

## More animal quiz questions ...

- What animal has got a long trunk? - elephant  
What animal has got a long neck? - giraffe  
What animal is grey and lives in water? - hippopotamus  
What animal is strong? - lion/tiger  
What animal is brown and yellow? - giraffe  
What animal lives in cold places? - penguin  
What animal can swim? - fish  
What animal has got big teeth? - crocodile  
What animal eats grass? - horse/cow/ostrich  
What animal has got short legs? - crocodile  
What animal has big ears? - elephant  
What animal eats meat? - dog/cat/lion/tiger  
What animal lives in grasslands? - giraffe/elephant  
What animal has got a long tail? - dog/cat/lion  
What animal has got long legs? - ostrich  
What animal eats leaves? - giraffe  
What animal is black and white? - panda  
What animal has got two legs? - ostrich/monkey  
What animal lives in water? - crocodile/fish  
What animal is black? - dog  
What animal has got a big mouth? - crocodile/frog  
What animal eats bananas? - monkey  
What animal lives in the jungle? - lion/tiger/monkey  
What animal lives in a tree? - bird  
What animal has got four legs? - dog/cat/cow/sheep  
What animal is black and yellow? - tiger  
What animal has got a short tail? - elephant  
What animal is small? - mouse  
What animal is red and blue and green? - parrot  
What animal can speak? - parrot  
What animal lives in the mountains? - eagle  
What animal has got small ears? - hippopotamus  
What animal is white? - polar bear  
What animal has got two arms? - monkey  
What animal eats fish? - cat/penguin  
What animal can run very fast? - ostrich/leopard



# Join the dots

## Activity type

individual 'join the dots' activity, 'listen and colour', chant

## Language focus

numbers 1–100

colours

clothes: *T-shirt, dress, trousers*

## Level

2

## Age range

6–11

## Skills

listening, speaking (Extension)

## Time

30–40 minutes

## Materials

a copy of the *Join the dots* worksheet per pupil, crayons, cassette (optional)

## Before class

Make a copy of the *Join the dots* worksheet for each pupil.

## In class

- 1 Check your pupils' recognition of the numbers 1–100. This can be done with a *Team blackboard race*.
  - a Write a selection of numbers from 1–99 on the board.
  - b Select two teams who line up, one behind the other, facing the board. Give the first member of each team a different coloured board pen or piece of chalk.
  - c Read a number from the board, and the teams have to circle it. The first team to circle the number gets a point. The players in the team rotate so that everyone has a turn.

This game is particularly useful for practising the problematical difference between thirty and thirteen, etc.

- 2 Give pupils a copy of the worksheet. Tell them to start by putting their pencils on the dot next to the pencil symbol. Ask them to listen to the cassette (or teacher) and draw the lines connecting the numbers. Be prepared to pause the cassette if necessary.

### Tapescript – Listening 1

35, 27, 43, 76, 59, 24, 48, 31, 82, 17, 70, 13, 6, 18, 30, 63, 55, 78, 12, 15, 66, 92, 88, 94, 39, 42, 11.

- 3 Pupils then colour the picture with the following instructions:

### Tapescript – Listening 2

Colour the T-shirt red. Colour the dog brown.  
 Colour the dress yellow. Colour the grass green.  
 Colour the trousers blue. Colour the flowers pink.

## Extension – Washing line chant

Once pupils have finished the task you can teach them this chant to practise some of the vocabulary used in the lesson. Play the cassette or read the tapescript. Then practise it line by line with pupils. Finally they stand up and say the whole chant.

### Tapescript – Listening 3

– What's the time?	– What's the time?	– What's the time?
– Half past nine.	– Half past nine.	– Half past nine.
– Hang your T-shirt on the line.	– Hang your dress on the line.	– Hang your trousers on the line.

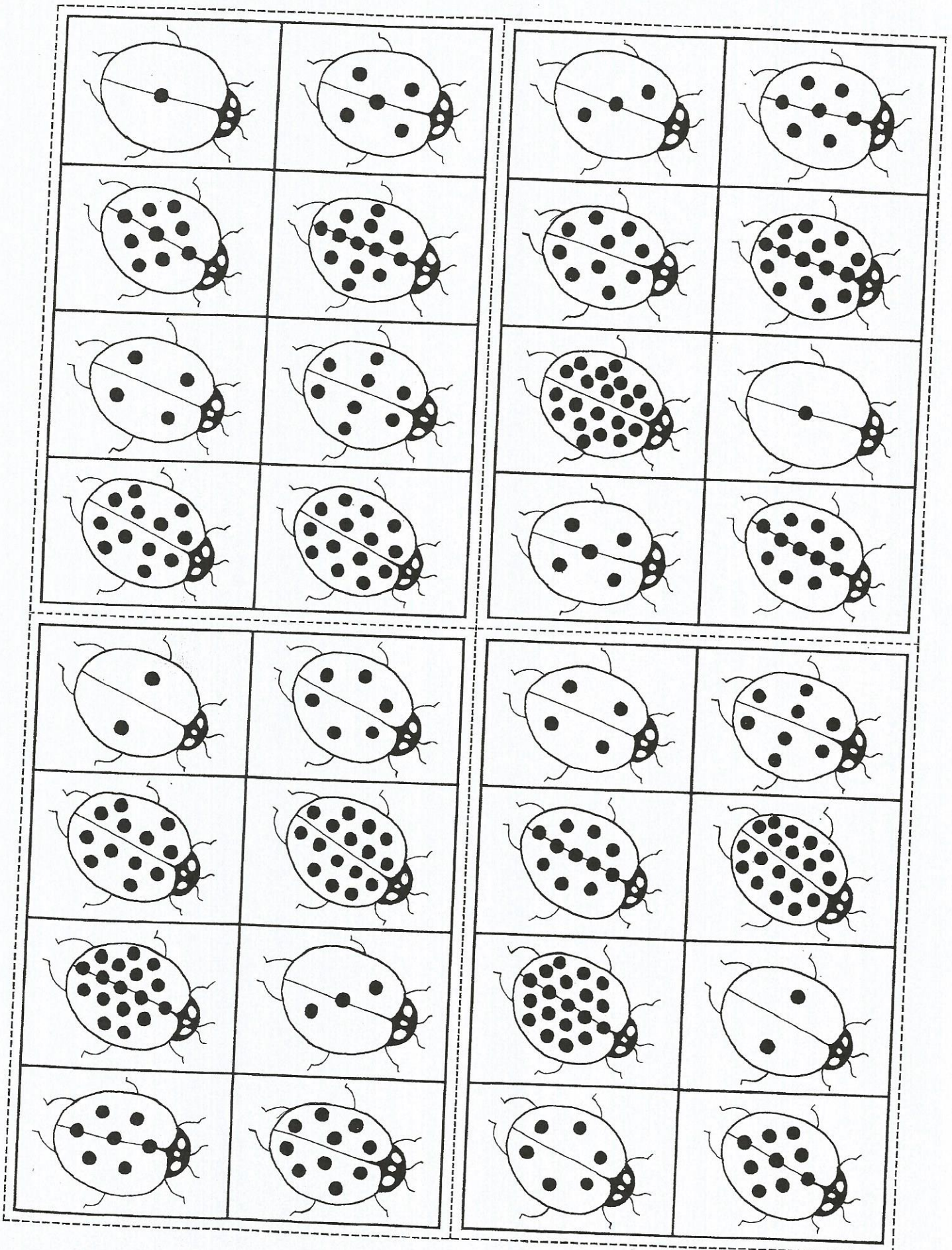
Ask pupils to substitute more 'clothes' words.

For more practice on clothes see **5.6 Colour co-ordinates** **6.5 Cowboy dot-to-dot**  
**7.1 Jack and Jill** **8.5 Dress me up**



### 3 Ladybird bingo (1)

LOTTO BOARDS





Neil Stainthorpe offers a game with benefits for both English and mathematics.

# Snakes and ladders

Teachers in Austria, where I live and teach, are often surprised to hear that foreign language education in the UK doesn't start until secondary level, since pupils here have for a long time been learning English from the age of nine onwards, and now, since a recent curriculum reform, learn it from the age of six, ie as soon as they start school. The emphasis is on play and enjoyment, rather than formal language teaching, and the results can be surprisingly good. Pronunciation, in particular, benefits, since pupils have not yet reached that awkward age where peer group pressure can inhibit the imitation of strange foreign sounds, and they have had less time to learn bad habits.

## Cross-curricular English

One idea which is also gaining ground in Austria at the moment, both at primary and secondary level, is that of using English to teach other subjects in the curriculum. This is done with varying degrees of intensity, from teaching entire lessons (history, geography, etc) in English at secondary level, to incorporating English vocabulary and simple phrases, sentences and instructions into everyday lessons at lower primary level (7–8 year olds).

The game *Snakes and ladders* is familiar to all English children, but not so well known here in Austria. It can be

used on two levels: for simple vocabulary revision, and also to practise simple mental arithmetic.

## How to play

The game is played in groups. Each group receives one board, one dice, and one counter per player. All players start at the bottom of the board, roll the dice and move their counter accordingly. Pupils who land on a square at the bottom of a ladder move up the ladder; those landing on a square at the top of a snake go down the snake. The aim is to reach the top of the board as quickly as possible. With access to clip art or with your own pictures (if, unlike me, you are a good artist), the game is not difficult to produce yourself. In my version (see page 17), you will notice that the final square contains a snake, which makes winning a bit difficult. This is a deliberate variation, which ensures that groups don't all finish at different times (the winner is the pupil who is nearest the top of the board when I say *Stop*). However, you don't, of course, have to do this – where you place the snakes and ladders is up to you.

## Language use

To be of benefit in the English classroom, the game has to involve some language use. At a basic level, pupils are required to say in English

what they can see in the square they land on; if they can't do this, they stay on their original square. This should not prove too difficult if the game is used as a revision exercise. Older pupils could be asked to say simple sentences.

In my game we are revising a mixture of food vocabulary, numbers and words for family members, so students could be asked to use *I like ...*, *I don't like ...* in connection with the food, *This is my ...* with the family members and *I've got ... Euros in my pocket* with the numbers.

Prior to playing the game, students can be asked *What can you see in square number ...?* to revise the pictures quickly, or alternatively *What number is the apple?* to practise numbers from 1–30.


## Mathematical use

The board can also be used to do simple arithmetic. Give the class the example *One plus one is banana* and let them work out for themselves what is going on. The next question is then *What is five plus six?* (Answer: *bread*)

The next stage is to move away from the numbers completely and ask questions like *What is egg plus chocolate?* (Answer: *brother*) or *What is chicken plus coffee?* (Answer: *grandpa*)

These exercises can be repeated using *minus*, *divided by* or *times* (if *times* is too difficult, it can be replaced simply by repeating the object, eg *What is chocolate plus chocolate plus chocolate?* Other interesting questions are ones where, for example, the answer is the same as one of the elements of the question, eg *What is dad minus coffee?* (Answer: *coffee*)



This activity has proved to be very popular in the 7–10 age group which I teach in primary school and also appeals to those pupils with a good mathematical ability. The topics in the game provided are, of course, optional and can be adapted (making your own puzzles is really not too arduous) to suit the needs of your classroom. 



This activity is reproduced from *Young Learners*, by Oxford University Press. Please feel free to photocopy this grid and try the activity with your classes.

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								
H								

N.B. CHIEDERE DI COLORARE I QUADRETTI DANDO INDICAZIONI SUI  
COLORI IN MODO DA AVERE UN DISEGNO!



# TIME BATTLESHIPS

<b>Aim:</b>	Telling the time.
<b>Materials:</b>	One copy of Sheet 20 (page 70) for each child.
<b>Duration:</b>	30 minutes
<b>Language focus:</b>	<i>a quarter to, a quarter past, half past, o'clock, ten past, five to, twenty-five past + hours.</i> <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>
<b>Aim of the game:</b>	To be the first to guess the location of the other player's battleships.

**Suggestion:** You may wish to make the game shorter by cutting down the number of squares and the number of battleships used. The same game can be played using a grid of a minimum of 4 x 4 squares.

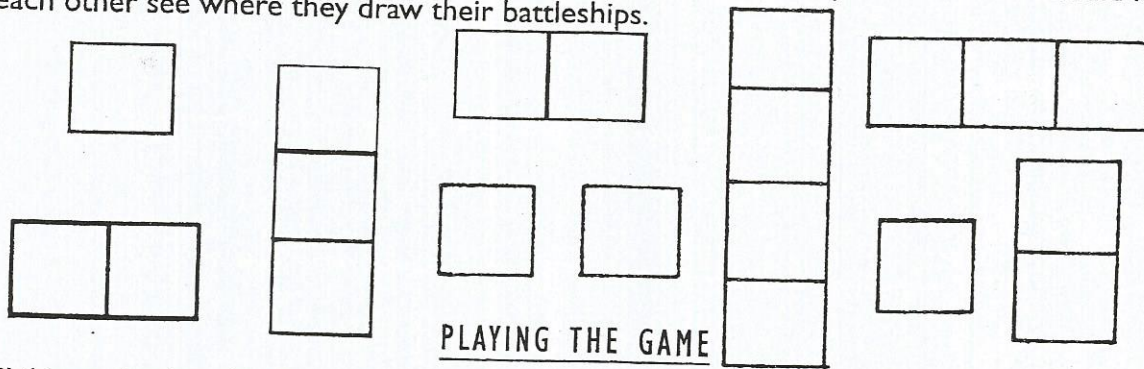
## INTRODUCTION

Revise telling the time with the children using a clock with movable hands.

OR Ask them time questions about school, for example, *What time do we start our English lessons?* *What time do you have lunch?* etc.

## PREPARATION

- 1 Give one copy of Sheet 20 to each child.
- 2 Each child draws one battleship consisting of four connected squares in a line, two battleships consisting of three connected squares in a line, three battleships consisting of two connected squares and four battleships consisting of one square each, see below for example. These can be drawn anywhere they like on the grid, but remember to explain that the battleships are not allowed to touch each other and cannot be drawn diagonally. The children should not let each other see where they draw their battleships.



## PLAYING THE GAME

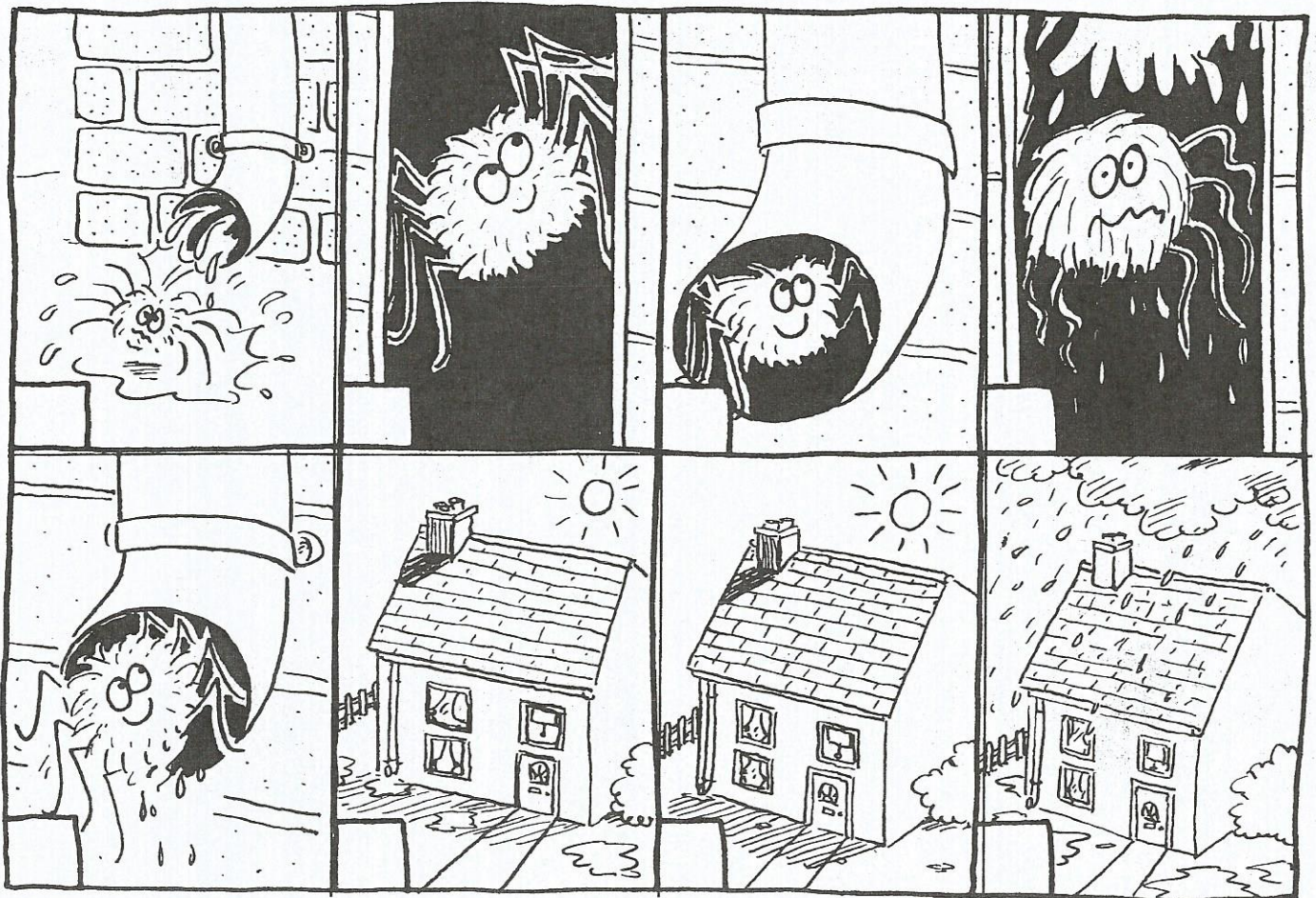
- 1 Children play in pairs. Each person must try to find out where his or her partner's battleships are, using the day/time references. For example, Child A might say *Monday: Ten past two*. Child B looks for the row *Monday* and the clock *Ten past two* and finds the box where these two points meet on the grid. If Child B does not have anything in this square he or she says *missed*. If the box is part of a larger battleship he or she says *hit* and marks the square Child A has asked about. When Child A has guessed the location of the whole of one battleship, Child B says *sunk*. When either player guesses anything correctly (either *hit* or *sunk*) they take their turn again.
- 2 The winner is the first to find all of the other player's battleships.

**Extra ideas** The same game can be used to practise other language areas, for example \* Pronunciation practice (Use words with difficult sounds as reference points, for example this: sheep) \* Vocabulary practice (Use pictures for reference points, for example, pictures of food, things in the classroom, actions such as She's playing a guitar etc.) \* Numbers (In the traditional game, numbers are used as reference points along one side and letters of the alphabet along the other.)



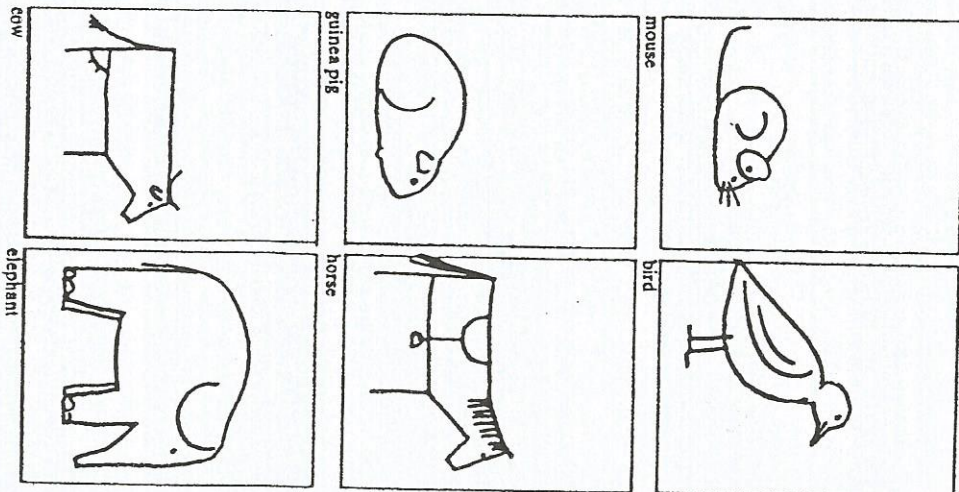
Song

# INCY WINCY SPIDER





## ACTIVITY 9 ANIMALS



### Activity 12: Focus

Display ten to twelve flashcards, half of them as near as possible to the pupils and the others as far away from them as possible. Ask a pupil to describe all the cards, alternately choosing one of the cards near to him and one of the cards a long way off; to do this he will need to re-focus his eyes each time. After each pupil has performed, the cards can be moved or changed. You could keep a record of the time each pupil takes to do this.

### Activity 13: Comparisons are odious...

Show two cards and see who can first make a comparison between the two, e.g.

The train is longer (heavier, faster, etc.) than the car.

The car is smaller (lighter, cheaper, etc.) than the train. Again, encourage the use of the imagination and see how many different comparisons the class can produce. The more apparently unrelated the two cards are, the greater the appeal to the imagination.

### Activity 14: Find the lady

Show the class three cards of equal size and talk about the cards with the pupils. Then put the cards on a table, face down. The pupils watch carefully as you shuffle the cards on the table. They then try to say what is on each card before you turn it over, e.g.

That one is the red (blue, yellow) car.

That's the angry (happy, sad) man.

### Activity 17: Categories

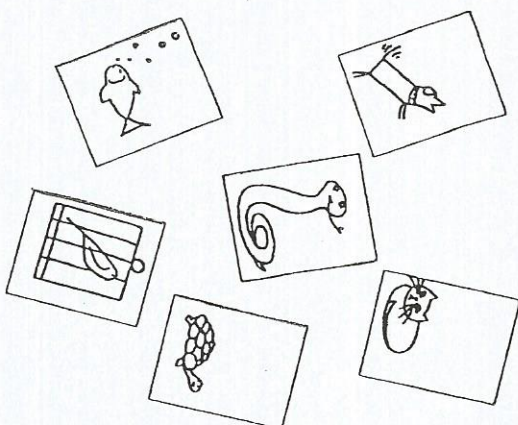
Display several flash cards. Then say, e.g.

Three drinks.

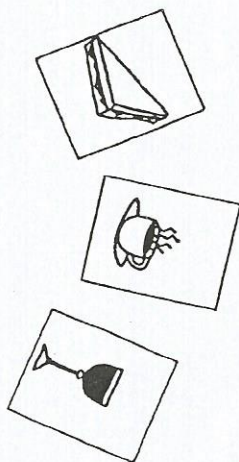
Point to a pupil who should, without delay, point to three appropriate flashcards and say, e.g.

A cup of coffee, a beer, an orange juice.

Most sets of cards will permit you to ask for many other examples, e.g. colours, animals, people, things you can buy at a chemist's shop, actions.



**Activity 18: Odd-man-out**  
Show four cards, with one 'odd-man-out'. The pupils say which one is different from the other three and, if possible, why, e.g.



It's a sandwich, because the others are drinks and a sandwich isn't a drink.

Encourage the pupils to use their imaginations and to look for as many 'odd-men-out' as they can in each set and as many different explanations as they can.

### Activity 19: Bluff

Divide the class into two teams. Each team has eight to ten cards. Without revealing what is on his card, a pupil in one team describes his card, but can describe a card which he has not got. The other team say whether his description is true or false. He then shows his card to everyone and describes it correctly. Points can be awarded.

### Activity 20: Telepathy

Display four cards. Ask the class to make up a sentence describing each card. Write the four sentences on the board. Then ask if anyone in the class believes in telepathy and choose one of the pupils who does. Ask him to choose one of the sentences and to concentrate very hard on it, ask the others in turn to read out the sentence which they think the 'medium' has chosen. Keep a score on the board of the number of times each sentence is read out. At the end, count up the score for each sentence and ask the 'medium' which one he was thinking of. The class usually demands a second go and this can be done with a different 'medium' or different cards. This activity usually stimulates a discussion about telepathy, which can be conducted in English or the mother tongue.

MICHAEL BUCKBY

### Activity 10: Listen and choose

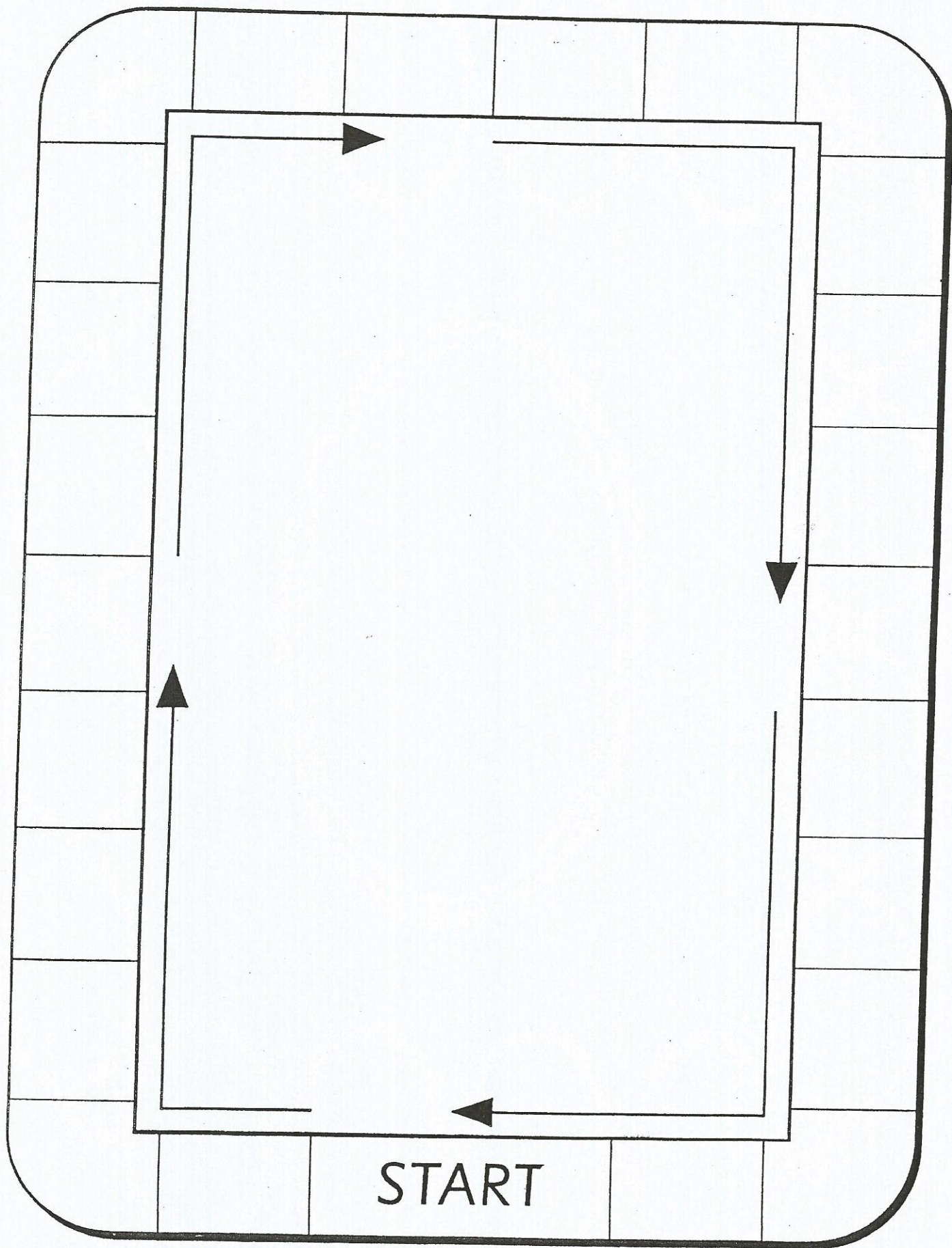
Flashcards can be used for many 'listen and choose' games to develop listening comprehension. The teacher can display several cards and say something about one of them - the pupils point to the appropriate card, or write down the number of the card. Alternatively, you can choose a pupil to give you the right card.

A slight variation calls for cards which show different places in a town (a post office, shop station, etc.) or cards which show two or more people. The teacher then presents a number of dialogues and the pupils say where each dialogue probably took place or which of the people were involved in it.

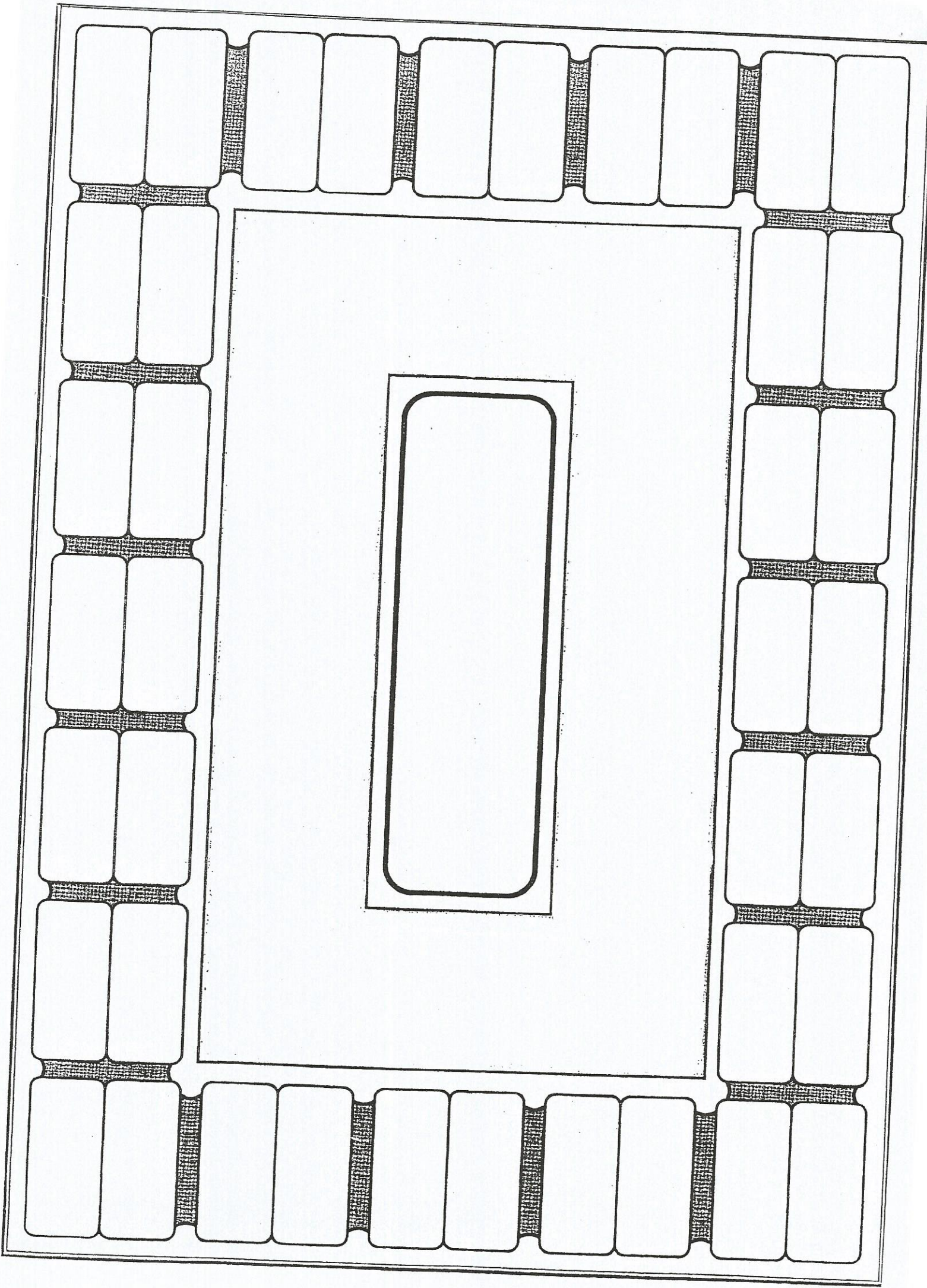
### Activity 11: Matching

Flashcards can help with reading and writing. Display several flashcards and number them. Write on a board, or overhead projector transparency, a sentence relating to each picture; these sentences should be in random order. The pupils write down the number of each card and copy next to it the sentence which relates to it.

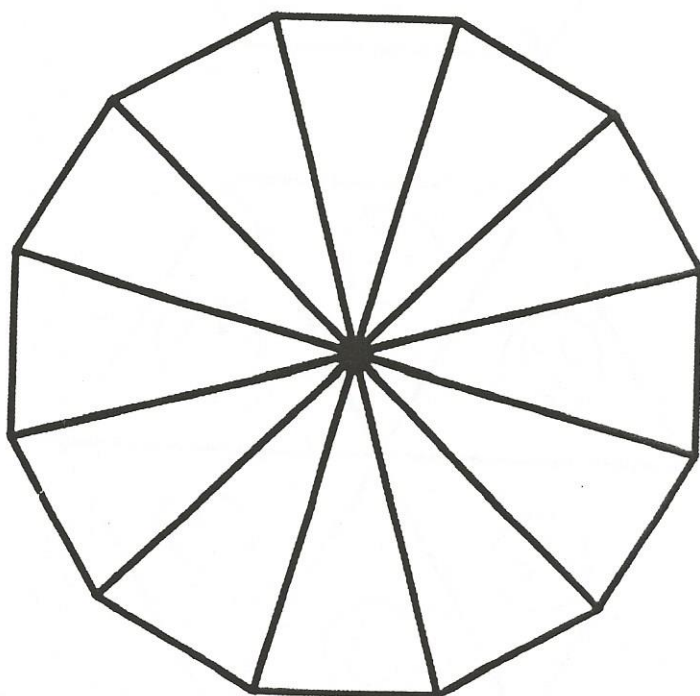
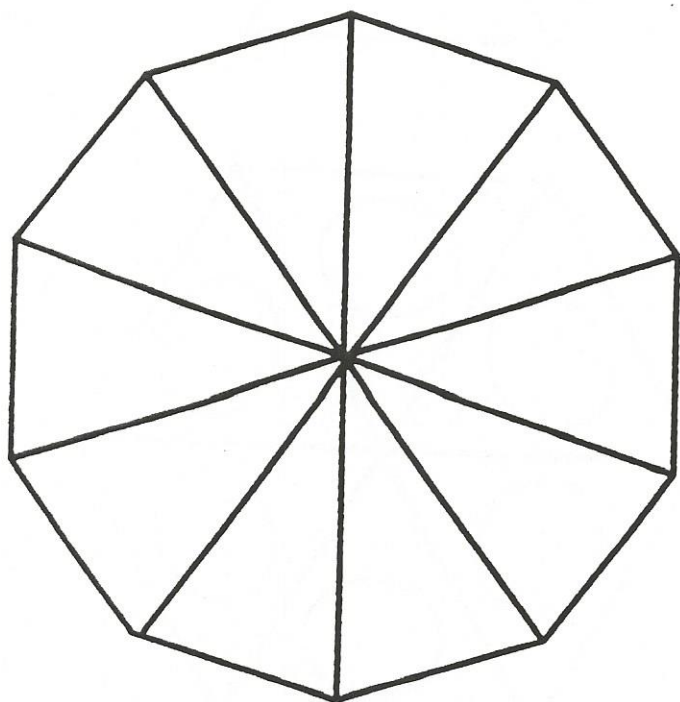
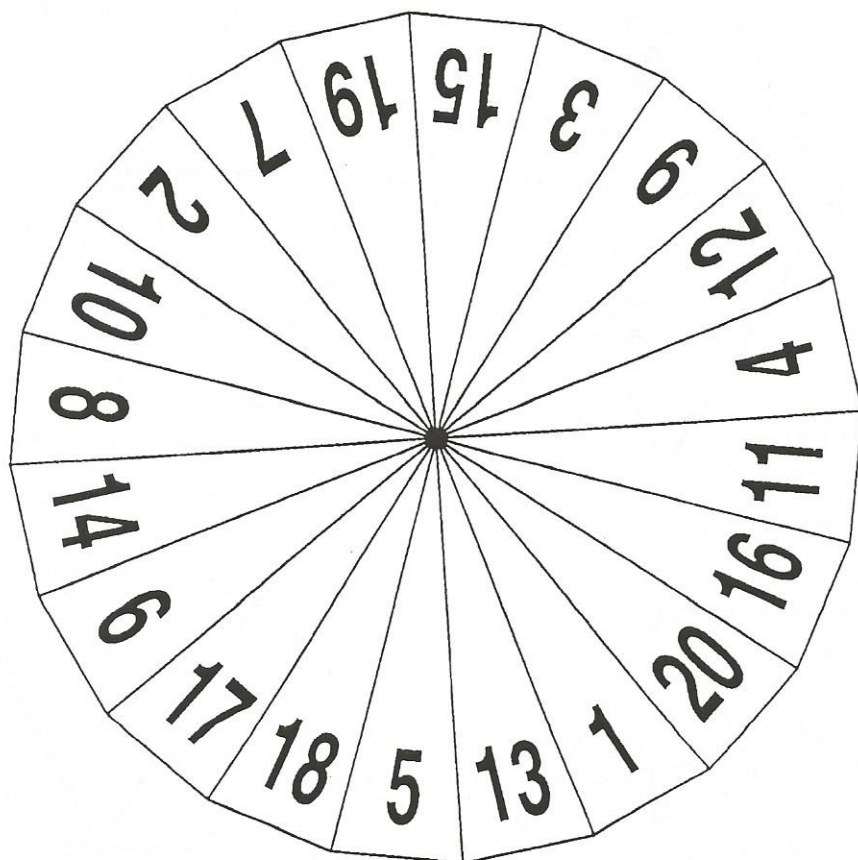














## Wild animals

PAGE 35

Join the giraffe to the gorilla.

Join the monkey to the wolf.

Join the ostrich to the rhinoceros.

Join the tiger to the snake.

Join the bear to the camel.

Join the dolphin to the elephant.

Join the leopard to the gorilla.

Join the monkey to the ostrich.

Join the snake to the lizard.

Join the penguin to the elephant.

Join the lion to the leopard.

Join the crocodile to the dolphin.

Join the zebra to the sea lion.

Join the tiger to the monkey.

Join the wolf to the zebra.

Join the lizard to the lion.

Join the penguin to the polar bear.

Join the sea lion to the panda.

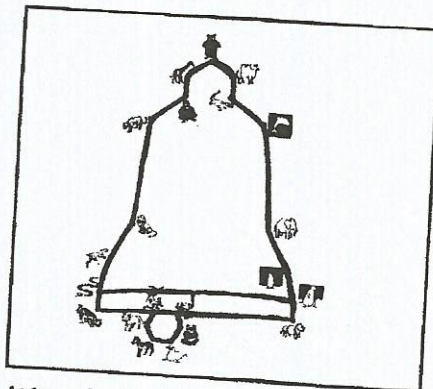
Join the snake to the polar bear.

Join the giraffe to the bear.

Join the camel to the crocodile.

Join the ostrich to the panda.

Join the rhinoceros to the polar bear.



It's a bell.



# Let's Go Shopping



## Language Focus

- ★ shopping dialogue e.g. *Can I have ..., please? Yes, here you are.*
- ★ reading instructions

## Materials

- ★ a copy of FO/05 and FO/06 for each group
- ★ sticky tape
- ★ a counter for each player
- ★ dice
- ★ pencil/paper

## Procedure

- 1 Put pupils into groups of 4 and give each group a copy of FO/05 and FO/06. Ask them to tape these together to make one board.
- 2 Revise a simple shopping dialogue, e.g. *Can I have some apples, please? Yes, here you are. Thank you.*
- 3 Look at the pictures on the board of the different shops and make sure pupils know what each item is.
- 4 Pupils play the game following the rules opposite.

## Variation

You can make this game more difficult by extending the shopping dialogue pupils must use, e.g. *Have you got any...? I'd like a ... How much is that?* etc.

Choose one shop where you are the shopkeeper.

Make a 'shopping list': write down 3 things you wish to buy, one from each of the other shops.

Place your counter on HOME. ...

Throw the dice each in turn. The player with the highest number goes first.

Take it in turns to throw the dice and move round the board in a clockwise direction.

If you land on a square with instructions, read these out and do as they say.

If you land on the entrance to one of the shops, you can go in, buy the item on your list and then cross it off. (Note: you do not buy items from your own shop.)

You move around the board as many times as necessary to buy all 3 items.

The winner is the first player to return HOME with everything crossed off their shopping list.



# The Body Game



## Language Focus

- ★ parts of the body vocabulary

## Materials

- ★ copy of MY/06 for each pair/group
- ★ dice
- ★ a counter for each player
- ★ pencil and paper for each player

## Procedure

Pupils play the game in groups of 2 or more following the rules below:

Choose a counter each and place it on START.

Throw the dice and the one with the highest number goes first.

Take it in turns to throw the dice and move your counter around the board in a clockwise direction.

When you land on a square, draw that part of the body if you can.

Note: you must draw the body first and you must draw the head before the eyes and the leg before the foot, etc.

If you throw a 6, have another go (a maximum of 3 times).

The winner is the first pupil to draw a complete body.



Where do  
polar bears  
live?

Where do  
cows  
live?

Where do  
parrots  
live?

Where do  
fish  
live?

What do  
dolphins  
eat?

What do  
squirrels  
eat?

What do  
zebras  
eat?

What do  
monkeys  
eat?

Name 2  
meat-eating  
animals

Name 2  
vegetarian  
animals

Which is bigger:  
a lion or  
a monkey?

Which is taller:  
an elephant or  
a giraffe

Which is smaller:  
a monkey or  
a zebra?

Which is faster:  
a cheetah or  
a zebra?

Name an animal  
beginning  
with K

Name an animal  
beginning  
with R

Name an animal  
beginning  
with T

Name an animal  
which hunts at night  
and sleeps during  
the day

Name an animal  
which lives in  
a cave

Name an animal  
which eats  
leaves

Name an animal  
which has  
a tail



**10 Memory Game**

Picture cards and word cards are placed face down on the table. Players take turns to turn over a picture card and a word card. If they match, they keep the cards and have another turn. If they do not match, they are turned face down again in the same position and the next player tries to find a matching pair. The player with the most pairs is the winner.

**11 Point to the picture**

A number of flashcards are stuck onto the walls of the classroom with blu-tack. You say an item, or the first letter of an item, and the learners have to point to the correct picture. If they point to the wrong picture, they drop out of the game and have to identify other learners who point to the wrong picture. The winner is the last remaining person.

**12 First to swat the word**

Put players into groups of 2-4. Give each player a fly swat. Put a set of cards on the table face up. Say one of the items. The first player to swat the card wins a point. Alternatively, play the game without fly swats and tell the learners that the first person to touch or take the word wins a point.

**13 Storytime**

Provide individual learners or groups of learners with 4-6 cards chosen at random from different sets of picture cards. They have to make up a story, or act out a scene, using the cards as prompts.

**14 I Spy**

Put a set of cards face up on the table. One player says the first letter of an item. The first player to point to the correct card, wins it. That player says the next letter. The winner is the player with the most cards at the end.

**15 Noughts and crosses**

This is a game for 2 players. Place 9 picture cards face up in a 3x3 shape. Players take turns to name what is on a card. If they are correct, they place a coloured counter on it. The first player to have three named cards in a row is the winner.

**16 Bingo**

Give each player a sheet with 24 pictures on it. Players choose 8 items and put a cross in the corner of each picture. The teacher calls out the 24 items in any order. If the player has put a cross next to the named item, the player puts a counter on it. The first player to put a counter on all their marked pictures shouts out "Bingo!" and is the winner.

**17 Memory line**

Give each learner at least 12 picture cards with the word of the item written on the back. Learners put the picture cards face up on the table in a line. The learner names the item on the first card and turns it over to see if they are correct. If they are right, they continue to the next picture card. If they are wrong, they have to learn the word, shuffle all the cards, lay them out again on the table in a new line, and start again. The player who completes the longest line is the winner.

**18 Flash the card**

This can be played as a class or in groups. Someone holds up a card for just one second only. The first player to name it correctly wins a point. Play the game with 24 cards. The player with the most points at the end is the winner.