Paris is ..... the river Seine.

## 2. Europe: Country anagrams.

### What to do:

The letters in these country names have got mixed up. Can you sort them out? The first one is done for you.

RED NAIL ▶ .....Ireland.....

DOT MINING DUKE .....

RAY WON .....

ED NEWS .....

BUG MILE .....

LARD HEN NETS .....

GREY MAN .....

PAL DON .....

CER FAN .....

FLAN DIN .....

WAZ SID TRELN .....

AT RUSIA .....

RHAY GUN .....

GOAL PURL .....

IN SAP .....

LAY IT .....

GOAL SAY VIU .....

REG EEC .....

ME DRANK .....

MURE LUG BOX .....

Where are these things from?




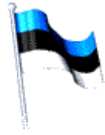










This is a Spanish Euro.



This is an Austrian Euro.

**What to do:** Now write about these things. Do you need a or an? Use the country adjectives in this list.

American	English	Dutch	French	German	Irish	Russian
Austrian	Estonian			Greek	Italian	Turkish

		
It's ..... church.	It's ..... flag.	It's ..... doll.
		
It's ..... flag.	It's ..... building.	It's ..... Euro.
		
It's ..... policeman.	It's ..... Euro.	It's ..... flag.
		
It's ..... Euro.	It's ..... windmill.	It's ..... temple.

At the moment the European Union is made up of 27 countries. *Colour in the EU countries YELLOW on your map.*

AUSTRIA	ESTONIA	IRELAND	NETHERLANDS	SPAIN
BELGIUM	FINLAND	ITALY	POLAND	SWEDEN
BULGARIA	FRANCE	LATVIA	PORTUGAL	UNITED KINGDOM
CYPRUS	GERMANY	LITHUANIA	RUMANIA	
CZECH REPUBLIC	GREECE	LUXEMBOURG	SLOVAKIA	
DENMARK	HUNGARY	MALTA	SLOVENIA	

Two more countries want to join soon! *Colour these countries BLUE on your map.*

KROATIA	TURKEY
---------	--------

13 EU countries have the EURO as their official CURRENCY. *Mark these countries with the € sign.*

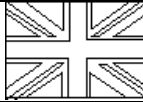
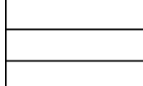


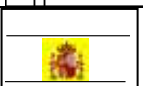


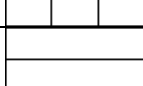
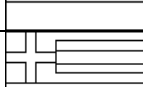


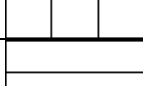
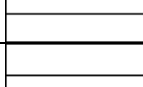
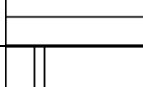


AUSTRIA	FINLAND	LUXEMBOURG	SPAIN
BELGIUM	FRANCE	NETHERLANDS	
GERMANY	IRELAND	PORTUGAL	
GREECE	ITALY	SLOVENIA	

*(Outline map not available for copyright reasons).*



**VOCABULARY: COUNTRIES ~ NATIONALITIES ~ LANGUAGES**

People from the United Kingdom are British. They speak English.  
 Fill in the missing countries, nationalities and languages. Colour the flags.

	COUNTRY	NATIONALITY	LANGUAGE		
GB	United Kingdom	British	English		<i>red – white - blue</i>
A	Austria				<i>red – white – red</i>
B		Belgian			<i>black – yellow - red</i>
DK	Denmark				<i>white cross on red background</i>
E		Spanish			<i>red – yellow - red</i>
FIN			Finnish		<i>blue cross on white background</i>
F	France				<i>blue – white – red</i>
D		German			<i>black – red- yellow</i>
GR			Greek		<i>blue and white</i>
IRE		Irish			<i>green – white – orange</i>
I			Italian		<i>green – white - red</i>
L			French and German		<i>red – yellow - blue</i>
NL	Netherlands or Holland				<i>red – white - blue</i>
N		Norwegian			<i>blue cross on red background</i>
P			Portuguese		<i>green - red</i>
S	Sweden				<i>yellow cross on blue background</i>

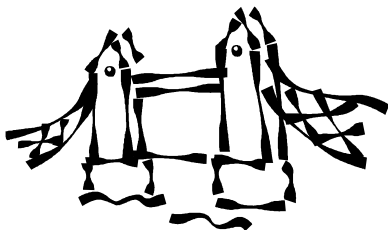
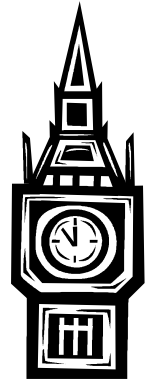
# THE UNITED KINGDOM: GREAT BRITAIN AND NORTHERN IRELAND



in Europe. It is made up of Scotland and Wales. Great Britain and Northern Ireland form the United Kingdom. Ireland is called the Republic of Ireland. The population of the United Kingdom is more than 65 million people.

## CITIES

London is the capital city of the whole United Kingdom. It is in the south of England. Some other big cities in England are Birmingham, Manchester and Newcastle upon Tyne. Scotland, Wales and Northern Ireland are not separate countries, but still they each have their own capital city. Edinburgh is the capital of Scotland, Belfast is the capital of Ireland and Cardiff is the capital of Wales.



## RIVERS AND THE SEA

Britain is separated from France in the south-east by the English Channel. There is a train tunnel under the sea between Dover and France. The North Sea is to the north-east of Britain. The Irish Sea is to the west, between Britain and Ireland. The Atlantic Ocean is to the west of Ireland and Scotland.

The river Thames flows through London. It is one of the main rivers in Britain, and flows into the English Channel. Big ships can sail in from the sea as far as London. The longest river is the Severn, in the west of Britain. It is 354 kilometers long and it flows into the Bristol Channel near Cardiff. Edinburgh is on the south bank of the Firth of Forth.

## WEATHER

Great Britain has mild, changeable weather and quite a lot of rain which makes its countryside green and lush. The west coast is warmed by an ocean current called the Gulf Stream.



## MOUNTAINS

The highest mountain in Great Britain is Ben Nevis, in Scotland. It is 1344 meters high.

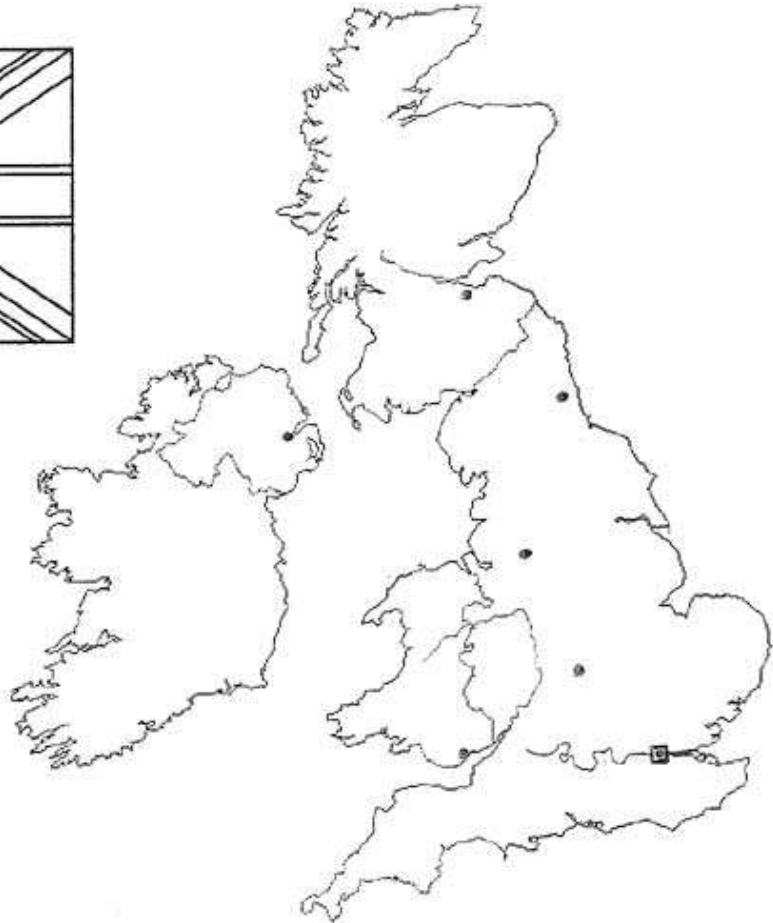
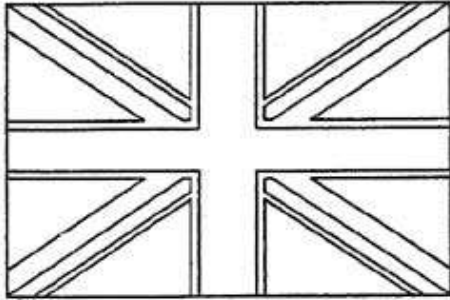


## LANGUAGES

There are three languages in the U.K., English, Welsh and Gaelic. The Irish, Scottish and Welsh languages were first spoken by people called the Celts over 2000 years ago. They are still spoken in these countries today along with English, and are used on road signs.



Read the information on the "United Kingdom" work card to fill in the information below. Colour in the flag. Mark the names of the different countries and major cities on the outline map.



Currency: \_\_\_\_\_

Population: \_\_\_\_\_

Capital: \_\_\_\_\_

Main cities: \_\_\_\_\_

Languages: \_\_\_\_\_

Highest mountain: \_\_\_\_\_

Rivers: \_\_\_\_\_

**Work in your exercise books!**

**1. Put in the missing words:**

in	to	into	of
between	under	through	

Scotland is .... the north of England and Wales is ... the west. Eire and Northern Ireland make up a separate island ... the west of Britain.

London is ... the south of England and Newcastle is ... the north. London is the capital ... the whole United Kingdom. Edinburgh is the capital ... Scotland. Cardiff is ... Wales and Belfast is ... Northern Ireland.

The River Thames flows ... London and then it flows ... the English Channel. The Channel is ... England and France. There is a tunnel ... the Channel.

**2. Answer the questions in sentences!**

Which sea is to the east of Britain?

Which sea is between England and Ireland?

What is to the west of Ireland?

Which river flows by Edinburgh?

Which country is next to England, to the west?

Which country is south of Northern Ireland?

How many languages are there in the U.K.?

READING	WRITING	SPEAKING	LISTENING	<b>Country Project</b>
---------	---------	----------	-----------	------------------------

Choose a country in Europe. Work on your own or with a partner. Each person or pair should choose a different European country.

Make a fact sheet, like the one on the worksheet *Information about the U.K.* Use the internet or a book to find the information.

Make a colourful poster with pictures and short texts.

Use the poster to present your country to the class.

A) Copy and fill in the form below. Use an atlas, the internet or information you find out on our trip!

Distance: Vienna - Bratislava .....

How to get there:

Method:	Time of journey:	Cost:

Route of the Twin-City Liner:

Starting-point: ...

Direction of travel: (upstream/ downstream) ...

Describe the route: ...

Landing-point: ...

Description of the Twin-City Liner:

Inside: ...

Outside: ...

Speed of travel:

Description of the journey:

*What do you see/ pass by as you travel down the river?*

**B) Writing impressions of the trip to Bratislava:**

*Make a Mind Map! Write down all your impressions (things you remember most clearly about the trip). Choose the most interesting parts of the trip. Don't put in a list of things you did or boring details - we don't want to read what was inside 25 identical lunch packs! Make your story exciting and fun to read!*

# How to make a good ORAL PRESENTATION

NAME:		Possible points	
COUNTRY:			
ORGANISATION	Introduce your country clearly. Make your points one after another and do not muddle them up. Have a conclusion where you pull all your ideas together again.	10	
INFORMATION FACTS	Basic facts: population, currency, important places, weather, etc. Interesting details: specialities - history, food, music, dance, famous people, clothes, etc. Are you an expert on your country? (Do you know more than the listeners?)	10	
INTEREST	Clear speech. Talk to the audience. Make eye contact. (No reading!) Pleasant, interesting tone of voice. Fluency.	10	
LANGUAGE	Pronunciation Intonation Vocabulary Grammar	10	
VISUALS; SPECIAL EFFECTS	Pictures, maps, overheads, things to show, demonstrations, etc.	10	
TOTAL		50	

Project Grade:


## Flags of Europe

 <p>Albania</p>	 <p>Andorra</p>	 <p>Austria</p>	 <p>Belarus</p>
 <p>Belgium</p>	 <p>Bosnia-Herzegovina</p>	 <p>Bulgaria</p>	 <p>Czech Republic</p>
 <p>Croatia</p>	 <p>Cyprus</p>	 <p>Denmark</p>	 <p>England</p>
 <p>Estonia</p>	 <p>EU (European Union)</p>	 <p>France</p>	 <p>Germany</p>
 <p>Faroe Islands</p>	 <p>Finland</p>	 <p>France</p>	 <p>Germany</p>
 <p>Great Britain (UK)</p>	 <p>Greece</p>	 <p>Hungary</p>	 <p>Iceland</p>
 <p>Ireland</p>	 <p>Isle of Man</p>	 <p>Italy</p>	 <p>Jersey</p>
 <p>Latvia</p>	 <p>Liechtenstein</p>	 <p>Lithuania</p>	 <p>Luxembourg</p>




 <b>Macedonia</b>	 <b>Malta</b>	 <b>Moldova</b>	 <b>Monaco</b>
 <b>Netherlands</b>	 <b>Northern Ireland</b>	 <b>Norway</b>	 <b>Paris, France</b>
 <b>Poland</b>	 <b>Portugal</b>	 <b>Romania</b>	 <b>Rome, Italy</b>
 <b>Russia</b>	 <b>Scotland</b>	 <b>Slovakia</b>	 <b>Slovenia</b>
 <b>Spain</b>	 <b>Sweden</b>	 <b>Switzerland</b>	 <b>Turkey</b>
 <b>Ukraine</b>	 <b>United Kingdom</b>	 <b>Yugoslavia</b>	 <b>Wales</b>



What to do:	Homework: 	Done?
<p>1. Guess the food 😊😊😊😊😊😊😊😊🗣️</p> <p>📖 OH "Guess the Food"</p> <p>One person takes a card with the name of a food. The others ask "YES/NO" questions to find out which animal it is. Only 20 questions are allowed.</p>	<p>Write a quiz. Make clues for someone to guess the food:</p> <p><i>Example:</i>  <i>It's yellow.</i>  <i>It has a lot of vitamin C.</i>  <i>It tastes sour.</i></p>	
<p>2. Food Word Search 😊✍️</p> <p>📖 Word search card and washable pen</p> <p><i>Find the names of foods in the word search. Then fill them into the table on your worksheet. Some foods could go into more than one box.</i></p>	<p>Finish the table!</p>	
<p>3. Do you like food? 😊😊✍️🗣️</p> <p>📖 Work card</p> <p>Read the text and write sentences in your exercise book.</p>	<p>Finish your worksheet at home.</p>	
<p>4. Food Memory Game 😊😊😊📖✍️</p> <p>📖📖📖 Memory cards</p> <p><i>Lay out all the cards face down. Take turns to turn up a pair of cards. If you have a card with its correct name, you win the pair.</i></p>		
<p>5. Food: How to make it! 😊✍️</p> <p>📖📖 Work cards: How to make a cup of tea. How to make an omlette.</p> <p><i>Write out the instructions in the correct order in your exercise book. You will have to fill in some words too.</i></p>		
<p>6. Food Puzzles ("Fruit" and "Shopping Accident")😊😊✍️🗣️</p> <p>📖 <i>Fill in the missing words in the puzzles. Colour the worksheet!</i></p>	<p>Finish the puzzles at home.</p>	
<p>7. Food and Nutrition Crossword</p> <p>📖 <i>Can you fit all the words into the correct places?</i></p>	<p>Finish the crossword.</p>	
<p>8. The Ideal Diet: Pyramid and Poster 😊😊😊✍️✂️✂️</p> <p>📖 <i>First fill in the blanks in your food pyramid worksheet. Then make a poster showing a healthy menu plan for one day (breakfast, lunch, dinner, snacks). Include your favourite foods. Include pictures (you can cut some out of magazines). Explain why your menu plan is healthy.</i></p>	<p>Finish the poster. Get ready to present it to the class.</p>	
<p>9. The Healthy Breakfast 😊😊😊😊😊😊😊😊🗣️</p> <p>📖📖📖 <i>This needs teamwork! Plan who will bring what. Make groups to prepare the different foods and to clean up! Look at the recipe cards. SPEAK ENGLISH!!!</i></p>	<p>You will need to do some shopping!</p>	
<p>10. Test: Words for different foods and the food groups. A healthy menu.</p>		



What to do:	Homework: 	Done?
<p>1. A Picnic: Countable and uncountable nouns 😊✍️</p> <p>📄 Fill in the missing words in the puzzles.</p> <p>Colour the worksheet</p>	Finish the worksheet at home.	
<p>2. Memory OH 😊✍️</p> <p>📄 OH</p> <p>Look at the picture for two minutes.</p> <p>THEN...</p> <p>Write down all the things you can remember.</p>		
<p>3. How much? How many? 😊😊✍️</p> <p>📄 Work card</p> <p>Practise questions and answers with a partner. Then plan the shopping list. Do the writing in your exercise book.</p>		
<p>4. Shopping 😊😊📖✍️ More practice with countable and uncountable nouns.</p> <p>Read the dialogue with a friend. Do the writing in your exercise book.</p>	Finish at home.	
<p>5. Questions and answers with countable and uncountable nouns.</p> <p>📄 Study and practise with the tables!</p> <p>Then fill in the exercises.</p>	Finish your worksheet at home.	
<p>6. Cooking 😊📖✍️</p> <p>📄 Work cards: Read about how to make pizza. Write out the instructions in the correct order in your exercise book. You will have to fill in some words too.</p>		
<p>7. Test: sentences and questions with countable and uncountable nouns.</p>		



You need:

2 or more people

a pack of cards with the name or a picture of a food on each card

One person picks a card. The others must ask questions to find out the food. The person with the card can only answer questions with 'YES' or 'NO'. Ask questions from the table ....

Is it	red/ yellow/ white .....	?
Is it	good for you good for your teeth	?
Do you	eat it drink it like it	?
Does it taste	sweet  sour  bitter  salty 	?
Does it	make you fat help you to grow give you energy give you vitamins	?

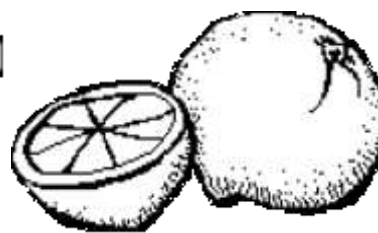


# FOOD WORD SEARCH

There are about 40 different types of food hidden here. Find them all and put them into one or more of the boxes on your worksheet. There should be at least 5 foods in each box. You can put the same food in several different boxes if it fits.



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




<b>VEGETABLES</b>	<b>FOODS WITH LOTS OF PROTEIN</b>	<b>FOODS WITH LOTS OF CARBOHYDRATES</b>
<b>TROPICAL FRUITS</b>	<b>FOODS WITH LOTS OF VITAMINS</b>	<b>FOODS WHICH MAKE YOU FAT</b>
<b>DAIRY FOODS</b>	<b>FOODS WHICH ROT YOUR TEETH</b>	<b>DRINKS</b>



Read this!

Ms Jauk likes fruit but she doesn't like milk products.  
 Ms Feyertag likes vegetables but she doesn't like sweet foods.  
 Mr Jordan likes salty foods but he doesn't like foods that are bad for his teeth.  
 Mr Silva likes foods which give him energy but he doesn't like meat or eggs.  
 What about you?

Now write true sentences. Examples

Mr Silva -  = Mr Silva likes potatoes.


Ms Feyertag -  = Ms Feyertag doesn't like ice cream.

You -  = I like fish. or I don't like fish.

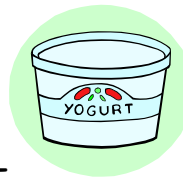
Ms Jauk - 

Mr Jordan - 

Mr Silva - 

You - 

Ms Feyertag - 

Ms Jauk - 

Mr Jordan - 

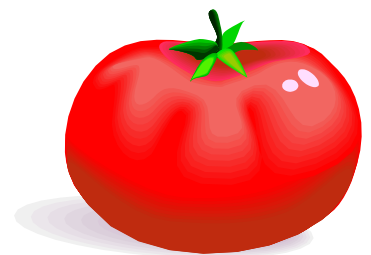
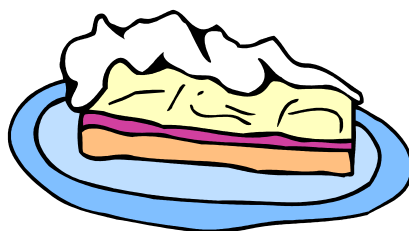
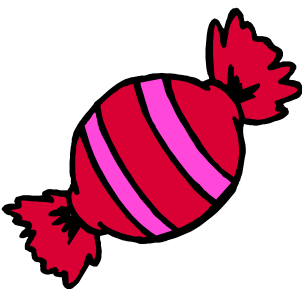
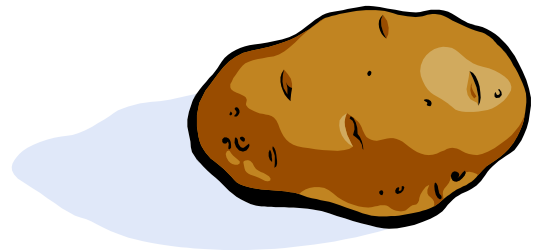
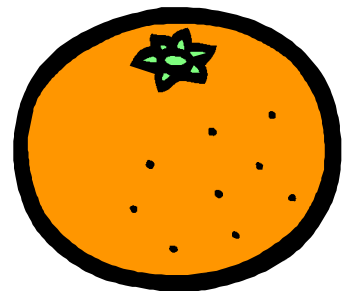
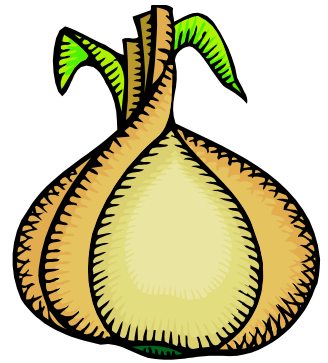
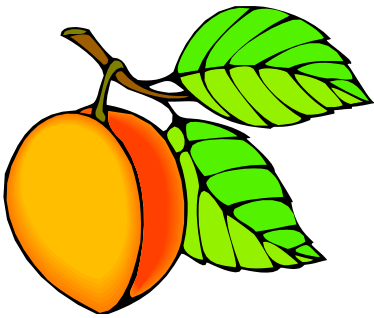
Mr Silva - 

You - 

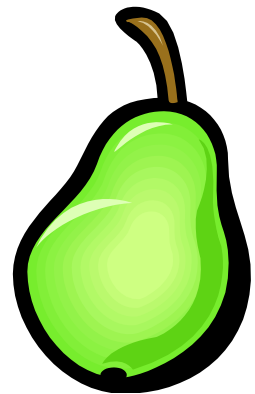
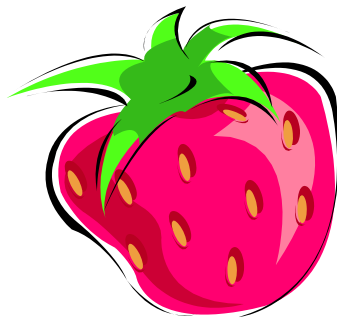
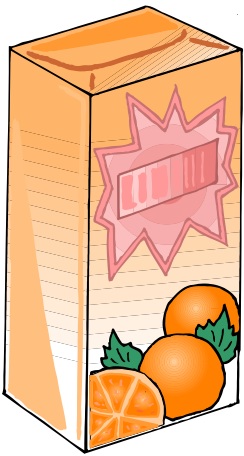
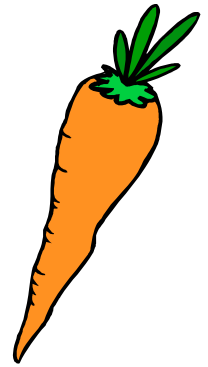
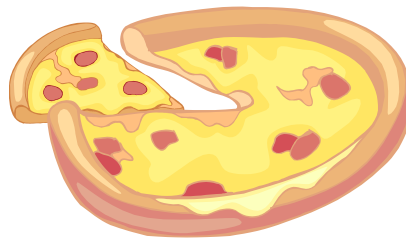
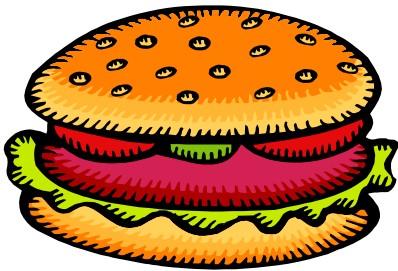
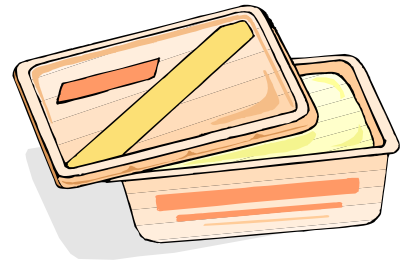
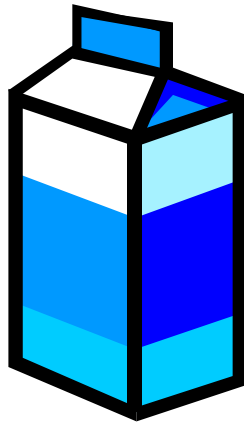
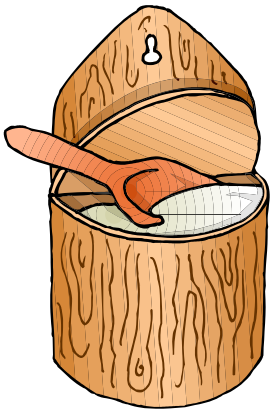
Ms Feyertag - 

Mr Silva - 

You - 







**apricot**

**apple**

**egg**

**orange**

**onion**

rice

coffee

bread

sugar

milk

cake

juice

butter

potato

tomato

**pizza**

**carrot**

**sweet**

**meat**

**cheese**

chocolate

honey

cucumber

pear

banana

lemon

fish

ice cream

strawberry

hamburger

## Healthy Breakfast

<b>Drinks</b>	<b>Getränke</b>
milk	Milch
sour milk or buttermilk	Sauermilch, Buttermilch
chocolate milk	Kakao
fruit milk, milk shakes	Milchmixgetränke
fruit juice	Obstsaft
vegetable juices (carrot, tomato, celery...)	Gemüsesaft
fruit tea	Fruchttee
malted coffee	Malzkaffee
mineral water or tap water	Mineralwasser, Wasser
<b>To eat</b>	<b>Zum Essen</b>
wholemeal or wholegrain bread	Vollkornbrot (grob oder feingeschrotet)
crispbread	Knäckebrot
brown bread	Mischbrot
wholemeal rolls	Vollkorngebäck
oatflakes, porridge	Haferflocken
müsli	Müsli
<b>To put on top</b>	<b>Als Belag</b>
cheese	Käse
ham	Schinken
sliced luncheon meat	Wurst
cheese spreads	Topfenaufstriche
eggs	Ei
<b>Other healthy snacks</b>	<b>Sonstige Beilagen</b>
yoghurt	Joghurt
milk puddings	Topfencremen
fruit in season	Obst (z.B. als Spieße) der Saison
vegetables (eg. carrots)	Gemüse (z.B. Karotten, ...)
muesli bars /fruit bars (low in sugar)	Müsliriegel/Fruchtschnitte (Zuckergehalt achten!)
low-salt and -fat potato snacks, popcorn, etc.	Salz- und fettarme Knabberartikel
<b>! Please don't bring....</b>	<b>....und was nicht!</b>
cola, lemonade, alcoholic drinks	Cola-Getränke, Limonade, Alkohol
white bread, rolls, toast, cake, biscuits	Weißbrot, Semmel, Toastbrot, Kuchen, Hefegebäck
sausage with high fat content	Wurst (sehr fett)
cheese with high fat content	Käse (sehr fett)
chocolate spread, sweets	Nutella, Süßigkeiten, ...





SPEAKING A1

## Terminator at Burger Queen



Terminator has just saved the world again so he is very hungry. What can he do to get his energy back? Terminator enters Burger Queen....

*Sales Assistant of the Year, Bud:* Hello, can I help you?

*Terminator:* Hi! Ten Royal Burgers, please.

*B:* Ten??? Er... some chips with the burgers, sir?

*T:* Yes, please.

*B:* How many?

*T:* Ten large portions please.

*B:* Something to drink with your meal, sir?

*T:* Orange juice, please.

*B:* How much, sir?

*T:* Ten large ones, please.

*B:* Ketchup, sir?

*T:* No, thanks.

*B:* Here you are. Ten royal burgers, ten large chips, ten large orange juice. That's ten pounds fifty.

*T* pays

*B:* Here is your change. Thanks.

*T:* Thank you. Good bye!

*B:* Bye!

### **What to do:**

**Read the dialogue with a partner.**

**Work together and do the partner dictation (worksheet 1+2).**

At a fast food restaurant everything has to go fast: ordering, getting the food, eating. There is no time for small talk (Terminator doesn't like to talk anyway.). So the dialogue you have just practiced is quite short. If there was more time you could use some phrases to make this conversation longer and more polite. Try it out by using the following phrases.

I'd like to have....

I'll take....

Do you want .....?

Would you like ....?

Worksheet 1                      Dialogue: Terminator at Burger Queen:

1. What does Terminator say?

*Sales Assistant of the Year, Bud:* Hello, can I help you?

*Terminator:* Hi, .....

*B:* Ten??? Er... some chips with the burgers, sir?

*T:*

*B:* How many?

*T:*

*B:* Something to drink with your meal, sir?

*T:*

*B:* How much, sir?

*T:*

*B:* Ketchup, sir?

*T:*

*B:* Here you are. Ten royal burgers, ten large chips, ten large orange juice. That's ten pounds fifty.

*T* pays

*B:* Here is your change. Thanks.

*T:*

*B:* Bye!

Worksheet 2                      Dialogue: Terminator at Burger Queen:

1. What does Sales Assistant Bud say?

*Sales Assistant of the Year, Bud:* Hello, ...

*Terminator:* Hi, ten Royal Burgers, please.

*B:*

*T:* Yes, please.

*B:*

*T:* Ten large portions please.

*B:*

*T:* Orange juice, please.

*B:*

*T:* Ten large ones, please.

*B:*

*T:* No, thanks.

*B:*




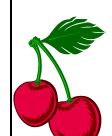
*T* pays

*B:*

*T:* Thank you. Good Bye!

*B:*

Look at this:

<p>How much chocolate have you got? A lot.</p> 	<p>How many hamburgers have you got? A lot.</p> 
<p>How much milk have you got? Not much.</p> 	<p>How many cherries have you got? Not many.</p> 

Interview your partner. Ask questions with **HOW MUCH...?** or **HOW MANY...?**

- How much pocket money do you get?
- How many brothers and sisters do you have?
- ... money do you spend each week?
- ... pets do you have?
- ... friends do you have?
- ... time do you spend on homework every day?
- ... EMINEM CDs do you have?
- ... chocolate do you eat each week?
- ... sweets do you buy each week?
- ... books do you read in a year?
- ... coca cola do you drink a day?
- ... time do you spend watching television every day?

You are planning a party with your friend. You are making a shopping list. You have to discuss with your friend what to buy. You ask her how much or how many...

- packets of crisps = How many packets of crisps do we need?
- orange juice = How much orange juice do we need?

Practise with these:

bread	ham	peanuts	cakes
sausages	cheese	coca cola	biscuits
frozen pizzas	mustard	apple juice	strawberries
packets of chips	salad	mineral water	ice cream

*Put much or many into these sentences.*

1. There aren't ..... apples in the fruit bowl.
2. How ..... chips would you like?
3. We haven't got ..... rice left.
4. Was there ..... milk left in the shop? No, there were not ..... bottles left. You will have to hurry.
5. There aren't ..... biscuits left in the tin.
6. Have you got ..... friends?
7. How ..... homework have you got this week?
8. There weren't ..... people in our class yesterday and so we didn't do ..... work.
9. How ..... did you pay for that video?
10. How ..... times have I told you not to do that?
11. Fortunately there was not ..... traffic on the motorway this morning so I got here on time.
12. Did you find ..... information for your project in the library?

It's Saturday morning - shopping day. You are going with your mum to the supermarket. First you help her make a shopping list.

*You:* Now, let's see. Have we got any potatoes left?

*Mum:* Oh, there are lots of potatoes. But we need some rice. The packet is nearly empty.

*You:* What about fruit? There are only two apples and a banana left.

*Mum:* Let's get a bunch of bananas, then. And peaches are cheap too. We'll get two kilos. Oh, and we'll have a melon too. Look in the fridge? Is there any milk left?

*You:* No, the bottle is nearly empty.

*Mum:* We need two litres of milk, and some bread - one loaf of bread and six rolls. Have we got any cheese?

*You:* There is a lot of cheese, but there isn't any yoghurt. I'll write down three pots of yoghurt on the list. What about orange juice.

*Mum:* We've got plenty of orange juice in the cupboard but all the coke is gone.

*You:* Oh, yes, my friends drank it all last night. I'll put down six bottles. We haven't got any biscuits left either. I think Dad ate them all.

*Mum:* We need two packets of biscuits, then.

*You:* Can we get some ice cream too?

*Mum:* OK, just a small carton. Oh, and we need a new tube of toothpaste and a jar of strawberry jam.

### 1. Can you fill up the spaces in the shopping list?

Begin:	two .....	of milk	two .....	of coke
a ..packet.. of rice	one .....	of bread	a small .....	of ice cream
a .....	.....	rolls	a .....	of toothpaste
two .....	three .....	of yoghurt	a .....	of jam
..... melon	a .....	of biscuits		

### 2. Study countable and uncountable nouns

*Countable nouns:*

*Banana, apple, melon and biscuit are countable:*

*One banana, two apples, four biscuits ...*

*We say:*

*There is an apple.*

*There are some eggs.*

*There isn't a lemon.*

*There aren't any grapes.*

*I've got a banana.*

*We've got some biscuits.*

*We haven't got an egg.*

*We haven't got any rolls.*

*Uncountable nouns:*

*Bread, cheese, milk and rice are*

*uncountable:*

*We say:*

*I've got some*

*There is some orange*

*cheese.*

*juice.*

*We haven't got any*

*There isn't any milk.*

*bread.*

Remember:

We don't usually put -s on the end of uncountable nouns:

~~cheeses~~ ~~bread~~ ~~milks~~ ~~orange~~ ~~juices~~

Exception: When you go to a fast food restaurant you may ask for ...  
"two cokes" (= two cups of coke)  
"three large ice creams" (= three large portions of ice cream)

3. Countable and uncountable nouns - which are which? Make two lists.

soap	shirt	rain	flour	rice	ice
paper	orange	sugar	meat	person	fruit
beans	jam	child	chalk	furniture	loaf
work	bread	steak	envelope	money	coins
chocolate	cheese	pear	toothpaste	ink	coffee
newspaper	food	medicine	carrot	wood	hour
time	worksheet	sweet	lemonade	potato	matches

4. Put in a, an or some:

...a... milk-shake  
...an... egg  
...some... sugar

..... rice                      ..... apple                      ..... orange  
..... sandwich                      ..... fruit                      ..... sweet  
..... butter                      ..... ice cream                      ..... chocolate  
..... apple juice                      ..... bread                      ..... meat

5. Put in a, an, some or any

To make spaghetti you need ..... meat, ..... butter, ..... onion and ..... tin of tomatoes.

Please can I have ..... money. I have to get ..... sandwich and ..... juice for our school trip. I haven't got ..... pocket money left. I spent it on ..... CD and ..... chocolate yesterday.

Please go shopping for me. We need ..... bread, ..... peas, ..... bottle of milk and ..... newspaper. Is there ..... onion in the fridge for the spaghetti? No? Well get ..... onions too then. Have we got ..... eggs? Your father always wants ..... egg for breakfast. No, don't buy ..... sweets - they rot your teeth! You can have ..... packet of sugarless chewing gum instead!

## Shopping -Solution sheet p. 42

1. Can you fill up the spaces in the shopping list?

Begin:	two ...litres.. of milk	two ...bottles.... of coke
a ..packet.. of rice	one ...loaf... of bread	a small ...carton... of ice cream
a ....bunch... of bananas	...six... rolls	a ...tube... of toothpaste
two ...kilos... of peaches	three ...pots... of yoghurt	a ..jar... of jam
...a.... melon	a ...packet.... of biscuits	

3. Countable and uncountable nouns - which are which? Make two lists.

### Countable

beans	sweet
newspaper	envelope
shirt	carrot
orange	person
worksheet	potato
child	coins
steak	hour
pear	matches

### Uncountable

soap	flour
paper	meat
work	chalk
chocolate	toothpaste
time	lemonade
jam	rice
bread	furniture
cheese	money
food	ink
rain	wood
sugar	ice
medicine	coffee

4. Put in a, an or some:

..some .. rice	..an.. apple	...an.. orange
..a.. sandwich	..some.. fruit	...a... sweet
..some.. butter	..some.. ice cream	...some.. chocolate
.. some.. apple juice	..some.. bread	..some... meat

5. Put in a, an, some or any

To make spaghetti you need ...some... meat, ....some.... butter, ....an.... onion and ...a... tin of tomatoes.

Please can I have ...some... money. I have to get ...a... sandwich and ...some... juice for our school trip. I haven't got ....any.... pocket money left. I spent it on ....a... CD and ....some... chocolate yesterday.

Please go shopping for me. We need ....some... bread, ....some... peas, ...a.... bottle of milk and ....a.... newspaper. Is there ....an... onion in the fridge for the spaghetti? No? Well get ...some.. onions too then. Have we got ....any... eggs? Your father always wants ....an... egg for breakfast. No, don't buy ...any..... sweets - they rot your teeth! You can have .....a.... packet of sugarless chewing gum instead!




**SPEAKING A2**

**Questions with countable and uncountable nouns.**

There is	a an	teacher CD player bottle of apple juice	piece of paper exercise book encyclopedia	in this room.
There is	some	chalk apple juice noise	paper furniture rubbish	
There are	some	students desks pencils	cups CDs worksheets	

Is there	a an	teacher encyclopedia	in this room?	Yes, there is. No, there isn't.
Is there	any	apple juice rubbish		
Are there	any	CDs good students		Yes, there are. No, there aren't.

Look at the pictures. Try to memorise them for one minute. Then write down what you can remember. Use *a, an* or *some*.

	<p>Now ask some questions. Use ANY</p> <p>→</p> <p>You: Is there any rice. Partner: Yes, there is. You: Are there any pears? Partner: No, there aren't.</p>
---	---

**Fill in *There is* or *There are*:**

- ..... some sugar in my coffee.
- ..... some oranges on the floor.
- ..... no chairs in my room.
- ..... a newspaper on the table.
- ..... some ice cream in the refrigerator.

**Put in *is, are, isn't* or *aren't*.**

- There ..... many beans but there ..... a lot of flour.
- There ..... a lot of potatoes but there ..... much rice.
- There ..... not much butter but there ..... a lot of cheese.
- There ..... a lot of lemons but there ..... no oranges.
- There ..... much toothpaste but there ..... a lot of soap.





How to make a pizza?

Ingredients for one pizza:

<b>BASE:</b> 200 g flour 25 g margarine 150 ml warm water 1 teaspoon salt	<b>TOP:</b> olive oil 1 large tomato (sliced) 50 g mozzarella cheese (sliced) 50 g mushrooms 50 g chopped ham olives black pepper
---	--

Jenny and Jim are helping their mum make pizza.

Mum: First we turn on the oven. Put it on to 230°C, please, Jim. Jenny, get the flour and the salt from the cupboard. We need to sieve them into the bowl. Can you get some margarine out of the fridge?

Jenny: How much margarine?

Mum: We need 50g for two pizzas. Cut it into small pieces so that I can rub it in to the flour. Jim, can you get a cup of warm water. You can put it into the bowl bit by bit and stir until it makes a ball of dough.

Jim: Can I roll out the dough?

Mum: Yes, you can each roll out one pizza, but put some flour on the work surface. I'll slice the vegetables and chop some ham.

Jenny: Your pizza isn't round, it looks like a map of Austria.

Jim: Yours isn't so much better!

Mum: Don't start fighting! Here, you need to put the pizzas on a baking tray and brush them with olive oil now. How many tomatoes do you want?

Jenny: Just one, please.

Jim: I'll have two. I like the tomatoes best.

Mum: OK. Put the cheese on next. Then the ham. I'll fry the mushrooms in a little oil before you put them on.

Jim: I don't like mushrooms. Can I have some olives instead?

Mum: How many olives would you like?

Jim: About ten, please.









Jenny: Leave some for me too!

Mum: Ready? OK, put the pizzas into the oven now.



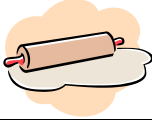





Jenny: How long do they need to cook.

Mum: Leave them for 15 minutes, then turn down the temperature to 190° and bake them for 10 minutes more.

Here are the instructions for the pizza recipe. Can you put them in the right order?

<p>Sprinkle some pepper and a few drops of olive oil over the top of the pizza.</p> 	<p>Put the dough onto a flour-covered surface and roll it into a flat shape.</p> 	<p>Cut the margarine into small pieces and mix them into the flour until the mixture feels like breadcrumbs.</p>	<p>Turn the oven temperature down to 190°C and bake for a further 10 minutes.</p>
<p>Sieve the flour and the salt into a bowl.</p> 	<p>Preheat the oven to 230°C.</p> 	<p>Eat the pizza.</p> 	<p>Add the tomatoes, cheese and different toppings.</p> 
<p>Fry the mushrooms gently in oil.</p> 	<p>Bake in the preheated oven for 15 minutes.</p> 	<p>Put the flat dough shape onto a baking tray and brush over with olive oil.</p>	<p>Add the water bit by bit and mix it into the flour to make a dough.</p>

















































## Cooking - Solution p.46

<p>Preheat the oven to 230°C.</p> 	<p>Sieve the flour and the salt into a bowl.</p> 	<p>Cut the margarine into small pieces and mix them into the flour until the mixture feels like breadcrumbs.</p>	<p>Add the water bit by bit and mix it into the flour to make a dough.</p>
<p>Put the dough onto a flour-covered surface and roll it into a flat shape.</p> 	<p>Put the flat dough shape onto a baking tray and brush over with olive oil.</p>	<p>Fry the mushrooms gently in oil.</p> 	<p>Add the tomatoes, cheese and different toppings.</p> 
<p>Sprinkle some pepper and a few drops of olive oil over the top of the pizza.</p> 	<p>Bake in the preheated oven for 15 minutes.</p> 	<p>Turn the oven temperature down to 190°C and bake for a further 10 minutes.</p>	<p>Eat the pizza.</p> 















## Writing Assessment: Writing about Food (Student copy)

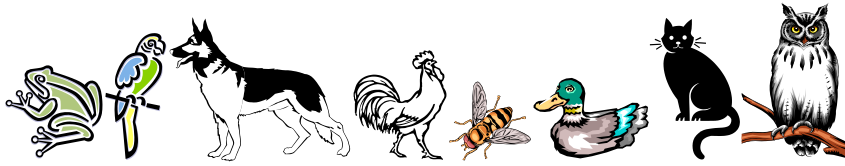
Points	Item	Criteria	
5	<b>Content</b>	Foods you like and don't like.	
		Your favourite meal.	
		Other people's favourite foods.	
		Why foods are good /bad ( <i>make you fat / rot your teeth/ etc.</i> )	
		Paragraphs.	
5	<b>Vocabulary</b>	Different kinds of fruit, vegetables, meat, drinks, sweet things (x3)	
		Words for meals ( <i>breakfast / first course / etc.</i> )	
		Words for what is in the food ( <i>carbohydrates/ proteins/ etc.</i> )	
		Adjectives ( <i>delicious/ horrible/ juicy/ crispy/ etc.</i> )	
		Adverbs of time ( <i>usually/ on Sundays/ etc.</i> )	
5	<b>Structure</b>	Present simple tense ( <i>I like / She likes</i> )	
		Word order with adverbs	
		Prepositions	
		There is / There are	
		a ( <i>piece of, etc.</i> )/ an/ some / any	
5	<b>Punctuation</b>	Capital letters to start sentences	
		Capital letters for names	
		Full stops to end sentences	
		Commas for lists ( <i>I like oranges, tomatoes, carrots and ...</i> )	
		Apostrophes ( <i>don't / my Mum's</i> )	
5	<b>Spelling</b>	Number of words spelt <b>correctly</b> .	
25	<b>Total</b>		

## Animals

What to do:	Homework: 	Done?
<p>1. Guess the animal A1         </p> <p> OH One person takes a card with the name of an animal. The others ask "YES/NO" questions to find out the animal. Only 20 questions are allowed.</p>		
<p>2. Can elephants fly? A1    </p> <p> Work card <b>Can elephants fly?</b> Write sentences! Use <b>can</b> or <b>can't</b>. <b>What can they do?</b> Talk about the table with a friend. Talk about what you and your friend can and can't do. Write some sentences about what you can and can't do.</p>	Finish the sentences!	
<p>3. Animal ABC A1     </p> <p>   Animal ABC chart On side 1, find up to 5 animal names for each letter of the alphabet. Use a dictionary and a timer. On side 2, play a chain game: Take it in turns to write the name of an animal. Each animal name must begin with the last letter of the one before. Each animal name can be used once only. The group with the longest list wins!</p>		
<p>4. Animal grammar A1    </p> <p> Practise writing sentences in the Present Simple tense.</p>	Finish the worksheet at home.	
<p>5. Animal Parts of Speech A2</p> <p> Sort out words into groups of nouns, verbs and adjectives. Make an animal picture dictionary.</p>	Finish the worksheet at home.	
<p>6. Possessive Adjectives A1</p> <p> Learn how to use <i>my, your, his, her</i> with this worksheet.</p>		
<p>7. VBS Animal Web: A2-B1 </p> <p>Read the texts, practise the key words, fill in gaps online!</p> <ul style="list-style-type: none"> <li>• <b>Groups of animals with backbones.</b></li> <li>• <b>Domestic animals.</b></li> <li>• <i>Wild animals in our gardens and woods. (in preparation).</i></li> </ul>	If you have internet, you can practise at home!	
<p>8. Describing animals and inventing your own animal. A2   </p> <p> Learn how to make observations and write scientific descriptions of different animals (movement, structure, feeding, habitat, breeding). Invent your own animal and describe it scientifically.</p>		
<p>9. Dog stories: B1 </p> <ul style="list-style-type: none"> <li>• Gilbert</li> <li>• The Dog Snatcher</li> <li>• Between Dogs</li> </ul> <p>Choose a story and write a summary.</p>	Finish the reading and the summary at home.	
<p>10. Joey Croc, the Crocodile A1         </p> <p>  Listen to the song. Fill in the gaps. Then listen again and join in to sing the song.</p>		

## Poems, Rhymes and Spellings

What to do:	Homework: 	Done?
<p>1. The Crocodile Poem A2     </p> <p> Listen to the poem; then read it aloud to your friend or the teacher.</p> <p>Answer the questions on the worksheet.</p>	Finish the questions at home.	
<p>2. Rhyme cards A1 -B1    </p> <p> Match pairs of cards so that the words rhyme. See how long it takes you. Ask your teacher to help you check when you are finished.</p> <p>Then take two cards that rhyme. Use them to make a little poem. Try to make another verse with two more rhyming cards.</p>	<p>Two worksheets: Rhyming pairs worksheet.</p> <p>Rhyming words and spelling.</p>	
<p>3. Poems on the wall A1 </p> <p>There are some short poems on the wall. Each of them has the last word missing. Think of a good word to finish the poem. Then memorize the poem. Return to your seat and tell the poem to a friend. He or she can write it down - you check.</p>		
<p>4. Poem collection A2 -B1 </p> <p>Choose a poem from the collection and learn it off by heart. Recite it to your friend or teacher.</p>	Practise at home in front of a mirror!	



Is it a  
reptile?

Is it a  
pet?

Is it  
fierce?

Is it very  
big?

Is it  
brightly  
coloured?

Can it  
swim?

Can it  
talk?

Can it fly?

Has it got  
six legs?

Has it got  
stripes?

Does it  
live in  
Africa?

Does it  
live on a  
farm?

Does it eat  
grass?

Does it live  
in the  
desert?

Does it lay  
eggs?

Has it got  
wings?

Has it got  
scales?

Has it got  
feathers?

What to do. Find up to five animals beginning with each letter in the alphabet!

Use a dictionary or ... <http://www.enchantedlearning.com/painting/>

Jaguar A large, spotted wild cat from South and Central



Newt A small, brightly-colored salamander.



Impala  
A high-jumping antelope from southern Africa.



Quail  
A plump bird.



Yak  
A large, strong, plant-eating mammal.



Vulture  
The vulture is a large bird with a bald head. Vultures eat carrion.



Urchin The sea urchin is a spiny animal that lives on the ocean floor.



Xiaosaurus (pronounced sheow-SAWR-us)  
Xiaosaurus was a small, plant-eating dinosaur from the Jurassic period.

	<i>Up to five animals beginning with...</i>	<i>Points</i>
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		
	<i>Total points:</i>	





Jellyfish are animals with stinging tentacles

*What to do. You need to make a team. Take it in turns to write the name of an animal. Each animal name must begin with the last letter of the one before. Each animal name can be used once only. The team with the longest list wins!*

*Use a dictionary or ... <http://www.enchantedlearning.com/painting/>*

1		26	
2		27	
3		28	
4		29	
5		30	
6		31	
7		32	
8		33	
9		34	
10		35	
11		36	
12		37	
13		38	
14		39	
15		40	
16		41	
17		42	
18		43	
19		44	
20		45	
21		46	
22		47	
23		48	
24		49	
25		50	
<i>Team:</i>		<i>Points:</i>	



Vampire bats are the only bats that drink blood.



Quetzal A beautiful rain forest bird.



Iguana A plant-eating lizard.



A unicorn is a mythical, one-horned animal.



Xenops The Xenops is a rainforest bird from the Americas.



Nightingale A small songbird that sings beautiful, complex songs, often at night.



Yorkshire Terrier A small, intelligent, long-haired dog that is a wonderful companion.



## What noises do the animals make?

buzz	quack	roar
neigh	moo	purr
bark	howl	croak
bleat	grunt	hiss
hoot	crow	cluck

### Remember!

- ❖ We say... A dog **barks**. Dogs **bark**.
- ❖ Spelling: Usually you add **-s**; but with words ending in an **s, z, ch** or **sh** you add **-es**. Example: A bee **buzzes**. A lot of flies **buzz**.

A cat ....	Goats ...	The rooster ...
Kittens ...	A sheep ...	Chickens ...
A lion ...	An owl ...	Wolves ...
A frog ...	Ducks ...	A horse ...
A snake ...	Pigs ...	A mosquito ...

More practice. Choose a good verb for each gap. **Add the -s when you need to!**

live...	catch	crow
eat...	climb	swim
purr	buzz	play
sleep...	have	hunt

Rabbits ..... big ears and soft fur.  
 A frog ..... worms and insects.  
 Wolves ..... in the forest.  
 A rat ..... long whiskers.  
 An owl ..... at night.  
 The puppy ..... in the snow.  
 Cows ..... grass.  
 Ducks ..... on the pond.  
 Pigs, cows and goats ..... on a farm.  
 A bee .....

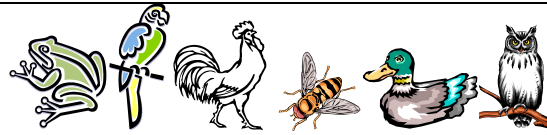
Turtles ..... in the water and tortoises  
 ..... on land.  
 The budgerigar ..... seeds.  
 A snake ..... on mice and ....  
 Reptiles and birds ..... eggs.  
 All cats ..... trees.  
 Elephants ..... for four hours a day.  
 Cats ..... when they are happy.  
 Roosters ..... in the morning.

Put a question word - **do, does** - into each question. Answer the question the short way.

Example:

- ..... frogs eat insects?  
= *Do frogs eat insects? Yes, they do.*
- ..... an owl eat grass?  
= *Does an owl eat grass? No, it doesn't.*

- ..... all fish live in the water? .....
- ..... a boa constrictor climb trees? .....
- ..... bats fly? .....
- ..... a parrot talk? .....
- ..... a crocodile eat fruit? .....
- ..... an owl have feathers? .....
- ..... horses lay eggs? .....
- ..... goats live in water? .....
- ..... monkeys climb trees? .....
- ..... a lion live in the jungle? .....
- ..... birds have cold blood? .....
- ..... rabbits feed on insects? .....
- ..... a budgerigar fly? .....
- ..... sheep climb trees? .....
- ..... cats eat meat? .....
- ..... a turtle lay eggs? .....
- ..... kangaroos come from Austria? .....
- ..... an elephant have hair? .....
- ..... a snake eat people? .....
- ..... teachers eat mice? .....



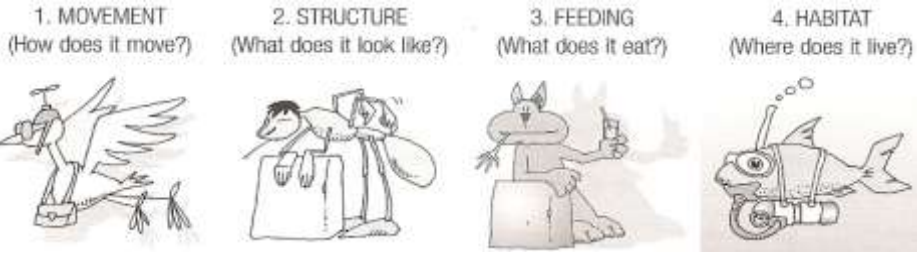
Animal Parts of Speech

have rough fur hunt  
talk hippopotamus heavy frog  
sheep eat cheetah jump  
cold-blooded fly shiny run  
striped soft green cat smooth  
swim trees teeth buzz beautiful  
crocodile croak live dangerous  
reptile pointed climb tail  
sharp insect fierce

What to do:

- ❖ Make three lists: NOUNS, ADJECTIVES and VERBS.
- ❖ Put the lists into **alphabetical order**.
- ❖ Make some sentences using at least one word from each list.

❖ <b>READING A2</b>	<b>WRITING A2</b>	<b>Writing About Animals</b>
---------------------	-------------------	------------------------------



What can you write?

1. Movement: Does it have legs, wings or fins? Is it fast or slow?
2. Structure: What size is it? - big small or of average size? What shape is it? - round, thin or fat? What colour is it? Has it got a tail? Does it have fur, hair, feathers, skin, a shell or scales?
3. Feeding What does it eat and drink?
4. Habitat Where does it live? On land, in the air, in the water, in a house or a garden?
5. Extra information What other interesting things can you say about the animal?



Read about the mouse and then try to classify it:

Mice have four legs and can run very fast. They can even run up walls and drain pipes. Their fur varies in colour from light brown to dark grey with a lighter colour on their bellies. Some species live in forests and grasslands where they feed on seeds, fruit and insects; however, the most common species is the house mouse which lives in cellars and attics of houses. It eats bread crusts, cheese and any table leftovers. Its original home was Asia but it spread to Europe and the rest of the world a long time ago.

1. Movement:
2. Structure:
3. Feeding
4. Habitat
5. Extra information



## 2) Snakes.

Listen to the tape about British snakes and then classify the snake in your notebook:

1. Movement:
2. Structure:
3. Feeding:
4. Habitat:
5. Extra information:

**3) What is your favourite animal?** Try to classify your animal in the table. Then write a paragraph about your animal. Get it checked and then write up a good version on paper.

My favourite animal = \_\_\_\_\_

1. Movement:
2. Structure:
3. Feeding:
4. Habitat:
5. Extra information:

## 4) Do the same with your best friend!

My best friend = \_\_\_\_\_

1. Movement:
2. Structure:
3. Feeding:
4. Habitat:
5. Extra information:

## 5) Invent your own animal!

Last of all, it's time to make up your own animal. Draw your invented animal on plain paper. Give it a name and then classify it. Draw the classification table next to your invented animal and put it up on the wall.

(Here, for example, we have a "Butterhorgirafficat" and a "Bearcowticroc")



Writing (Test): Level A2 - ALL ABOUT ANIMALS

Points	Item	Criteria	
Up to 5	Content	Animals you like and don't like.	
		Your pet or favourite animal - describe it. Why do you like it?	
		Other people's favourite animals. (Friends, family)	
		Why animals are useful.	
		Paragraphs.	
Up to 5	Vocabulary	Different animals.	
		Words for describing what animals look like ( <i>furry, colourful...</i> )	
		Words for describing behaviour of animals. ( <i>dangerous, nocturnal...</i> )	
		Words for what they eat, etc. ( <i>carnivore, predator, etc.</i> )	
Up to 5	Structure	Present simple tense ( <i>I like / She likes</i> )	
		Can / Can't	
		My, our, his, her, its, theirs	
Up to 5	Punctuation	Capital letters to start sentences, for names	
		Full stops to end sentences	
		Commas for lists ( <i>I like elephants, tigers, dogs and ...</i> )	
		Apostrophes ( <i>don't / my Mum's</i> )	
Up to 5	Spelling	Number of words spelt <b>correctly</b> .	
Max. 25	Total		

Examples of things you could write about (you don't need to do them all!):

What is your favourite animal? Describe what it looks like, how it behaves, how it moves and what it eats. Which animals do you like or not like? What about your family and friends? Have you got a pet? Describe it. Why are farm animals useful?

Write about 100 - 200 words, or more if you can!

## The Log of the Ark



The Ark has taken aboard its last passengers and is preparing to set sail....

"Thank goodness that's over," said Shem, as they watched the last beast pass through the door. "Anyone else on shore?" he called, but there was no answer.

Thankfully, they turned towards the door when, "Hold hard," said Ham, "isn't that someone else coming?" They listened. It was very hard to hear anything above the hiss of the rain; but surely there were footsteps coming slowly and uncertainly up the hillside towards the Ark. Shem and Ham peered into the gloom, but nothing could be seen. Suddenly there was a loud splash. "They've fallen down," said Ham with a chuckle. After a pause the steps started again; a splash, as each foot was put down, and a squelchy "klop" as it was pulled up again.

Then, above the edge of the little dip where the Ark lay, appeared a head, bobbing and swaying upon the sky-line; then came shoulders and a body, with arms waving now and then to keep its balance.

"It's mother!" said Shem and Ham, in one breath, and turned and bolted for Noah.

"Father!" they shouted. "Mother's coming!"

"Good heavens!" said Noah, "do you mean to say that your mother is not on board?"

It was a very bedraggled Mrs Noah whom they saw coming up the gangway for large animals, when they got back on deck. "Yes," she said bitterly, "it's about time some of your came. A nice time I've had of it."

"My dear," said Noah, "we have been terribly busy getting the animals on board, and I had no idea that - "

"Where is my room?" she interrupted wearily, "or do I sleep with the animals?"

Noah looked very ashamed of himself. "This way, my dear," he answered humbly, showing her into the cabin personally.

Even now it seemed that the day's work was not done; scarcely had Noah got back to his room when there was a knock on the door.

"Come in," he said wearily. Nothing happened. "Come in," he repeated. Still no one appeared. "You can come in," he said more loudly.

"I-'m c-o-m-i-n-g," said a slow, dragging voice.

Noah looked up. The door was opening, but so slowly that he could scarcely see it move. Presently a puffy-looking snout appeared. Then round the corner crept a quaint front paw, ending in a kind of meat-hook, which groped slowly about until it found a bit of floor that it could hook into. This done, the other paw arrived at the same speed.

"Do try to hurry a little," said Noah wearily.

"A-r-e-n't I h-u-r-r-y-i-n-g a-s f-a-s-t a-s I c-a-n?" said the beast, without increasing its pace in the slightest.

By the time it was half way through the door, showing a tangled, matted coat of faded brown fur, Noah felt he could wait no longer. "You had better tell me what you want from there," he suggested.

The beast continued slowly to lift a front leg and edge it forward, while it thought for a moment. It seemed to walk on the back of its wrists. At last its mouth began to open: "I-'v-e n-o-w-h-e-r-e t-o s-l-e-e-p," it drawled.

"Haven't you a cabin?" asked Noah.

"Y-e-s, b-u-t t-h-e-r-e-'s n-o-w-h-e-r-e t-o s-l-e-e-p."



"There should be plenty of straw in it."

"I c-a-n't s-l-e-e-p i-n s-t-r-a-w," said the quaint beast. "I m-u-s-t s-l-e-e-p r-i-g-h-t w-a-y u-p."

"Well, then, why don't you lean against the wall and sleep standing up?"

"S-t-a-n-d-i-n-g u-p? B-u-t I-l m-u-s-t g-o t-o s-l-e-e-p h-a-n-g-i-n-g d-o-w-n r-i-g-h-t w-a-y u-p."

"I don't know what you mean," said Noah in despair. "You seem to be talking nonsense, but go back to your cabin, and I'll get Japhet."

"I don't know what it is exactly," he said to Japhet presently. It looks like a very old hearthrug, and it is so slow that it makes you yawn to watch it. Here it is," as it came slowly down the passage.

"Why, it's the sloth!" said Japhet. "I never saw him come on board."

"I saw it," said the Elephant, sticking her head out of her cabin. "It walked up underneath the plank, and got in at a lower window. Foolhardy, I call it."

"Ha, yes," said Japhet, "I forgot it always lived upside down."

"I-l d-o-n't k-n-o-w w-h-a-t y-o-u m-e-a-n b-y u-p-s-i-d-e d-o-w-n," said the sloth with some heat, "b-u-t I-l c-a-n't s-l-e-e-p h-e-r-e, I-l f-e-e-l a-l-l d-i-z-z-y."

"I don't know what's to be done for tonight," said Japhet. "It ought to have a rail or something to hang from."

"There's my towel rail," suggested the Elephant timidly.

"The very thing!" said Noah and Japhet. Together they carried the towel rail into the other cabin. The Sloth climbed slowly up into his favourite position, and almost instantly fell asleep.



Meanwhile you must not imagine that elsewhere in the Ark everyone had fallen quietly asleep. On the contrary, there seemed to have been nothing but trouble; although it was gradually quieting down now, as one by one the animals got to sleep...

In places the loud snores of heavy sleepers proved disturbing; while occasionally some timid little beast would start up from a bad dream with a shriek which woke up the others. It wasn't any better with the birds. Here the Luminous Puffins had casued an immense amount of annoyance. Shouts of: "Put that light out!" "How can I get to sleep with that on?" filled the air; while the Owls complained bitterly that they could not see. The poor little Puffins, while very willing, were quite unable to oblige; and a deputation of birds had waited upon Noah, who at Japhet's suggestion had removed the Puffins from the birds' quarters and posted them at intervals down the passage between the animals' cabins, where they made excellent night-lights.

Little by little the various commotions died down; the complaints were satisfied, or at least stilled; and at last, all on board were asleep.

And then, from his cavern in the hills, where he dwelled in darkness, stole the loathly Scub; and slinking on board when all was still, crept unobserved into an empty cabin, and curled himself up in the darkest corner.



The Camel was the first to wake up next morning, and he could not for the life of him think where he was. It was still dark, and all he knew was that the ground he was lying on was certainly not sand. It was horribly hard, and he felt stiff and sore all over. He

scrambled to his feet, and BUMP! went his head against the roof of the cabin. That did it. The Camel exploded! He kicked up such a row that it was quite impossible for anyone else to remain asleep.

"For goodness' sake, shut up," spat the Dromedary, who was in the next cabin. "It isn't nearly time to get up yet."

But the camel was fairly off by now, and this only made him worse. He called the Dromedary every name he could think of - as though it was his fault - and ended by banging hard on the wooden partition that separated them.



"Oh, do stop that noise," shouted someone a little further down the passage. "You're frightening the Elephant out of her wits. You'll have her losing her head in a minute and trampling on things. And the animal was quite right to shout; for if an elephant loses her head and begins to trample on things it is time to get out of her way.

"Give her a melon, and tell her to remember her size," said the Hippopotamus from the cabin opposite. All the big animals had cabins at one end of the Ark; the middle-sized beasts were in the middle; and the smallest were at the end nearest where Noah and his family lived.

"Don't be silly," said a voice, "there aren't any melons. We are on the Ark."

"Why, bless my soul!" said the Hippopotamus, "So we are. I'd forgotten all about it."

"We're on the Ark-

What a lark!"

he sang, and roared with laughter as he always did at his own jokes, however feeble.



There was no chance of any more sleep now, and even the laziest lie-a-beds found it useless to try. From every cabin came getting-up noises.

There was a big bath at the end of the passage. This was for the use of those who liked a cold bath before breakfast; and quite a lot of the animals did. Soon arose a great noise of splashing and gurgling and snorting and snuffling, followed by peals of laughter. "Look here, we can't have the Hippopotamus and his wife in at the same time," gasped a small Water Rat, who had been almost swamped by the waves made as they got in together. "Little animals should be seen but not heard," guffawed the hippopotamus, splashing about so that the poor little Rat was almost buried in spray. "Me and Anna always have had our bath together, and always will. Now then, Anna, let's play Wumpetty-Dump!" And the two great beasts lay down in the water and began rolling from side to side. They bumped into each other; rolled away; and then bumped again, till the other animals had to hold their sides, they were laughing so much. The little Water Rat had scrambled out as quickly as he could, and even he, annoyed as he was, could not help laughing at their clumsy antics. However, it is pretty hard work playing Wumpetty-Dumps in a bath, as you will find out if you try; and at last the two of them were quite out of breath with their exertions.

"Now the you others can try," said the Hippopotamus as he and his wife got out and walked off, leaving a trail of water that led right to their cabin.



A) Match the words with the meanings:

bedraggled	search blindly for something, with your hands
quaint	group representing a larger number of people
grope	a lot of noise and fuss
tangled	horrible
luminous	great effort
deputation	untidy-looking (used for people's clothes and hair)
commotion	shining with inner light
loathly	attractive in an unusual way
exertion	muddled up in knots (used for hair, wool, etc.)

B) Questions:

1. What does Mrs Noah mean when she says, "A nice time I've had of it."?
2. What excuse does her husband make?
3. What was the Sloth's problem and how was it solved?
4. What was the Owls' complaint and how was it dealt with?
5. Who was the last aboard?
6. What was the Water Rat's complaint? How was he answered?
7. Describe the sleeping arrangements on the Ark.

C) Tell the old story of Noah's Ark.

D) Work in a group. Each member should write a diary entry describing another problem which arose amongst the animals on the Ark. First discuss what you are going to write with the others, and make sure that each person has a different idea!

**What to do:**

A) Answer the questions with one or two words (not sentences!).

- 1) Find a word that means the same as horrible (clue - it rhymes with *crocodile*)
- 2) What is the word for the sound that Crocky-Wock makes when he eats children? (it rhymes with *lunch*)
- 3) What does he put on the boys to make them taste hot?
- 4) Find two words for girls' hair styles (one of them rhymes with *girls*)
- 5) Find two names for sweets that Crocky-Wock likes to eat with girls?
- 6) A 'treat' is something lovely and special (you might get a treat on your birthday).  
What are the two adjectives used to describe the Crocky-Wock's treat?
- 7) What word describes the noise of the crocodile coming up the stairs?
- 8) What is Crocky Wock's skin like? (two adjectives)
- 9) What are his teeth like? (one adjective)
- 10) What is another word that rhymes with crocodile?

B) Some of the words you have filled in are nouns and some are adjectives. Draw two boxes, as below, and sort the words into them. Don't forget to label the boxes....

NOUNS

ADJECTIVES



C) Now write some sentences with one of the nouns and one of the adjectives from the poem. You can make them rhyme if you wish.

## How the Camel got his Hump: A dramatisation of a story by Rudyard Kipling

### Characters:



Camel, Horse, Dog, Ox, Man, Djinn of All Deserts

**Scene 1:** *In the middle of a Howling Desert, at the beginning of years, when the world is new and the animals are just beginning to work for Man. A lazy camel is eating sticks, thorns, tamarisks, milkweed and prickles.*

*Enter the horse with a saddle on his back and a bit in his mouth, in a hurry.*

Horse: Camel, O Camel, come out and trot like the rest of us.

Camel: Humph!

Horse: O camel, you don't want to work at all. I'm going to tell Man.

*Exit horse. Camel goes on eating.*

*Enter dog, with a stick in his mouth.*

Dog: Camel, O Camel, come and fetch and carry like the rest of us.

Camel: Humph

Dog: O camel, you are extremely lazy. I'm going to tell Man.

*Exit dog. Camel goes on eating.*

*Enter ox, with a yolk on his neck.*

Ox: Camel, O Camel, come and plough like the rest of us.

Camel: Humph!

Ox: O camel, you are excruciatingly idle. I'm going to tell Man.

**Scene 2:** *At the edge of the desert.*

*Man has called the Horse and the Dog and the Ox together.*

Man: Now, where is that Humph-thing?

Horse: O Man, I told him to come and trot, but he wouldn't. He didn't want to work at all.

Dog: O Man, I told him to come and fetch and carry like the rest of us, but he wouldn't. He is extremely lazy.

Ox: O Man, I told him to come and plough like the rest of us, but he wouldn't. He is excruciatingly idle.

Man: Three, O Three, I am very sorry for you, with the world so new and all, but that Humph-thing in the Desert can't work, or he would have been here by now, so I am going to leave him alone, and you must work double-time to make up for it.

*Exit Man. The three animals sit down and have a heated discussion. They are all very angry.*

*The camel enters chewing some milkweed, excruciatingly idle, and laughs at them. Then he says 'Humph' and goes away.*

*Enter the Djinn in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way because it is Magic), and stops to palaver and powwow with the Three.*

Horse: Djinn of All Deserts, IS it right for anyone to be idle, with the world so new?

Djinn: Certainly not.

Horse: Well, there's this thing in the middle of your Howling Desert with a long neck and long legs, and he hasn't done a stroke of work since Monday morning. He won't trot.

Djinn: Whew! That's my camel, for all the gold in Arabia! What does he say about it?

Dog: He says 'Humph!' and he won't fetch and carry.

Djinn: Does he say anything else?

Ox: Only 'Humph!' and he won't plough.

Djinn: Very good, I'll humph him if you will kindly wait a minute.

Djinn rolls himself up in his dust cloak, and heads off through the desert.

**Scene 3:** *In an oasis in the middle of the desert. Camel is looking lazily at his own reflection in a pool of water.*

*Enter Djinn rolling in a cloud of dust.*

Djinn: My long and bubbling friend, what's this I hear of you doing no work, with the world so new and all?

Camel: Humph!

Djinn: *Sitting down and beginning to think up a magic spell.*

You've given the Three extra work ever since Monday morning, all on account of your excruciating idleness.

Camel: Humph!

Djinn: I shouldn't say that again if I were you. You might say it once too often. Bubbles, I want you to work.

Camel: Humph!

*Suddenly the camel's back starts to puff up into a great big lolloping humph.*

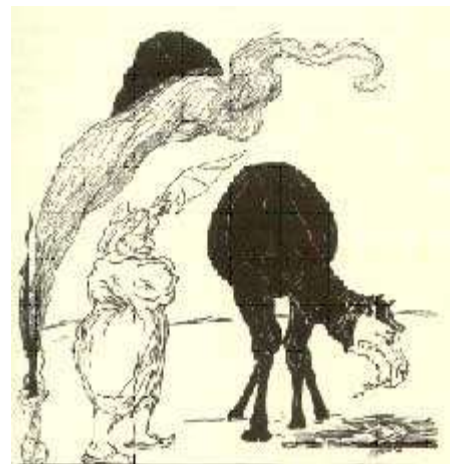
Djinn: Do you see that? That's your very own humph that you've brought upon your very own self by not working. Today is Thursday, and you've done no work since Monday, when the work began. Now you are going to work.

Camel: How can I with this humph on my back?

Djinn: That has a purpose. You missed those three days.

Now you will be able to work for three days without eating, because you can live on your humph; and

don't you ever say I never did anything for you. Come out of the Desert and go to the Three, and behave. Humph yourself!



Epilogue:

*And the camel humphed himself, humph and all, and went away to join the Three. And from that day to this the Camel always wears a humph (we call it a 'hump' now not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.*



# Animal Grammar Review



1) Choose a good verb for each gap. Add the -s when you need to!

live...	catch	crow
eat...	climb	swim
purr	buzz	play
sleep...	have	hunt

Rabbits ..... big ears and soft fur.

A frog ..... worms and insects.

An owl ..... at night.

The puppy ..... in the snow.

Ducks ..... on the pond.

Pigs, cows and goats ..... on a farm.

The budgerigar ..... seeds.

All cats ..... trees.

Elephants ..... for four hours a day.

Cats ..... when they are happy.

A bee .....

Roosters ..... in the morning.

2) Put a question word - **do**, **does** - into each question. Answer the question the short way.

Example:

..... frogs eat insects?

= *Do frogs eat insects? Yes, they do.*

..... an owl eat grass?

= *Does an owl eat grass? No, it doesn't.*

..... all fish live in the water? .....

..... bats fly? .....

..... a budgerigar have feathers? .....

..... a crocodile eat fruit? .....

..... an owl sleep at night? .....

..... horses lay eggs? .....


..... goats live in water? .....

..... rabbits feed on insects? .....

..... sheep climb trees? .....

..... a turtle lay eggs? .....

🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒 **Time** 🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒🕒

What to do:	Homework: 	Done?
<p>1. I like school A1 🗨️📖✍️😊 Worksheet <b>I like school</b> <i>This is easy practice with the Present simple tense! Write the sentences in your exercise book.</i></p>	Finish the exercises.	
<p>2. What's the Time? A1 🗨️✍️😊😊 Work card <b>What's the Time?</b> <i>(i) Match the sentences with the clocks. (ii) Say what Lukas does every day. Write sentences! (iii) Say the times.</i></p>	Finish the sentences!	
<p>3. Daily Routines A1/A2 🗨️✍️😊 Work card <b>Daily Routines:</b> <i>(i) Number the sentences, then write what Jenny does every day in your exercise book. (ii) Write about what you do every day. (iii) Sort out the mixed-up sentences and questions. Write them out correctly.</i></p>	Finish the worksheet at home.	
<p>4. Our Teacher's Daily Routine A1 🗨️✍️😊 Pack of cards: <b>Our teacher's daily routine:</b> <i>Put the cards into the correct order. Then write down what your teacher does every day!</i></p>		
<p>5. Telling the truth! A1 ✍️ Worksheet: <b>Talking about people!</b> <i>Write the exercises in your notebook.</i></p>	Finish the worksheet at home.	
<p>6. Your weekly schedule. A1 - B1 🗨️✍️😊 Chart: <b>Your weekly schedule.</b> <i>1. Keep a record of how you spend a week. Colour in the chart, and make a colour key at the bottom: use different colours, for example, for "sleep", "school", "homework", "meals", "watching TV", "reading", "computer games", "sports", "music", "washing, etc.", "chores", "going out with friends"...</i> <i>2. Use another chart to plan your next week. Try to make it better!</i></p>	Finish the chart at home.	
<p>7. Scheduling your time: How often? A1 ✍️ Worksheet: <b>How often?</b> <i>Write the exercises in your notebook.</i></p>	Finish the worksheet at home.	
<p>8. Holidays/ How often do you...: A1 ✍️🗨️ Worksheet: <b>Holidays...</b> <i>Extra practice: Fill in all the exercises! Then play the game.</i></p>		
<p>9. Jumbled Sentences Web: A2-B1 🖨️ <i>Practice putting sentences and questions into the correct order.</i></p>		
<p>10. Test: Sentences with time adverbs!</p>	Learn! Test date: .....	



*A. Can you match the sentences with the clocks?*

*B. Can you find which clock goes with which picture? The boy in the picture is called Lukas. Talk about the pictures! Then write sentences!*

*C. What's the time?  
Say the times on the  
different clocks!*



**What to do:**

1. Number the sentences in the correct order (1 - 18). Number 1 is done as an example.



2. Now you say or write what Jenny does every day. Put the sentences in the correct order. Remember to use the correct form of the verb:

➤ *Jenny gets up at half past six.*



3. What about you? Say or write what you do every day.



4. Mixed up sentences. Can you put the words into the correct order?

Example: half Joseph football two plays past at  
= Joseph plays football at half past two.

- gets at o'clock six up Cathrin
- half does past seven homework Onia at her
- watches dinner television Mum after
- at has half Theresa twelve lunch past
- homework do before my dinner I

5. What about these questions. Can you put the words into the correct order?



























Example: go Steffi to When bed does ?  
= When does Steffi go to bed?

- to school Paula get does When ?
- When her does have lunch Jenny ?
- Jim homework do does When his?
- does soccer When play Patrick ?
- do morning in you get When up the?

## Daily Routines – Solution

Here Jenny is telling us about her daily routine – but not in the right order.

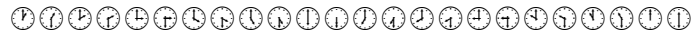
Jenny says...

 After breakfast, I pack my schoolbag.	4
 I get home at half past three.	11
 I have my breakfast at seven o'clock.	3
 I have dinner at seven o'clock in the evening.	14
 I have lunch at school.	9
 I get up at half past six.	1
 I go to bed at nine o'clock	16
  I work from eight to one.	8
  In the afternoon, I do sports.	10
  Then I do my homework before dinner.	13
 I go to sleep at ten o'clock.	18
  I walk to school.	6
  I read a book or a comic in bed.	17
  After dinner, I watch television.	15
  I wash and get dressed before breakfast.	2
  After I get home, I have a snack.	12
 I begin lessons at eight o'clock.	7
 I leave the house at half past seven.	5



### What to do:

1. Number the sentences in the correct order (1 - 18). Number 1 is done as an example.



2. Now you say or write what Jenny does every day. Put the sentences in the correct order. Remember to use the correct form of the verb:

- *Jenny gets up at half past six.*
- *She washes and gets dressed before breakfast.*
- *She has her breakfast at seven o'clock.*
- *After breakfast she packs her schoolbag.*
- *She leaves the house at half past seven.*
- *She walks to school.*
- *She begins lessons at eight o'clock.*
- *She works from eight to one.*
- *She has lunch at school.*
- *In the afternoon she does sports.*
- *She gets home at half past three.*
- *After she gets home, she has a snack.*
- *Then she does her homework before dinner.*
- *She has dinner at seven o'clock in the evening.*
- *After dinner she watches television.*
- *She goes to bed at nine o'clock.*
- *She reads a book or a comic in bed.*
- *She goes to sleep at ten o'clock.*



4. Mixed up sentences.

- gets at o'clock six up Lisa  
*Lisa gets up at six o'clock.*
- half does past seven homework Barbara at her  
*Barbara does her homework at half past seven.*
- watches dinner television Mum after  
*Mum watches television after dinner.*
- at has half Sarah twelve lunch past  
*Sarah has lunch at half past twelve.*
- homework do before my dinner I  
*I do my homework before dinner.*

5. What about these questions?

- to school Justine get does When ?  
*When does Justine get to school?*
- When her does have lunch Jenny ?  
*When does Jenny have her lunch?*
- Jim homework do does When his?  
*When does Jim do his homework?*
- does soccer When play Manuel ?  
*When does Manuel play soccer?*
- do morning in you get When up the?  
*When do you get up in the morning?*

I usually get up at six o'clock.	After dinner, I like to watch the news on television.	Next, I often pack my schoolbag.
I usually have a sandwich for my lunch.	After that, I usually have some breakfast.	Then I always wash and get dressed.
I sometimes go out to a concert or a film in the evenings.	I usually go to bed at 10.30 or 11.00.	... but then I usually get stuck in the traffic.
After I get home, I always have a cup of tea.	First, I often do some exercises.	I mostly have dinner at six o'clock.
I usually leave the house at a quarter to seven.	But I don't usually get home until after 4 o'clock.	Then I usually do some homework.
I sometimes get to school late.	I often do some work in the garden in the afternoons.	I never forget my cup of tea before bed.
Sometimes I get home at two o'clock.	I sometimes go to school by car...	I always drink a cup of tea with my breakfast.

always usually often sometimes hardly ever never

### Look at the examples:

Mrs Feyertag is kind to us.

= Mrs Feyertag is **usually** kind to us.

My sister gets on my nerves.

= My sister **sometimes** gets on my nerves.

Students in our class are noisy.

= Students in our class are **never** noisy.

(??)

My dad likes to watch the news.

= My dad **always** likes to watch the news.

#### What to do

1) First you write some true sentences. Use **always, usually, often, sometimes, hardly ever or never**. Tell the truth!

- I am quiet in class.
- My dad is angry at me.
- ... is annoying.
- I work hard.
- I listen to the teacher.
- ... writes slowly.
- ... speaks fast.
- I help my parents.
- I make a mess in my room.
- I go to bed late.
- I do my homework.
- I lose things.
- I tell the truth.

2) Now for some extra practise with word order:

Write some sentences. Put the words in the correct order.

- play I never basketball
- always my late is friend
- my usually do homework I English
- go we zoo often to the
- teacher forgets never our homework the
- television sometimes we evening watch in the

# Scheduling Your Time

Week 1: Dates:..... Name: .....

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
00:00-06:00							
07:00-08:00							
08:00-09:00							
09:00-10:00							
10:00-11:00							
11:00-12:00							
12:00-13:00							
13:00-14:00							
14:00-15:00							
15:00-16:00							
16:00-17:00							
17:00-18:00							
18:00-19:00							
19:00-20:00							
20:00-21:00							
21:00-22:00							
22:00-23:00							
23:00-00:00							

= .....

= .....

= .....

= .....

= .....

= .....

= .....

= .....



**Rules:**

A) We put **never, often, always** etc.

1. before a full verb:
  - I **never** tidy my room.
  - I **often** play football.
2. After the verb be:
  - I am **always** too busy.

B) Look at these phrases:

Every	night day week holiday
-------	---------------------------------

once twice three times	a	day week month year
------------------------------	---	------------------------------

*Talk and write about your schedule!*

How often do you...

wash your hair?  
have a bath?  
have a shower?  
brush your teeth?  
go to the toilet?  
tidy your room?  
do homework?  
watch television?  
go out with friends?  
go to bed early?

go to bed late?  
help with jobs around the house?  
read a book?  
read a newspaper?  
go to a football match?  
go dancing?  
go out with your parents?  
go shopping?  
go to H&M?  
buy a pair of shoes?

## 1a Writing Exercise

Examples:

Ms Feyertag says: I never forget my cup of tea for breakfast.

You write: *Ms Feyertag never **forgets her** cup of tea for breakfast.*

The cat: I often lick my fur to clean it.

You write: *The cat often **licks its** fur to clean it.*

1) Ms Jauk: I sometimes lose my red pen.

You write....?

2) Nicko: I never forget my ping-pong ball.

3) Theresa and Layan: We always remember our homework.

4) The dog: I usually bury my bone in the garden.

5) Ms Feyertag: I sometimes drive my car to school.

6) Sandra: I often talk in class.

## Talking about people

always usually often sometimes hardly ever never

Look at the examples:

Mrs Feyertag is kind to us.

= Mrs Feyertag is **usually** kind to us.

My sister gets on my nerves.

= My sister **sometimes** gets on my nerves.

Students in our class are noisy.

= Students in our class are **never** noisy.

(??)

My dad likes to watch the news.

= My dad **always** likes to watch the news.

### What to do

1) First you write some true sentences. Use **always, usually, often, sometimes, hardly ever or never**.

➤ I am quiet in class.

➤ My dad is angry at me.

➤ ... is annoying.

➤ I work hard.

➤ I listen to the teacher.

➤ ... writes slowly.

➤ ... speaks fast.

➤ I help my parents.

.....

➤ I make a mess in my room.

.....

➤ I go to bed late.

.....

➤ I do my homework.

.....

➤ I lose things.

.....

➤ I tell the truth.

.....

**2) Now for some extra practise with word order:**

*Write some sentences. Put the words in the correct order.*

play I never basketball

.....

always my late is friend

.....

my usually do homework I English

.....

go we zoo often to the

.....

teacher forgets never our homework the

.....

television sometimes we evening watch in the

.....

1) Find a word that means the same as horrible ..... (clue - it rhymes with *crocodile*)

2) What is the word for the sound that Crocky-Wock makes when he eats children? ..... (it rhymes with *lunch*)

3) What does he put on the boys to make them taste hot?  
.....

4) Find two words for girls' hair styles (one of them rhymes with *girls*)  
.....

5) Find two names for sweets that Crocky-Wock likes to eat with girls?  
.....

6) A 'treat' is something lovely and special (you might get a treat on your birthday). What are the two adjectives used to describe the Crocky-Wock's treat? .....

7) What word describes the noise of the crocodile coming up the stairs?  
.....

8) What is Crocky Wock's skin like? (two adjectives) .....

9) What are his teeth like? (one adjective)  
.....

10) What is another word that rhymes with crocodile?  
.....

*Some of the words you have filled in are nouns and some are adjectives.  
Sort them into these two boxes:*

NOUNS



ADJECTIVES



*Now write some sentences with one of the nouns and one of the  
adjectives from the poem. You can make them rhyme if you wish.*

**Card games with rhyming words**

*A good way of practising how to say and spell English words is with card games.*

**What to do:**

*There are two sets of word cards to make in this section. You can make the cards by copying them onto coloured paper and laminating them. You can then play a lot of different games with the cards:*

- 1. Match them up into rhyming pairs (set 1), or rhyming groups (set 2).*
- 2. Play 'Memory' with them.*
- 3. Have a competition. Each person in a group takes two rhyming cards from the table. The first person to make up a little rhyme with the two cards is the winner.*

Rhyming words set 1: RHYMING PAIRS

<b>now</b>	<b>how</b>	<b>hour</b>	<b>tower</b>
<b>wood</b>	<b>could</b>	<b>each</b>	<b>teach</b>
<b>got</b>	<b>what</b>	<b>city</b>	<b>pretty</b>
<b>but</b>	<b>cut</b>	<b>rain</b>	<b>cane</b>
<b>put</b>	<b>foot</b>	<b>seem</b>	<b>dream</b>
<b>shoot</b>	<b>boot</b>	<b>this</b>	<b>miss</b>
<b>fat</b>	<b>chat</b>	<b>far</b>	<b>are</b>
<b>get</b>	<b>set</b>	<b>box</b>	<b>socks</b>
<b>cheap</b>	<b>sleep</b>	<b>trees</b>	<b>these</b>



chip	lip	touch	much
skin	thin	slap	clap
send	friend	fight	write
half	laugh	skip	trip
stop	top	hear	cheer
sleep	cheap	some	gum
said	bread	shirt	hurt
their	pear	do	blue
short	bought	know	go
four	door	walk	fork

Rhyming words set 2: RHYMING GROUPS

dead	chair	to	sort	grow	oar
bread	pear	two	bought	sew	four
bed	their	glue	court	so	more
said	stare	grew	taught	toe	door
head	hair	blue	short	go	pour
red	there	do	nought	know	for

*Spelling is difficult in English because so many very simple words sound the same but have different spelling. On the other hand words that have the same type of spelling sometimes sound different.*

*For example, all of these words have a short 'o' sound...*

*so, toe, low, go, sew and no*

*... but 'to' and 'do' have a long 'o' sound!*

**What to do: Test Yourself!**

*Do this test to find out if how much you know about sounds and spelling!*

*In these groups of three words, put a circle around the word that does **not** rhyme with the other two.*

*Bonus: Try to find a word that rhymes with the one in the circle.*

Example: you (so) to ..toe.. (rhymes with so)

- |           |       |         |       |
|-----------|-------|---------|-------|
| 1. height | bite  | weight  | ..... |
| 2. what   | got   | bat     | ..... |
| 3. cut    | put   | foot    | ..... |
| 4. chair  | there | hear    | ..... |
| 5. said   | red   | made    | ..... |
| 6. write  | wait  | fight   | ..... |
| 7. fear   | wear  | here    | ..... |
| 8. four   | hour  | tower   | ..... |
| 9. knew   | rough | through | ..... |
| 10. meal  | pearl | girl    | ..... |

*Now check your answers.*

### **More exercises to practise rhyming words:**

#### **Rhyming pairs:**

*What to do:* Put these words into pairs which rhyme

fight	fine	talk	goal	cut
city	good	low	bite	foot
mean	son	on	bed	one
put	whole	blue	gone	pretty
but	dead	go	green	fork
rain	to	should	sign	cane

#### **Rhyming triplets:**

*What to do:* Put these words into groups of three which rhyme

through	bread	girl	see	said
height	me	light	grow	curl
toe	eat	wear	tea	feet
fear	red	so	pair	buy
scare	fly	die	write	cheer
do	beat	pearl	here	two

*Now make sentences. Put as many of the words as you can into each sentence.*

### **Card games with rhyming words**

*A good way of practising how to say and spell English words is with card games.*

#### **What to do:**

*There are two sets of word cards to make in this section. You can make the cards by copying them onto coloured paper and laminating them. You can then play a lot of different games with the cards:*

- 1. Match them up into rhyming pairs (set 1), or rhyming groups (set 2).*
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## Peas

I eat my peas with honey -  
I've done it all my life.  
It makes them taste quite funny  
But it keeps them on the .....

anonymous

## Rain

There are holes in the sky  
Where the rain gets in.  
They're not very big -  
That's why rain's so .....

Spike Milligan

## My Sister Laura

My sister Laura's bigger than me  
And lifts me up quite easily.  
I can't lift her, I've tried and tried;  
She must have something heavy .....

Spike Milligan

## Doctor Bell

Doctor Bell fell down the well  
And broke his collar bone.  
Doctors should attend the sick  
And leave the well .....

anonymous

Father heard his children scream,  
So he threw them in the stream,  
Saying, as he dropped the third,  
'Children should be seen, not .....

Harry Graham


## Perfect Paula

Paula is tidy, Paula is good  
Paula does everything nice girls should.  
All of the teachers think Paula is sweet  
But all of our class know that Paula's a

.....

Lindsay MacRae

Do you have trouble remembering the English letter sounds? The table shows you some easy words in English with the same vowel sounds as the letters.

 A, J and K sound like DAY, PLAY, SAY or GREY (German TEE)  
H has the same vowel sound as A, but you say it AITCH (a bit like AGE with a T-sound)



B, C, D, E, G, P, T and V sound like BEE, SEA, TEA, PEA, HE, SHE, WE, GREEN....



F, L, M, N, S and X have a short e-sound as in the middle of the words LEFT, BELL, MESS, the beginning of END or RED (all of them except X have the same pronunciation in German)



I and Y sound like FLY, HIGH or WHITE



O is pronounced as in NO, GO or TOE (but not TO)



Q, U and W have the vowel sound of the words YOU, TOO, DO or FEW



R sounds like ARE or CAR



Z is pronounced like BED in English or BEE, SEE... etc in American!

### What to do:

Cut out the alphabet cards and 26 different word cards. Match the letters with a word with the same VOWEL SOUND. Play a memory game.

(eg. L might go with BELL, RED or EMPTY)

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z	PLAY	BEE	SEA	TEA
SHE	LEFT	HE	AGE	FLY
DAY	SAY	TELL	TEN	MEN
GO	PEA	YOU	ARE	MESS
WE	TOO	BE	FEW	RED
HIGH	BED			

### 3. ANIMAL POEMS

#### In the Soup



The Ox's tail, one has to say,  
Seems mournfully to droop:  
It's just as though it knew its fate -  
To end as oxtail soup.

#### Animal Talk

A wagging tail will tell you that  
A Dog is overjoyed;  
In contradiction to a Cat,  
Which wags when it's annoyed.



#### A Family Picnic



If you meet with a man-eating Tiger,  
Don't think that it only eats men.  
When it's polished off Dad, it'll start on your mother,  
Your sister, your auntie, your new baby brother,  
And shortly be hungry again.

#### Tit for Tat

The Anteater has always fed  
On Ants, but when at last he's dead,  
The Ants will feed on him instead.



#### Strippers



If you fall in a river that's full of Piranha,  
They'll strip off your flesh like you would skin a banana.  
There's no time for screaming, there's no time for groans.  
In forty-five seconds you're nothing but bones.



### 3. ANIMAL POEMS

#### Greedy Dog



This dog will eat anything.

Apple cores and bacon fat,  
Milk you poured out for the cat.  
He likes the string that ties the roast  
And relishes hot buttered toast.  
Hide your chocolates! He's a thief,  
He'll even eat your handkerchief.  
And if you don't like sudden shocks,  
Carefully conceal your socks.  
Leave some soup without a lid  
And you'll wish you never did.  
When you think he must be full,  
You find him gobbling bits of wool,  
Orange peel or paper bags,  
Dusters and old cleaning rags.

This dog will eat anything,  
Except for mushrooms and cucumber.

Now what is wrong with those, I wonder.

JAMES HURLE