

26 Activities and Games with Picture Cards

1 Guess my card

A group of 3-4 learners put a set of pictures face up on the table. The first player thinks of one of the cards and says something about it. The first player to guess the card correctly wins a point. Then it is the next player's turn to think of a card and say something about it. The player with the most points wins.

2 True or False

A group of 3-4 learners puts a set of pictures face up on the table. The first player points to one of the cards and says something true or false about it. The person who correctly says it is "True" or "False" wins a point. Learners take turns. The player with the most points wins.

3 The Market Game

A group of 4-6 learners puts a suitable set of pictures face up on the table, e.g. clothes or food items. The first player says "I went to market and I bought ..." and mentions one of the items on the cards, e.g. a T-shirt. The next player repeats the sentence and adds another item, e.g. "I went to market and I bought a T-shirt and some trainers". The players continue taking turns, adding one item and making the sentences longer each time. If a player makes a mistake, or cannot remember the sentence or cannot name another item, they have to drop out of the game.

4 Matching pairs

Put learners into groups of 2-4. Make two copies of one set of cards and put them on the table face down. The first player turns over two cards. If they are the same, and the player can name them correctly, the player keeps them and has another turn. If the cards do not match, or if the player cannot name them, they are turned face down in their original position and it is the next player's turn. The player with the most pairs is the winner.

5 Snap!

Put learners into groups of 2-4. Make four copies of a set of 12 pictures, i.e. a total of 48 picture cards. Shuffle the 48 picture cards and deal them to the players. Players take turns to put a card face up on the table. If two cards are the same, the first player to name them correctly wins them. The player who finally wins all the cards is the winner.

6 Magnetic fishing

Attach a metal paper clip to each card of a set of pictures. Give 2-4 learners a fishing rod with a magnet on the end. Learners practise picking up cards and saying "I've got a ...". Then the teacher names an item on a card and the first learner to pick it up with the fishing rod wins the card. The player with the most cards is the winner.

7 Mime a card

Put learners into groups of 3-4. Give them a pile of cards face down. They take turns to pick up a card and mime what is on it. The first learner to guess correctly what it is wins a point.

8 Action Chain

A set of picture cards is passed around the classroom. The learners ask one another "What's this?" and answer "It's a ...". For extra fun, send two sets of picture cards around the classroom in opposite directions.

9 Which card is missing?

Put a set of cards face up on the table. All the players turn away while one player removes one of the cards. The first player to name the missing card wins a point.

19 Pick a card

Put learners into groups of 2-4. Put a set of 12 or more picture cards face up on the table. The words of the items are on the back of the cards. Learners take turns to pick a card and name it. If they are right, they keep the card and win a point. If they are wrong, it becomes a penalty card and they lose a point. The winner is the player with the most points at the end.

20 Clap if true

Hold up a picture card to the class and say a word. If the word matches the picture, the learners clap, or say "Yes", or say "True", or stand up, etc. If they are wrong, they are out of the game. Alternatively, play it as a teacher versus learners game in which the teacher gets a point if the learners get it wrong, and the learners get a point if they get it right. To make it more challenging, show the pictures and say the words faster and faster.

21 Gradual revelation

Put learners into teams. Gradually reveal a picture card from behind some kind of cover or out of a bag. The first team to say the correct word wins a point.

22 Got it!

Divide the class into two teams. Put a set of picture cards on the board. A representative from each team comes to the front of the class. Say a word and the first person to touch or swat the word with a fly swat, wins a point. Only the first touch or swat of each representative is accepted. Different players take turns to represent their teams for different words.

23 Hold it up!

Put the learners into small teams. Give them a set of picture cards. Say a word and the first team to hold up the correct picture wins a point.

24 Card above the head

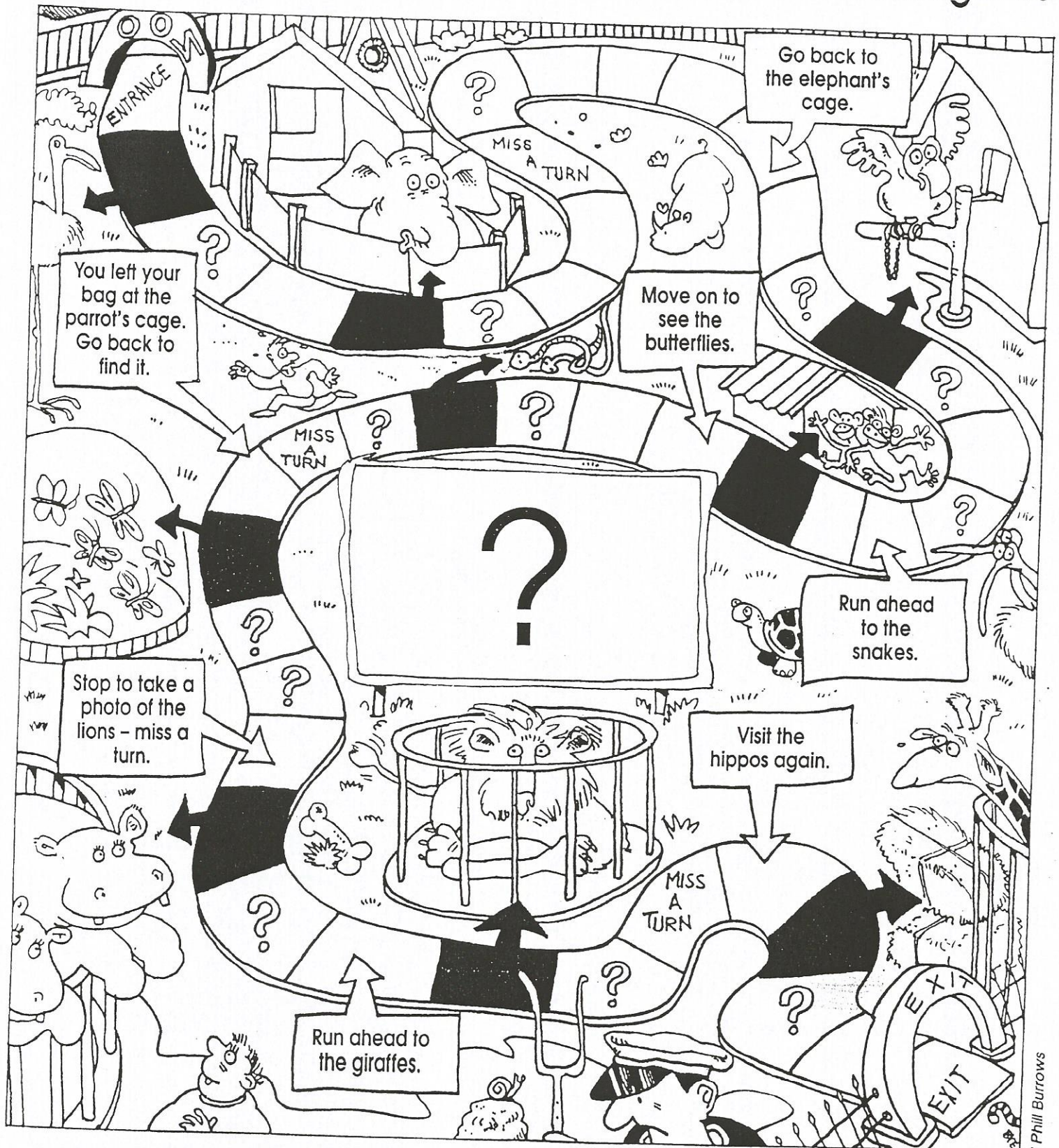
One learner comes to the front of the class. They hold a picture above their head without seeing it. They have to guess what is on the card. They are only allowed 4 guesses. The learner can ask questions about the picture. The rest of the class answer the questions and say if the guesses are correct or not.

25 What's on our card?

Divide the class into 2 teams. Show one team a picture card. The other team has to find out what is on the card. They can do this by asking indirect questions like "Is it big?", "Can you eat it?" etc., but every time they ask a question, the other team gets a point. The other team can only answer "Yes" or "No". When the team think they know what is on the card, they can ask a direct question like "Is it a banana?", but if they are wrong, they lose the game.

26 Remember the sequence

This game can be played as a class activity or with teams. Show 6-12 picture cards to the class, depending on their level, one at a time. Check they know all the words for the cards. Then show the cards again in the same sequence, but see if the learners can remember what is on each card before you show it. For fun, you can shuffle the order of the pictures and then get learners to guess what is on each card before you show it. The team that guesses correctly wins a point. The team with the most points wins the game.



Language focus:

have/has got, can/can't, present simple plus animal habitats, food and habits.

Players: 2-6

You need: 1 board, 1 dice, 1 counter each, 1 set of cards (see Photocopy Master 3)

How to play:

1. Choose a different counter each and place it on ENTRANCE.
2. Place the question cards face down in a pile in the centre of the board.
3. Throw the dice once each in turn. The player with the highest number goes first.
4. Take it in turns to throw the dice and move along the path.
5. If you land on a square with instructions, do what it says.

6. If you land on a square with ? take one of the cards and read the question aloud.
7. If you can answer the question correctly have another turn, if not, the next player has a turn. (The other players must agree if the answer is correct, if there is a problem ask the teacher or use a reference book).

The winner is the first player to reach EXIT.

VALUES TOPICS



6

START HERE

a good friend

your pet

something you like doing

FREE QUESTION

a good book you have read

your taste in clothes

something you are good at

your favourite kind of music

FREE QUESTION

what did you do last Sunday

your room

how you get to school/work

a game you like playing

something you lost recently

FREE QUESTION

a TV programme you like

your plans for next week

FREE QUESTION

happiness

a frightening experience

FREE QUESTION

something you are proud of

your favourite subject at school

your last holiday

your family

something dangerous

FREE QUESTION

your happiest moment in the last year

your ideas about the ideal wife or husband

your feelings about smoking

FREE QUESTION

something you would like to possess

a job you would like

your hopes for the future

a dream you had

FREE QUESTION

something you worry about

what makes you laugh

animals

fun

what you do in the evenings

FREE QUESTION

a nice present you were given

the season you like best

a country you are interested in

a lucky day

an adventure

FREE QUESTION

your feelings about this game

your most important possession

something you think is stupid

something you do not like doing

FREE QUESTION

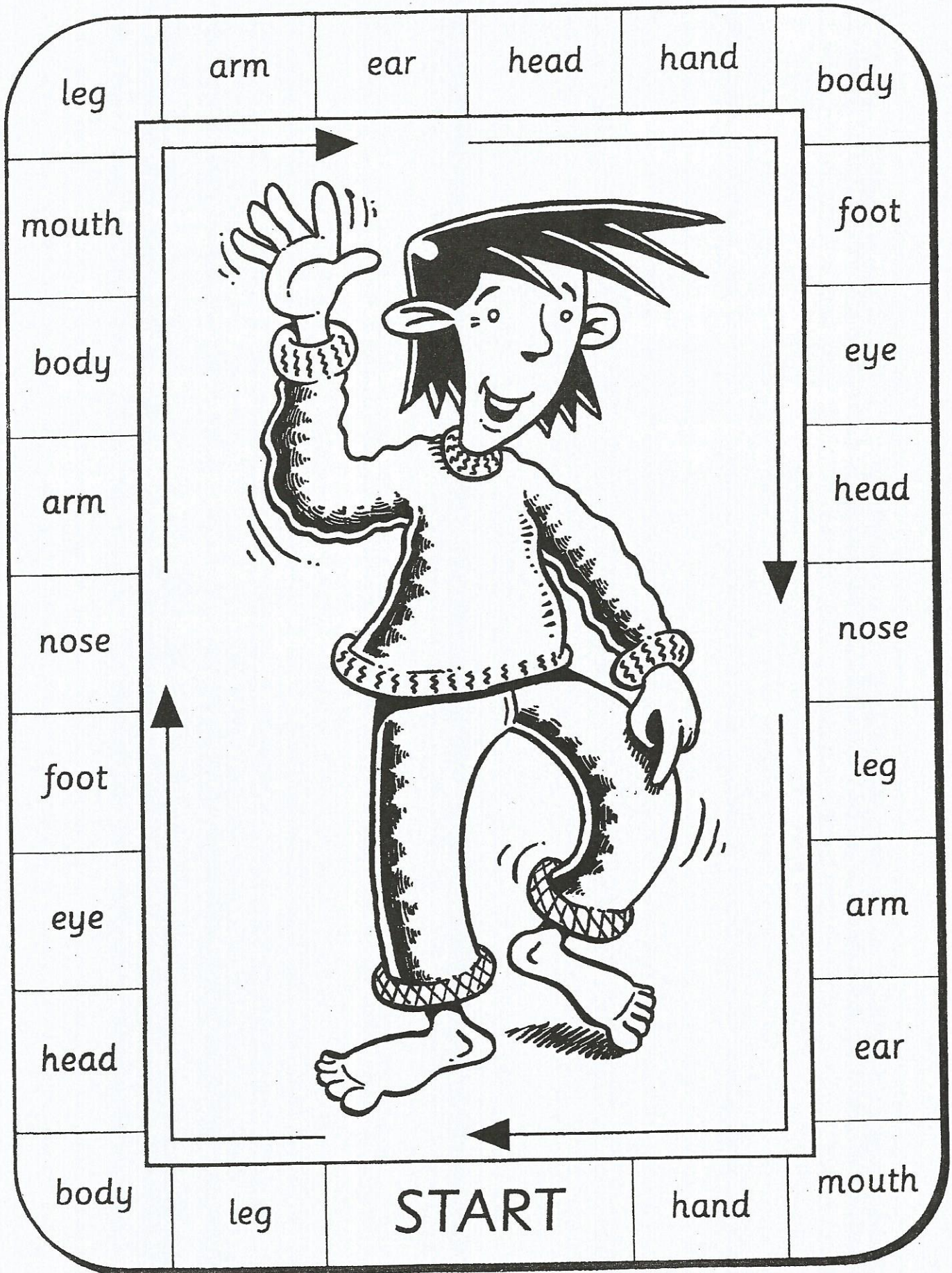
your ideal flat/house

IT'S ALL ABOUT US

START AGAIN?

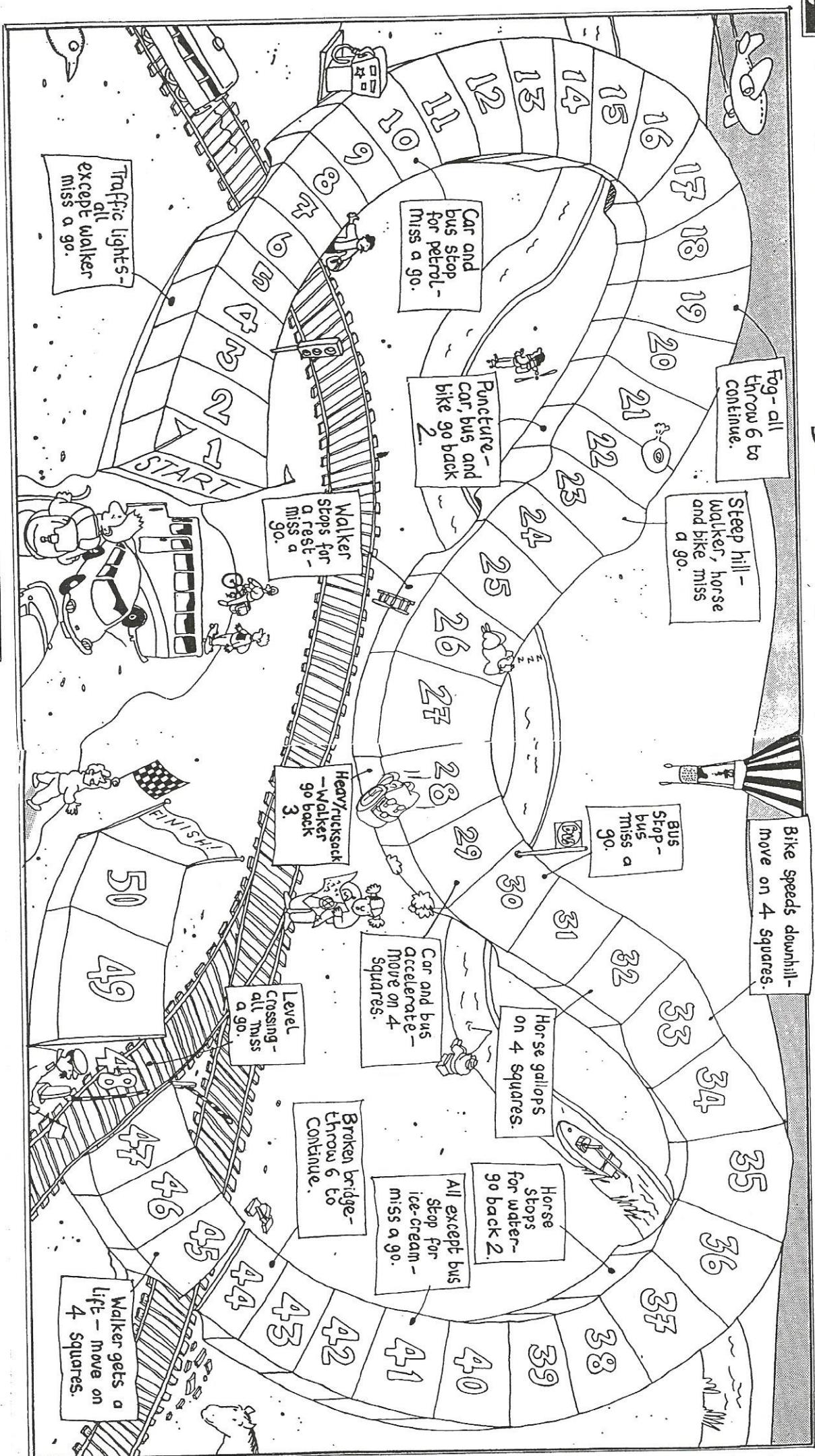
The Body Game

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jet Boardgame 5

THE TRAVEL GAME

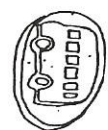
**Language focus:**

travel and transport


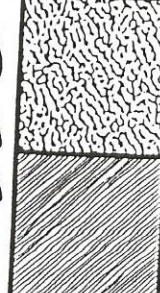

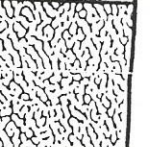







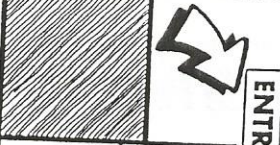

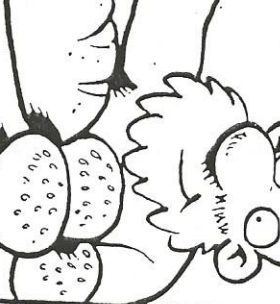
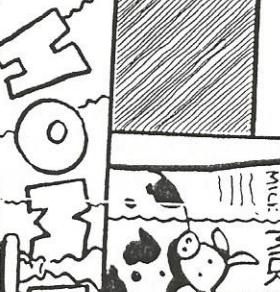
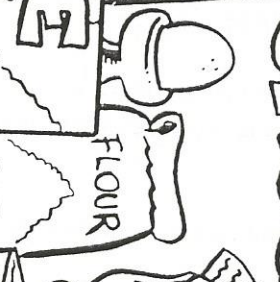
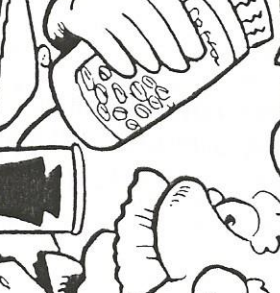
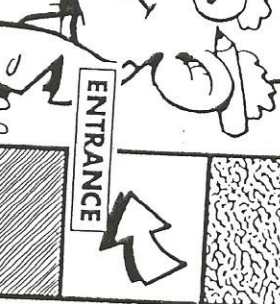







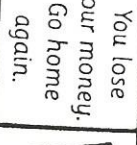










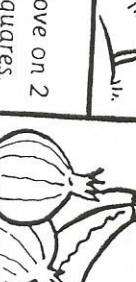

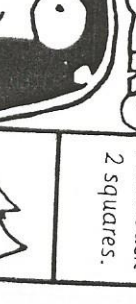
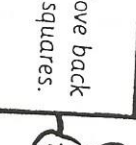







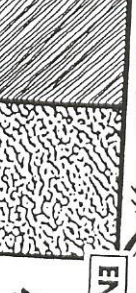

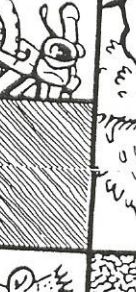





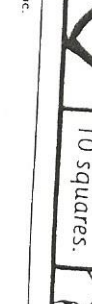




Players: any age, maximum of 5
- or pairs/teams**You need:** 1 board, 1 dice, 1
counter each (car, bus, horse,
bike, walker)**How to play:**

1. Choose a different counter each and place it on 'start'.
2. Throw the dice once each in turn. The player with the highest number goes first.
3. Take it in turns to throw the dice and move your counter around the board.
4. If you land on a square with instructions, do what it says.
5. If you throw a 6, have another go (a maximum of 3 times).

The winner is the first to reach 'finish'.



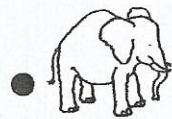
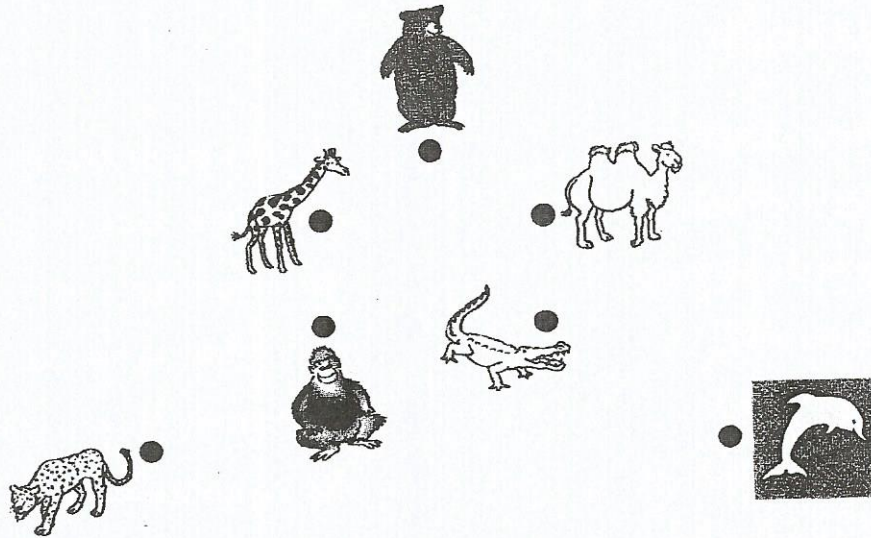
Let's Go Shopping

<p>You catch the bus. Move on 10 squares.</p> 		<p>You stop for a drink. Miss a turn.</p> 		<p>You lose your purse. Go home again.</p> 		<p>Move on 2 squares.</p> 
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<p>You lose your money. Go home again.</p> 	<p>You stop and talk to a friend. Miss a turn.</p> 	<p>ENTRANCE</p> 	<p>ENTRANCE</p> 	<p>ENTRANCE</p> 	<p>ENTRANCE</p> 	<p>ENTRANCE</p> 
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What is it?

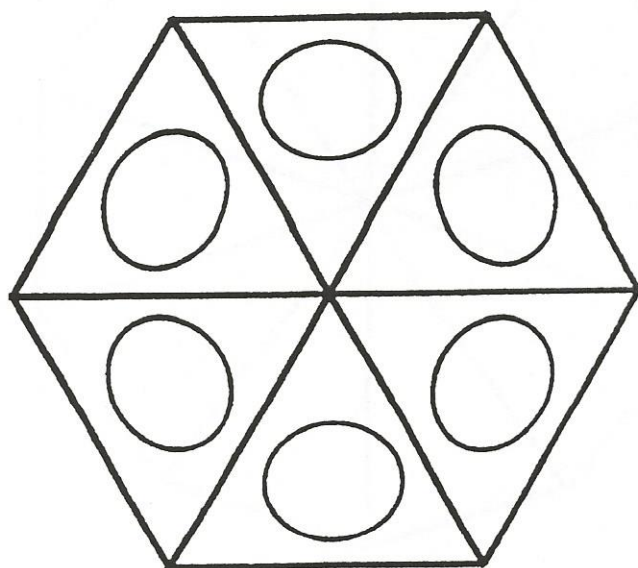
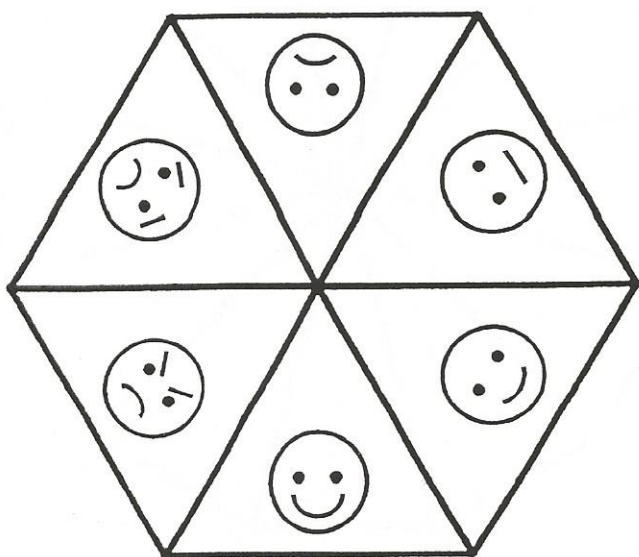
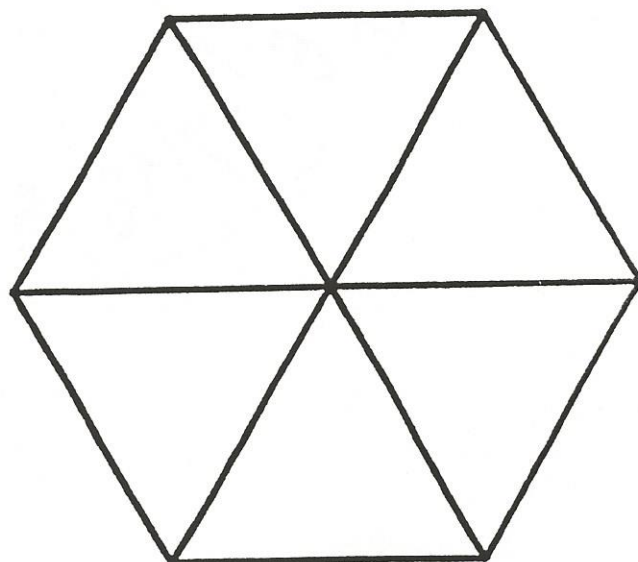
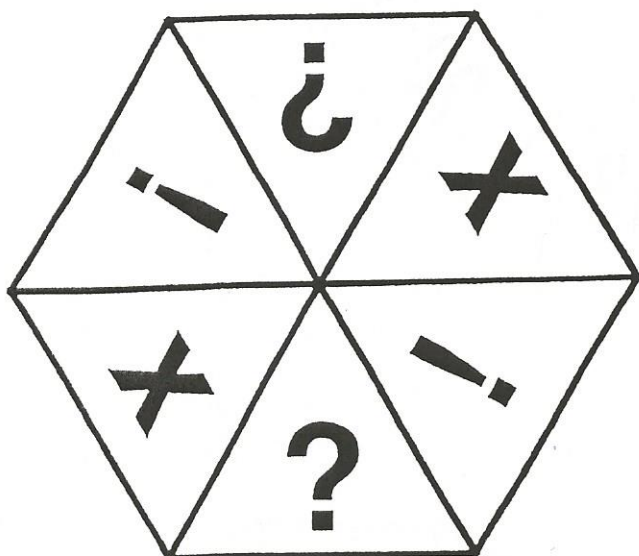
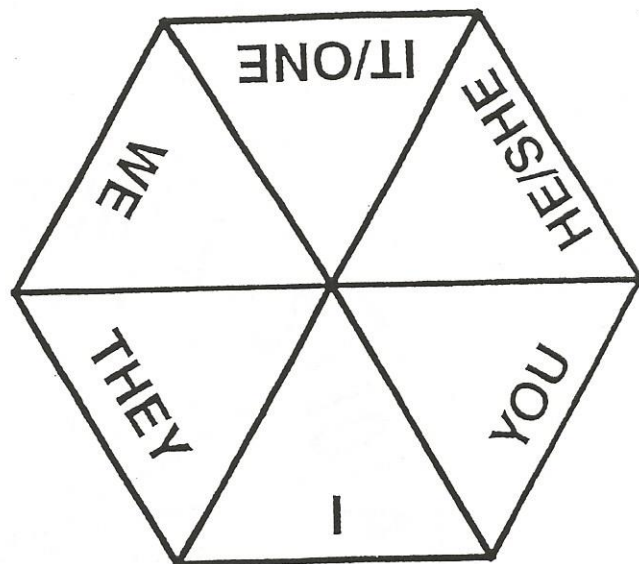
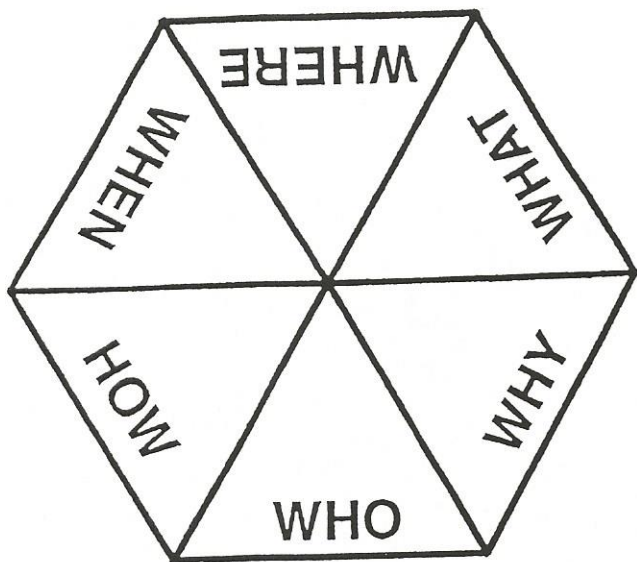
WILD ANIMALS

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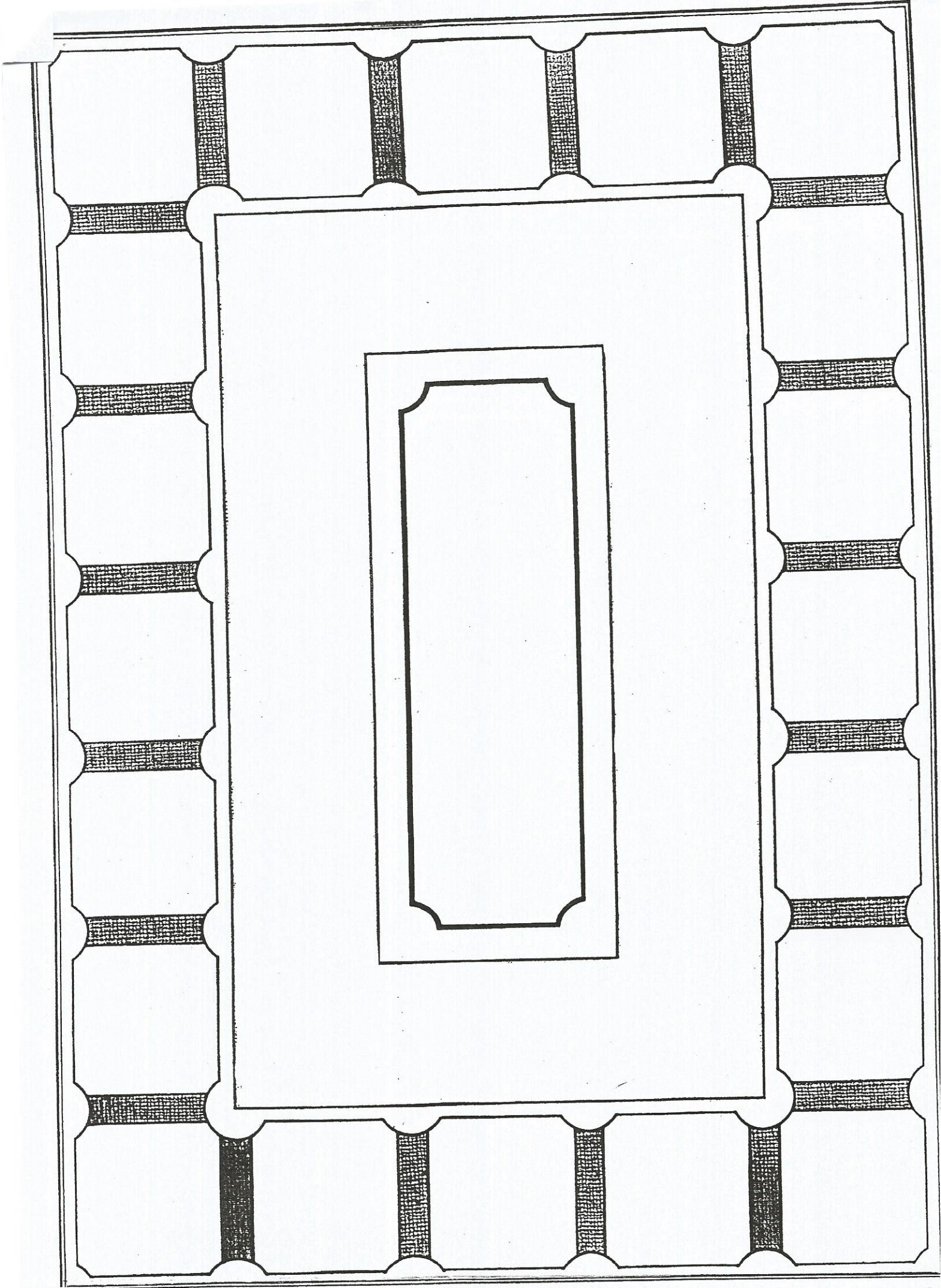


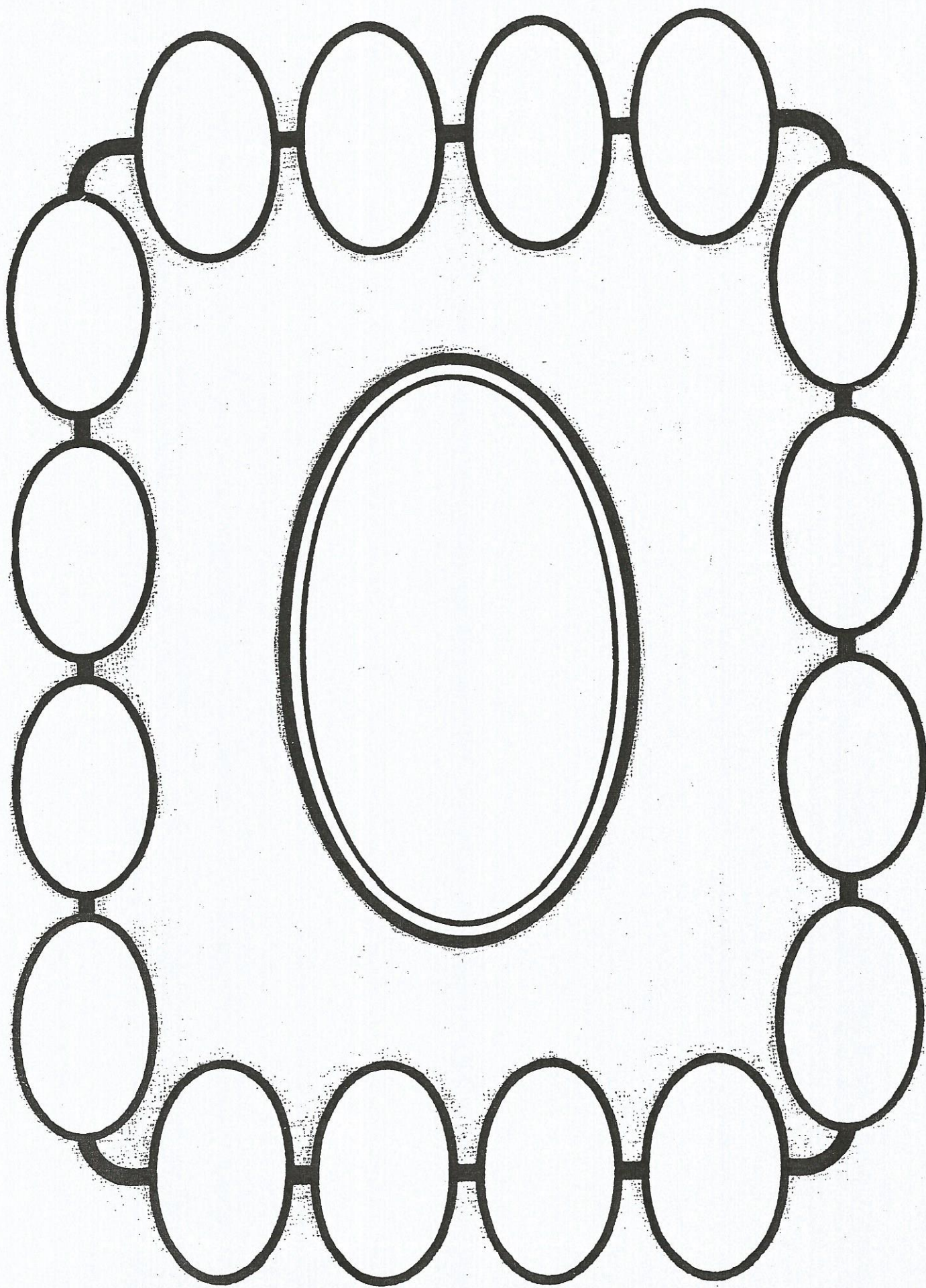
It's a

SPINNER (TROTTOLO)



N.B. COSTRUIRE UNA TROTTOLO CON UN CARTONE IRROBUSTITO !





Twenty ways to use flashcards.

The flashcard is the most versatile of visual aids. Flashcards can be used to present, practise and revise vocabulary and grammatical points in a wide range of ways, at all levels. Any teacher can produce flashcards, either by drawing his own (see *Visual Materials for the Language Teacher* by Andrew Wright, Longman, 1976) or by cutting pictures from magazines and sticking them to cards. Incidentally, most printers have 'off-cuts' - these are pieces of paper and card which have been cut off large sheets to produce a particular size of page or cover. Printers are usually happy to give these to teachers or to sell them at very cheap rates. So, if you have a printer near you, ...

There is no set size for flashcards. The size depends on what you want to do with them and whether they are to be used with a whole class or by groups. Most of the activities below can be used with classes and groups, with different groups playing the same, or different, games at the same time. In fact, wherever possible, playing a game as a class should be seen mainly as a necessary step to train the pupils to play it in groups. As soon as possible, pupils should take over the teacher's role when a game is being played by a whole class. When several pupils have shown an ability to do this, and it is clear that the other pupils know how to play the game, the class can continue the game in groups, led by the pupils who have practised taking the lead with the whole class. This will give each pupil much more practice in listening and speaking. The teacher can move around the class, listening, helping, and joining in.

The following are some ideas for activities with flashcards. The language used in most of the examples is at an elementary level. This has been done to show that they can be used from the beginnings of a course and also because most teachers find it easier to make activities more difficult than they do to make them simpler. Teachers will quickly see how these activities can be adapted for use at many levels.

Activity 1: Describing

The teacher and pupils simply say what is on the card, e.g. The man is walking (slowly, quickly).

They are running.

The man is happy.

This can be used for presenting new points and for quick practice and revision.

A variation is for a group, or class, to see how many cards it can describe in a given period of time, e.g. the time taken for the stand in an egg-timer to run through. The number of cards so described can be set as a target for the same pupils to beat later in the lesson, or in another lesson.

Activity 2: Asking questions

The teacher and pupils can ask questions about what is on the cards, e.g.

What is she doing?

How is she walking?

Are they running fast?

A variation on this is to show a card and talk about it before putting it on a table so that the picture cannot be seen. The pupils then ask questions about the picture which the teacher answers. It is, of course, very important to give the pupils a lot of practice in asking questions. The egg-timer can be used again: the pupils try to get the teacher to answer as many questions as they can about a card or a set of cards in a limited amount of time.

Activity 3: True or false?

To practise listening and understanding, the teacher makes statements about a series of cards, some true and some false. The pupils say:

That's true!

That's false!

Similarly, questions requiring simply 'Yes' or 'No' answers can be asked.

This can be taken a step further. When the teacher says something true about a picture, a pupil, or pupils, repeat it. If the teacher says something false, the pupils say nothing. Again the class can compete against itself - it can see how many of the teacher's statements it can correctly repeat or ignore. A record can be kept and the class can continue to try to improve on its score.

Activity 4: Half the class knows

This is another activity which provokes a lot of questions from the pupils. Hold up a card so that only half the class can see it. The others ask questions to try to discover what is on the card, e.g.

Are there any people in the picture?

Is there just one person?

Is it a boy or a girl?

Is there a ball in the picture?

The pupils who have seen the picture answer these questions.

In the case of difficult pictures which the pupils are not familiar with, you could allow the pupils who have not seen the picture to ask twenty questions. With pictures which the pupils know well, this could be limited to ten, or even five, questions. This will help the pupils to learn that random guessing is not very effective and thus to practise a wider range of question forms.

Activity 5: Broken telephone line

Display several appropriate cards so that everyone can see them. Whisper a message to the pupil at the front of a row; he whispers it to the pupil behind, or next to, him and thus the message is passed along the row. The pupil at the end carries out the instruction in the message by giving the appropriate card to the teacher, e.g.

Please could I have a beer?

Give me a cheese sandwich, please.

This could be organised as a race. The same message is passed along several rows of pupils - the first group whose end pupil correctly carries out the instruction wins a point.

A variation is to pass a question along a row, for the pupil at the end to answer, e.g.

Where are the biscuits?

Is there any orange juice?

Activity 6: Which one will be next?

After some work with a set of ten to fifteen cards, shuffle the cards and put them on a table with the pictures facing down. Turn them over one at a time. The pupils guess which one you will turn over next, e.g.

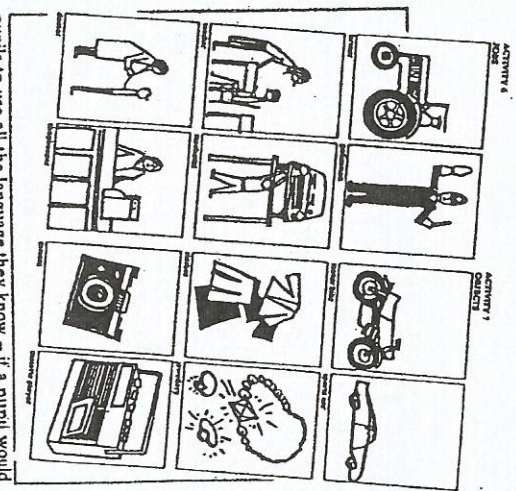
It will be a farmer.

I think it will be a policeman.

When a pupil guesses correctly, give him the card. When they guess incorrectly, put the card to the bottom of the pack. The pupils aim at getting all the cards off you as quickly as possible.

Activity 7: If you want a card, ...

In many activities with flashcards, you can give a card to a pupil who has made a good response. This tactile element is an important aid to motivation and learning. When a set of cards has been given out in this way, you can simulate the



pupils to use all the language they know - if a pupil would like a card which another pupil has, he can get it by saying something about it which no other pupil has said. The competition to get a card will generate a lot of different sentences about it. This is particularly effective not only when the pictures are of objects which attract the pupils (e.g. motorbikes, sports cars, beautiful clothes, jewellery) but also when the pictures are just too small for the pupils to see clearly from a distance. In order to see a desired picture clearly a pupil needs to hold it and in order to hold it he needs to say something new about it. . . .

Before the class tries of this, ask those pupils who have cards to hide them. Ask a pupil who has not got a card to try to get them all by playing a sort of 'Happy Families'. He tries to remember who has which cards. If he asks a person for a card which that person has, he is given the card and can ask for another card. If his guess is wrong, the person he asked takes over, e.g.

Pupil 1: Catherine, have you got the fat dog?

Pupil 2: Yes, here it is.

Pupil 1: Thank you, John, have you got the thin cat?

Pupil 3: No, I haven't. Peter, have you got the black rabbit?

Activity 8: Don't say 'yes' or 'no'

This is a well-established party game which can be used to encourage pupils to produce replies longer than 'yes' or 'no'. Ask a few questions about a number of cards and see how many questions the class, or a group, can answer without saying 'yes' or 'no', e.g.

Can you see a boy?

Is he climbing a tree?

It's a big tree, isn't it?

You like climbing trees, don't you?

This activity could become a weekly event for a term - each week the pupils try to beat their previous record.

Activity 9: Kim's Game

Display eight or ten cards so that everyone can see them. Let the pupils look at them and talk about them for two to three minutes. Then take the cards down and see how many of them the pupils can remember, e.g.

There is a mouse.

I think there is a guinea pig.

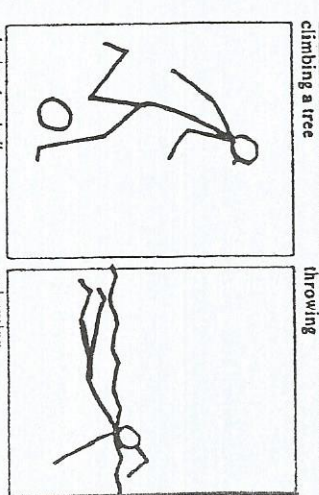
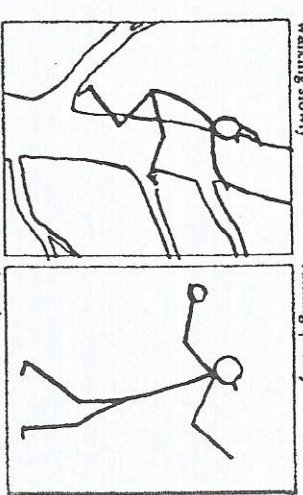
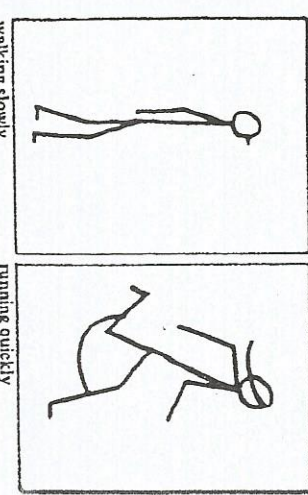
You can vary this game in many ways. For example, you can ask for a description of the pictures (colours, size, etc). You can also display the cards again, with one or two

missing, and the pupils have to say what is missing. Similarly, you can add one or two cards, in which case the pupils have to say what you have added.

A more radical variation is to combine this activity with Activity 7. Pass six to eight cards along a row of pupils - each pupil repeats what you say about each card and passes it on. When all the cards have reached the end of the row collect them in and see how many of them the pupils can remember. An advanced form of this game is to ask the pupils to remember the cards in the order in which they were passed along, e.g.

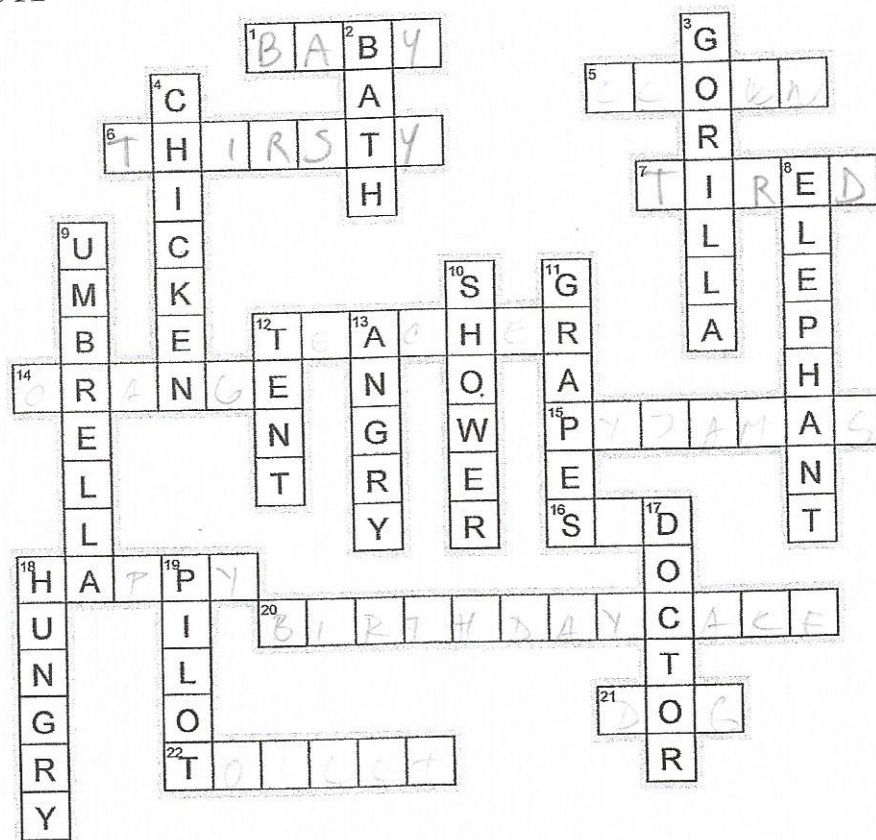
First there was a man walking slowly. Then there was a woman running fast. After that there was another man looking unhappy. Next, ... Advanced learners could then try to make up a story based on these pictures in this sequence.

ACTIVITY 8+9 ACTIONS



Mime Crossword (1)

Student A



Instructions

You have half of a crossword. Find out the missing words. Ask your partner:

"What's 1 across?"

Your partner will mime the word. They must not speak.

When you know the word, you must say:

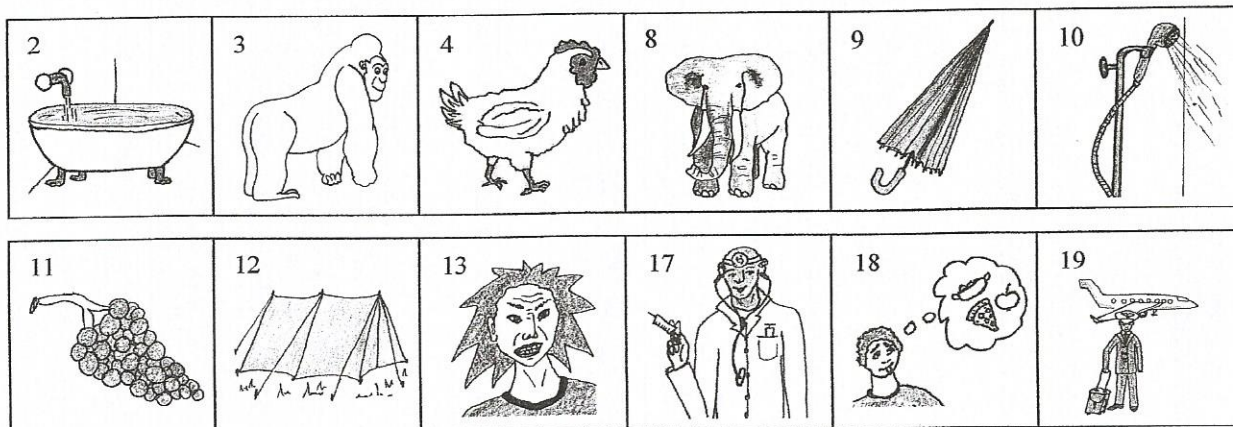
"Oh, I see!"

Do not say the word out loud.

If you cannot understand what the word is, say to your partner:

"How do you spell it?"

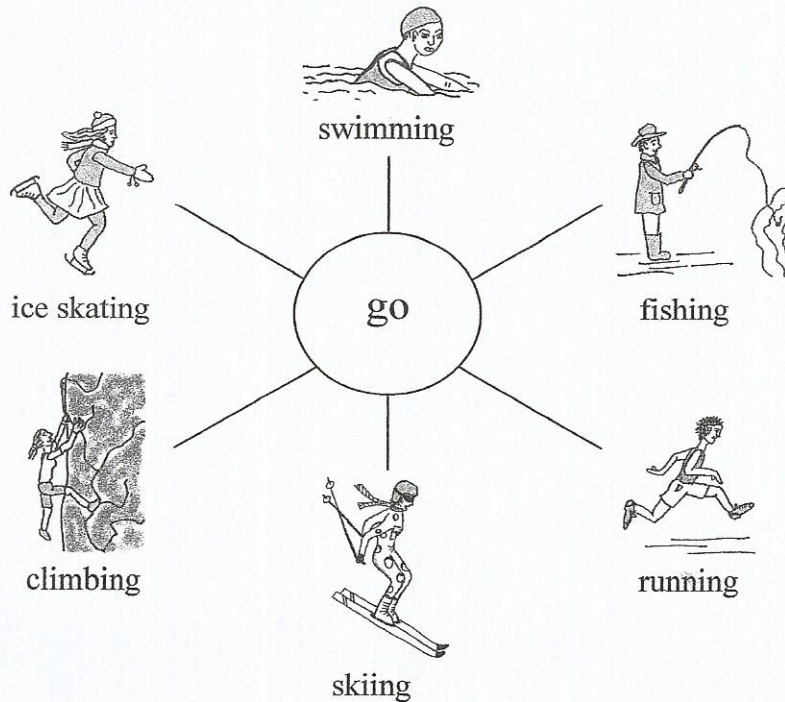
Your partner will spell the letters of the word with their body.



Sports (2) mime activity

Student A

Mime the sports activities below for your partner. Your partner says what they are.

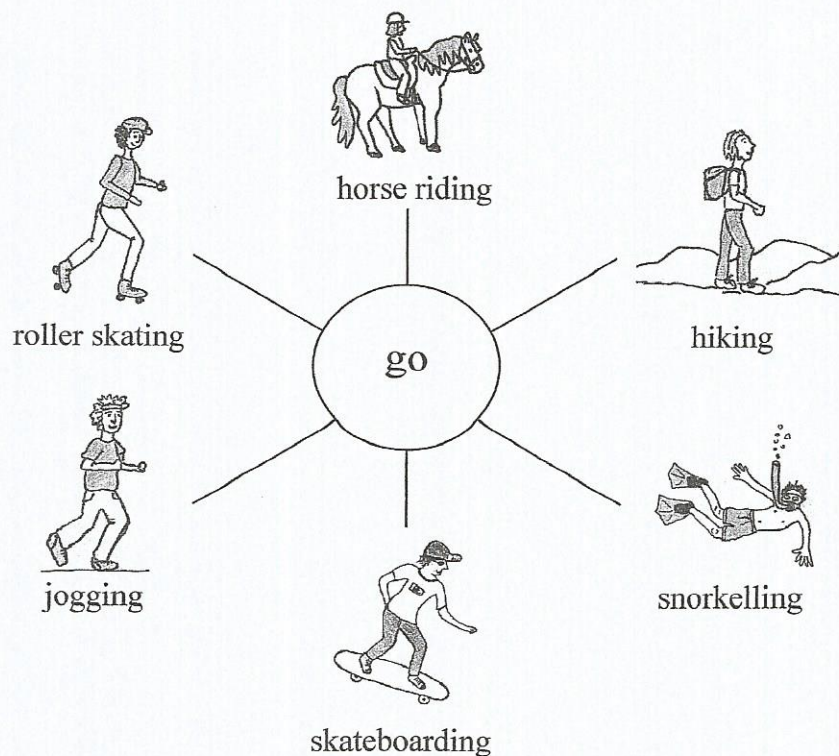


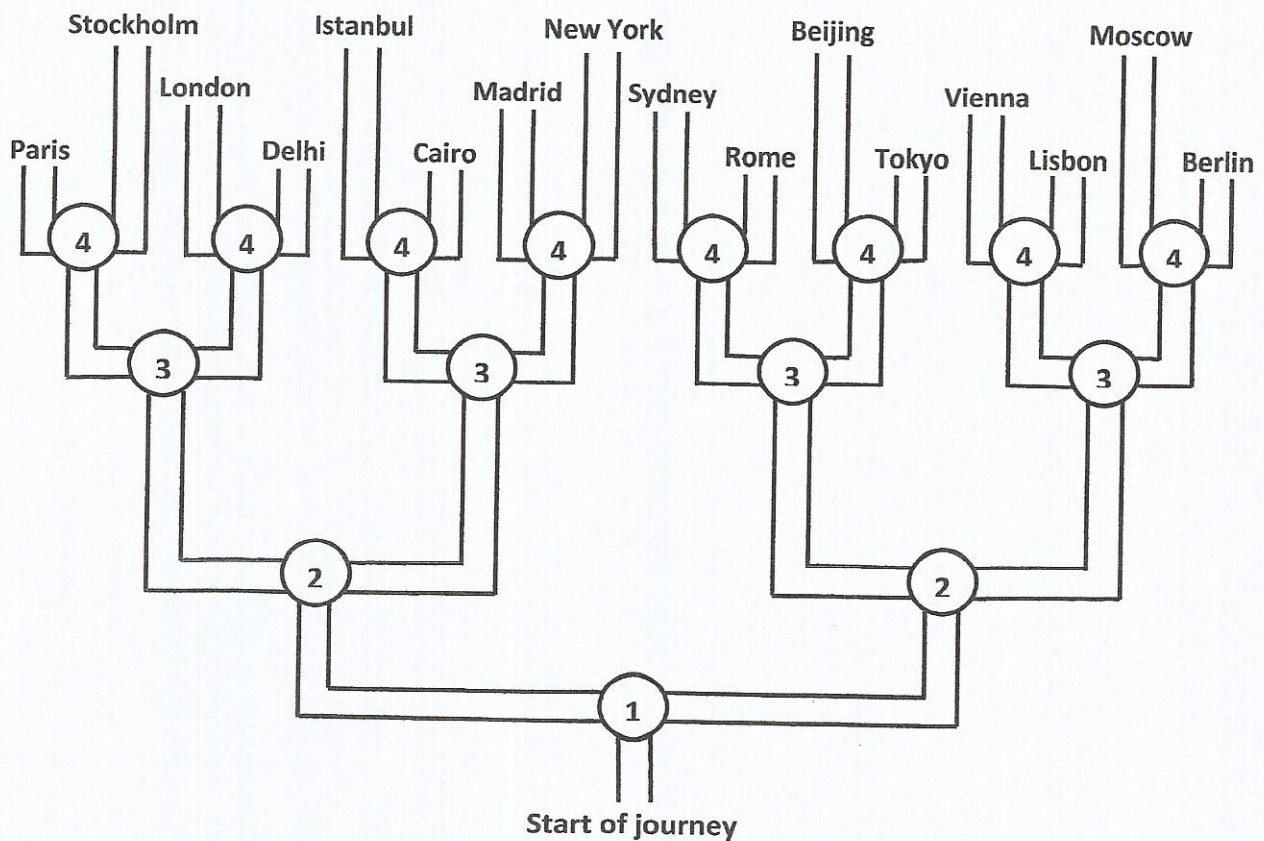
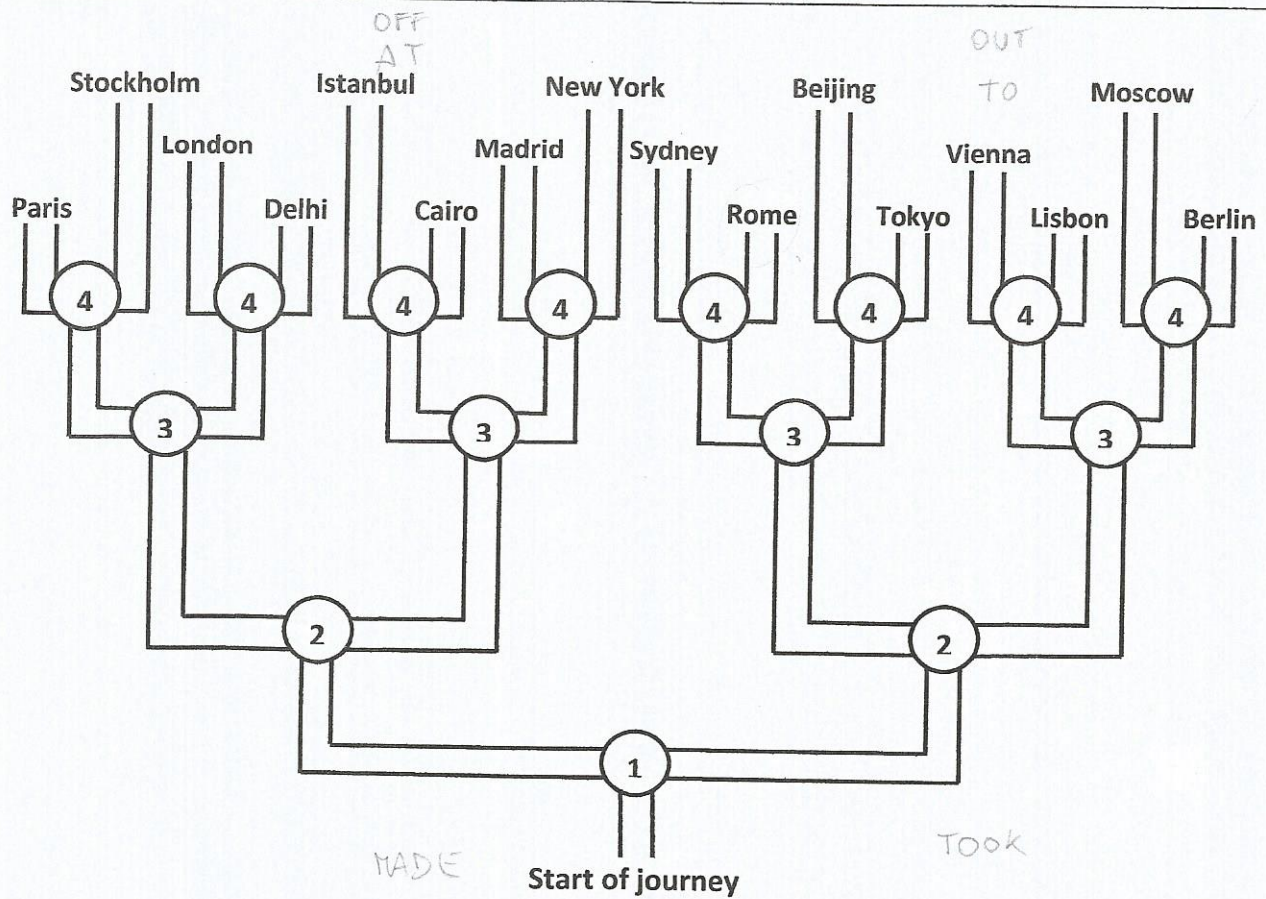
FOLD HERE

Sports (2) mime activity

Student B

Mime the sports activities below for your partner. Your partner says what they are.



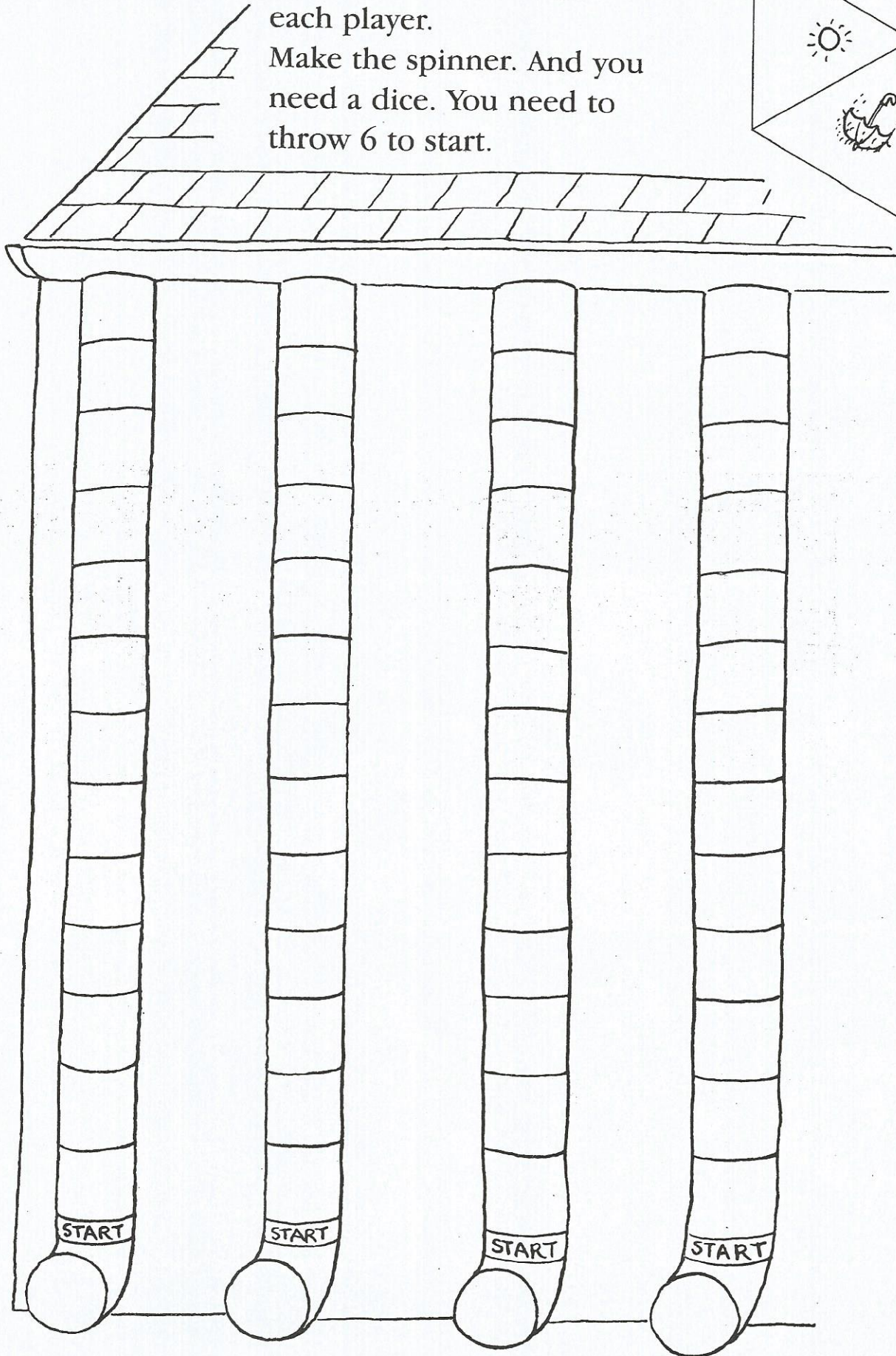
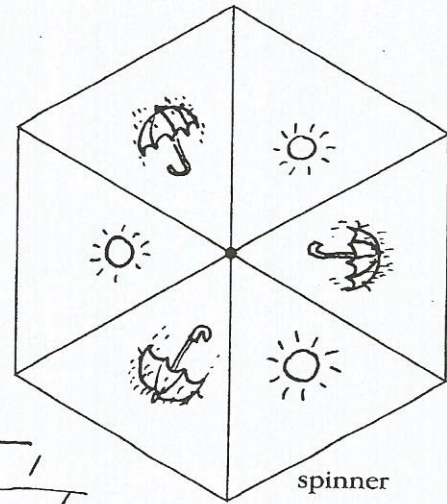




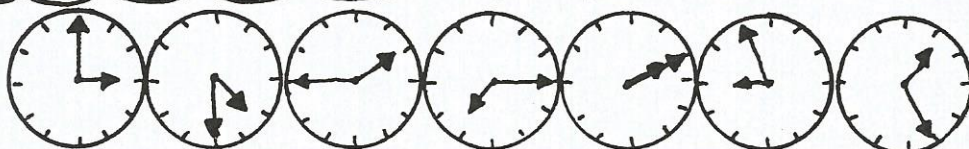
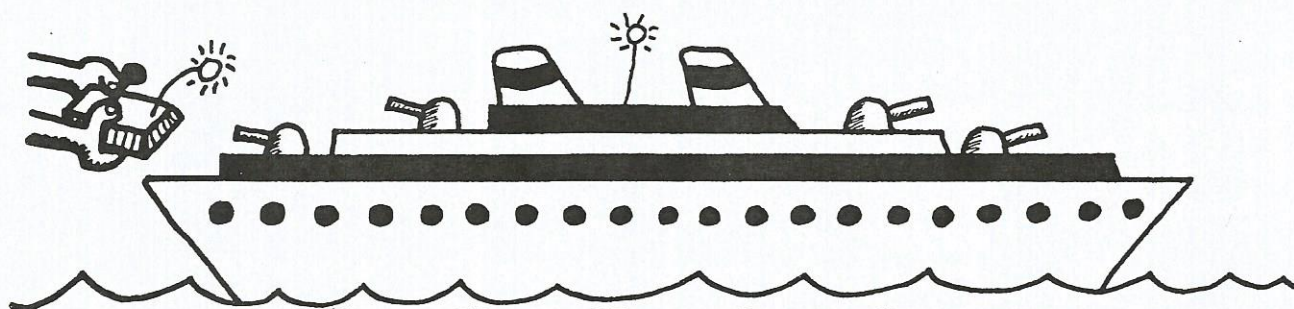
SPIDER GAME

Photocopy this page. Stick it on card. Cut out a spider for each player.

Make the spinner. And you need a dice. You need to throw 6 to start.



spiders



Monday

Tuesday

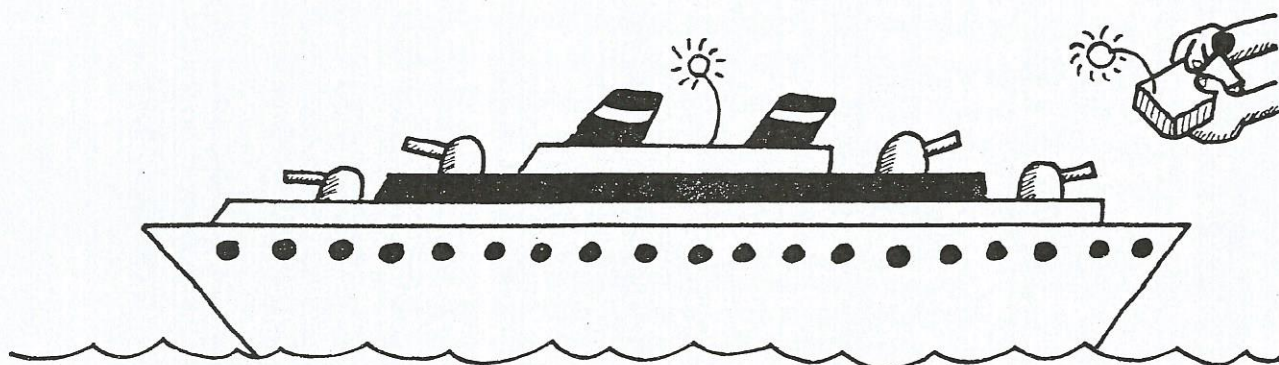
Wednesday

Thursday

Friday

Saturday

Sunday

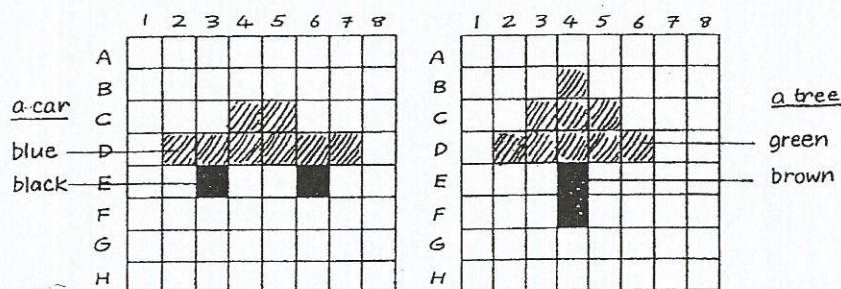


1.4 Complete a grid

LEVEL	All
AGE GROUP	A, B
TIME	20 minutes
AIMS	Linguistic: recognizing the English names of letters, numbers, and colours. Other: to practise using a grid, spatial awareness.
DESCRIPTION	The children make a picture by listening to the teacher and colouring squares on a grid.
MATERIALS	A large piece of paper for the teacher, copies of empty grids for the children, coloured pencils and chalk.
PREPARATION	<ol style="list-style-type: none"> 1 Draw a grid like the one illustrated below, if possible on a large piece of paper so that the children can see it clearly. 2 Write the numbers and letters you want to practise along the sides. These could simply be 1–10 and A–J, or you might want to practise problematic numbers and letters, for example, 13 and 30, 14 and 40, or E, I, C, and S. 3 Make a copy of an empty grid for each child. 4 Use your grid to make a simple coloured picture, either using one of the examples below, or one that fits the topic you are working on.

LISTENING

EXAMPLES



IN CLASS

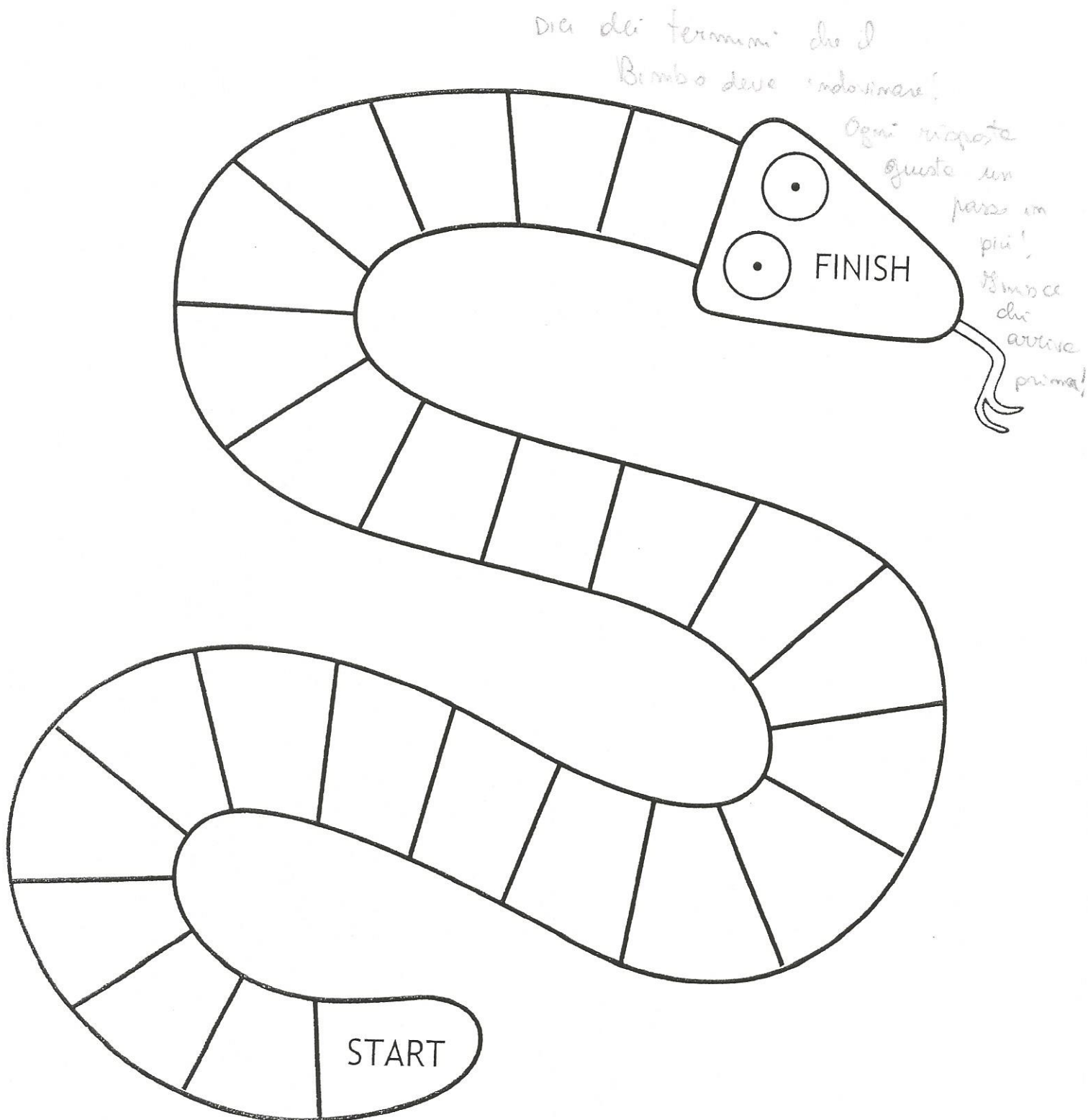
- 1 Draw a large grid on the board and write along the sides of it the numbers and letters you have chosen to practise.
- 2 Say the number and letter of one square and then invite a child to come to the board to show the square you are referring to. Say a colour, and let him or her choose the chalk to colour the square. For example: A5, red.
- Do this a few times until the children have got the idea of the grid and you have built up a simple picture.
- 3 Tell the children that they are all going to make a picture like this.
- 4 Give out the empty grids and ask them to copy the numbers and letters from the board. If you have no photocopier, they will have to draw their own grids or use squared paper.
- 5 Call out the letters, numbers, and colours of the squares in your picture, marking off the squares you have said on your master copy. You will probably need to say all the squares two or three times to let the slower ones catch up and so that all the children can check their work.
- 6 Ask the children what the picture shows. Then show them your master picture so they can see if they got it right.

FOLLOW-UP

The children can make up their own pictures and dictate them to one another—warn them to make them simple! If you are studying a topic, get them to draw something connected with the topic; you can display the pictures as a vocabulary poster.

The Snake Game

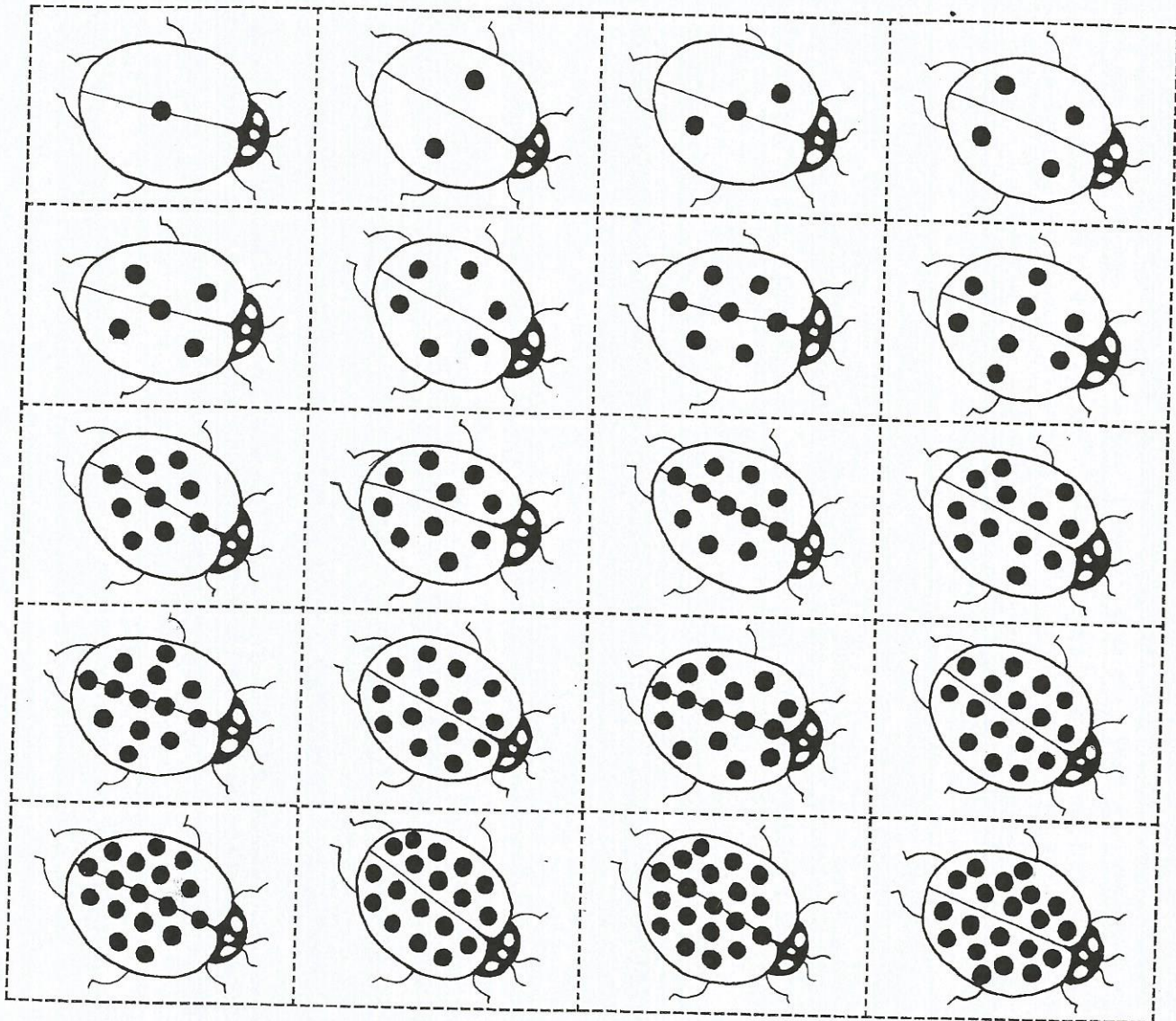
- You will need a die and counter(s). You can challenge yourself to reach the finish or you can play with someone else. You have to throw the exact number to finish.
- Throw the die and move forward the number of spaces. When you land on a word you must pronounce it and say what it means. If you can't, you have to go back to the square you started from.





3 Ladybird bingo (2)

CARDS



3 Ladybird bingo

Essential vocabulary

numbers 1-20

Materials and preparation

Mentally divide your class into groups of three or four. Copy one set of LOTTO BOARDS and one set of CARDS per group.

How to use the game

- Divide your class into groups of three or four.
- Give one set of lotto boards and one set of cards to each group.
- They should take a board each and place the cards face down in the middle.
- The object of the game is for students to cover all the pictures on their boards with matching cards.
- The first player takes a card, counts the spots on the ladybird and tells the group the number.
- The player with the matching picture should ask for the card and cover her picture with the card. (The player who asks first gets the card.) In groups of three, if no one has the matching pictures, discard the card.
- Then it is the next player's turn to take a card and count the number of spots.
- The player who covers the most pictures at the end of the game is the winner.

Demonstration

Demonstrate how to do this with the whole class. Ask them to look at their boards.

Take a card yourself. Show it to the class and count the spots.

Ask those who have the same picture on their board to raise their hands.

Then get the class to play a demonstration round (or two) of the game under your supervision, before letting them play in groups by themselves.



Animal join the dots

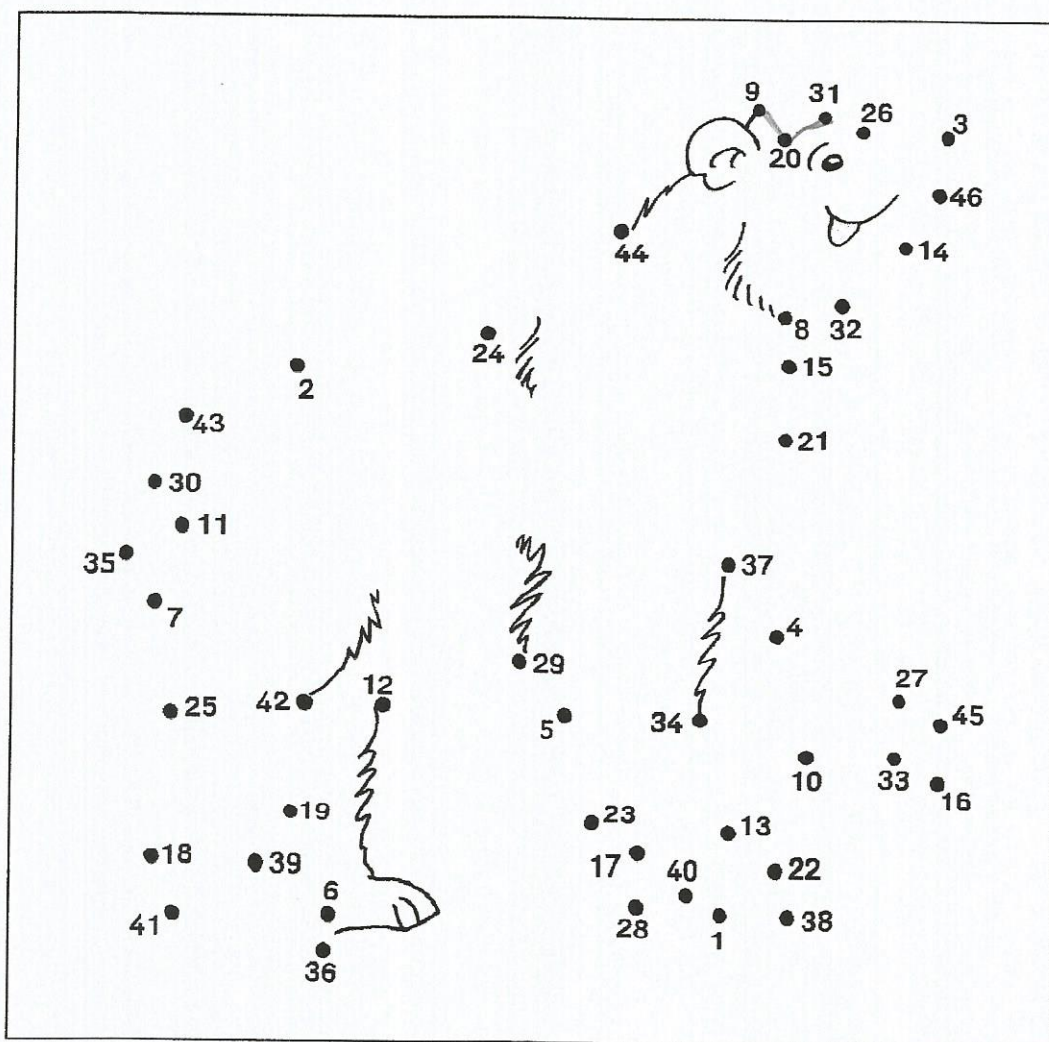
Student A Say the numbers

Say the numbers below to your partner. Your partner will join the dots.

38 - 32 - 20 - 16 - 1 - 41 - 7 - 12 - 28 - 4 - 21 - 36 - 9 - 18 - 39
 26 - 5 - 13 - 37 - 24 - 8 - 29 - 40 - 3 - 15 - 22 - 6 - 2 - 30 - 10
 17 - 25 - 43 - 31 - 11 - 33 - 19 - 35 - 42 - 23 - 14 - 34 - 27

Student A Join the dots

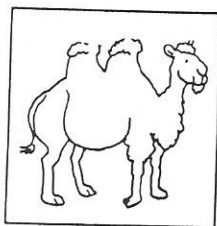
Listen to your partner say some numbers and join the dots below.



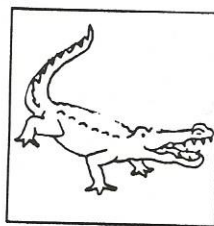
It's a _____.



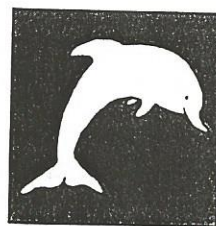
bear



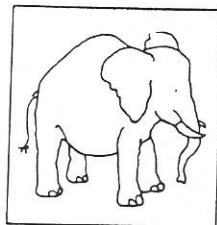
camel



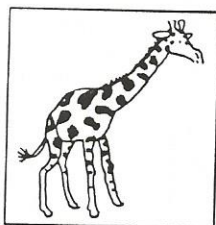
crocodile



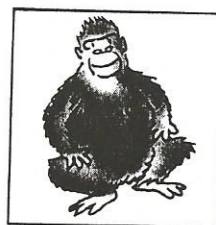
dolphin



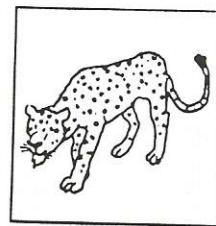
elephant



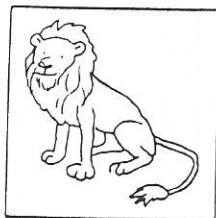
giraffe



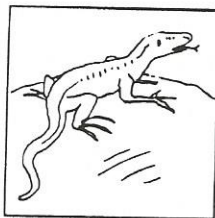
gorilla



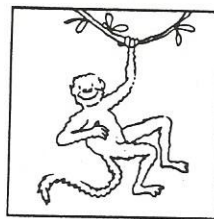
leopard



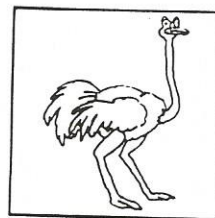
lion



lizard



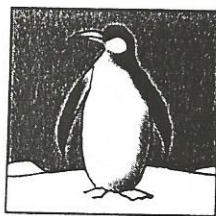
monkey



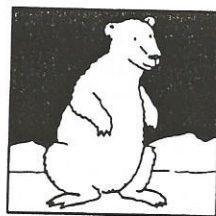
ostrich



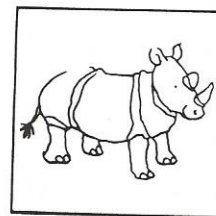
panda



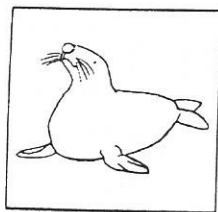
penguin



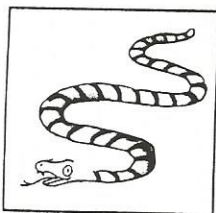
polar bear



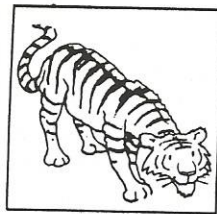
rhinoceros
RAINOSÉROS



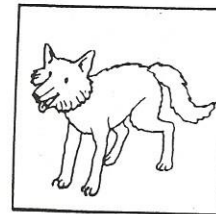
sea lion



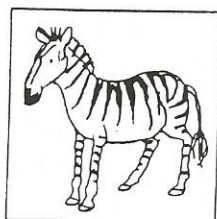
snake



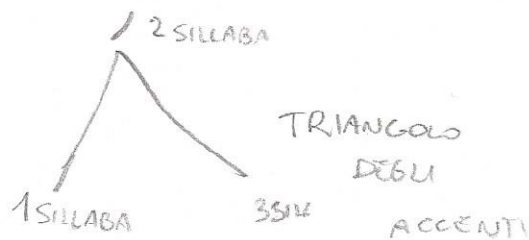
tiger

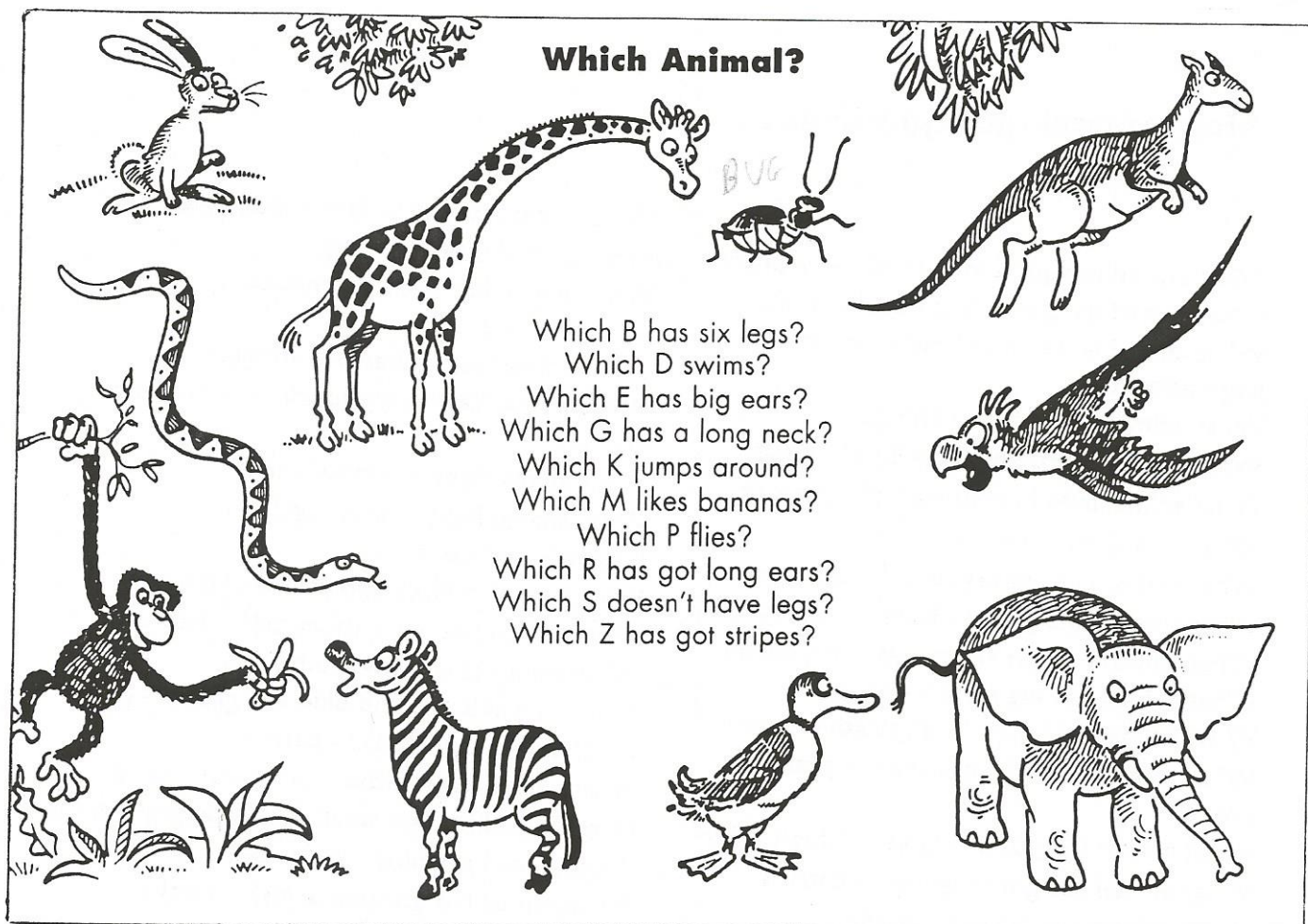


wolf



zebra





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★★★ ACTIVITY 4C: WHICH ANIMAL?

AIMS: To practise the alphabet

• To develop reading skills • To consolidate animal vocabulary

LANGUAGE: Duck, giraffe, snake, monkey, parrot, elephant, rabbit, bug, kangaroo, zebra

• Which? • Jump, swim, fly, have, say, like • Ears, neck, legs

• Stripes, big, long, bananas

TIMING: 20 mins

GROUP SIZE: Class/Ind

WHAT YOU NEED:

Photocopy 4 (bottom) per child.

Pencils. Visuals of duck, giraffe, snake, monkey, parrot, elephant, rabbit, bug, kangaroo, zebra.

WHAT TO DO:

1 Use visuals or mime to introduce animal vocabulary. Check the alphabet.

2 Introduce *Which?* Then explain you will choose a letter which is the first letter of the first name of somebody in the class, e.g. *Which M sits next to Jo?* Answer = Mario.

3 Before showing the children the photocopy, practise body parts and teach any new words. Ask *Which D swims?* (question 2) and ask all the other questions orally as well.

4 Give out the photocopy and read it through. The children can then circle the correct answers, working individually.

5 Check answers as a class.

6 In pairs children ask each other the questions and give the answers.

ANSWERS:

Which B has six legs? (bug)

Which D swims? (duck)

Which E has big ears? (elephant)

Which G has a long neck? (giraffe)

Which K jumps around? (kangaroo)

Which M likes bananas? (monkey)

Which P flies? (parrot)

Which R has got long ears? (rabbit)

Which S doesn't have legs? (snake)

Which Z has got stripes? (zebra)

FOLLOW-UP ACTIVITY:

The children make up five puzzle questions about animals or other objects, and then ask a partner.

Farm animal sounds

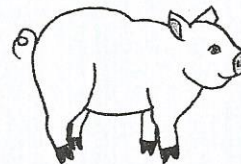
Each animal talks in a different way,
so listen to me and do as I say.



First, miaow like a cat.

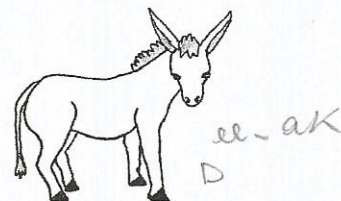
Yes, just like that.

Second, go oink like a pig
that's very, very big.



Now for the third,
sing like a bird.

Now number four,
be a donkey - go ee-aw.



Now don't fall asleep,
go baa like a sheep.



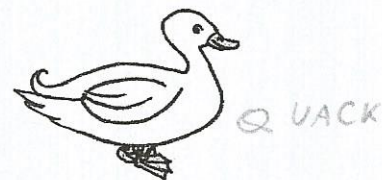
Now bark like a dog,
and croak like a frog.



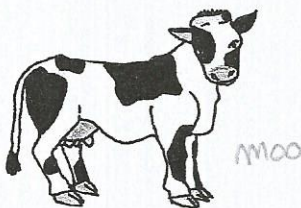
And now, just for luck,
quack like a duck.



Now we've done eight.
You're doing really great!



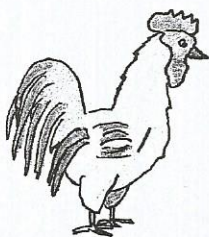
When I say now,
moo like a cow ... now!



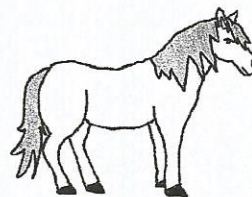
Now it's number ten,
so cluck like a hen.



Now do what roosters do,
go cock-a-doodle-do.



And last, of course,
neigh like a horse.



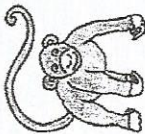
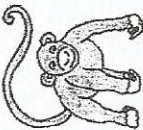













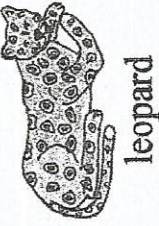



COCK A DOODLE DO That's the last one,
COCK A DOODLE DO so shout out "Well done!"
COCK A DOODLE DONE

OK CLASS, NOW REPEAT AFTER ME!

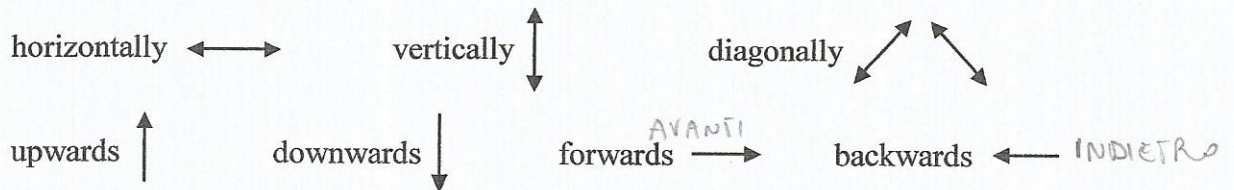
Animal Sudoku (2)

"ANIMAL SUDOKU"

	 rhinoceros		 ostrich	 monkey	
 monkey		 camel		 rhinoceros	
	 leopard		 monkey		 giraffe
 leopard		 ostrich			 monkey
 giraffe	 ostrich		 camel	 leopard	
 rhinoceros		 leopard			 camel

Animal word search

Listen to your teacher say the words of some animals. Try to be the first person to find the word in the box below. Say where the word begins and give the direction of the word:



For example, for the word *cow* it is 1C, horizontally forwards

	A	B	C	D	E	F	G	H	I	J	K	L
1	S	D	C	O	W	Y	V	W	L	P	T	P
2	Q	F	R	R	A	B	B	I	T	N	E	E
3	K	C	B	A	B	I	R	D	A	R	M	X
4	C	C	U	N	P	W	V	H	A	E	R	T
5	O	M	T	R	I	O	P	J	R	E	G	U
6	C	Z	T	S	L	E	E	E	N	D	X	N
7	A	A	E	J	L	B	D	L	N	N	G	T
8	E	R	R	E	K	I	R	V	G	I	I	O
9	P	B	F	D	P	P	Z	V	Z	E	M	G
10	P	E	L	S	L	E	M	A	C	R	L	C
11	O	Z	Y	E	F	F	A	R	I	G	D	E
12	T	F	S	G	R	L	I	W	I	A	I	Y

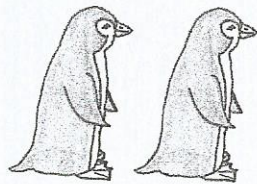
FAC-SIMILE !
eleven 11 upwards

elephant	giraffe	bird	leopard	camel	reindeer
butterfly	rabbit	cow	peacock	spider	zebra

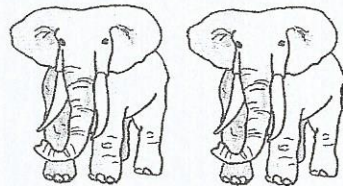
Animal can/can't Game

Animals

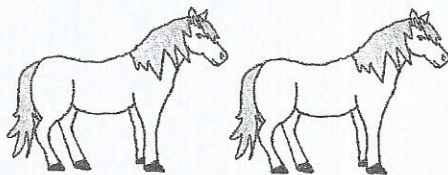
1 penguins



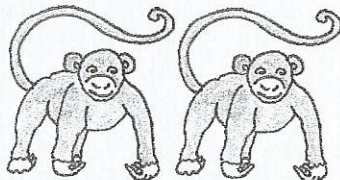
2 elephants



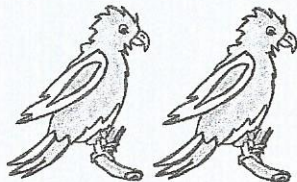
3 horses



4 monkeys



5 parrots



6 dogs



Verbs

1 fly



2 swim



3 jump



4 sing



5 read



6 speak

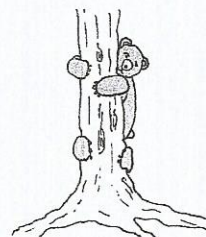


Animal movements (1)

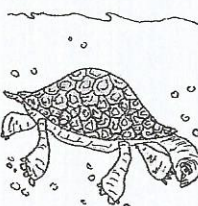
Each animal moves in a different way,
so stand up and do as I say.



Can you fly like a bird in the air?



Can you climb up a tree like a bear?



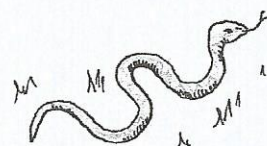
Can you swim like a turtle in the sea?



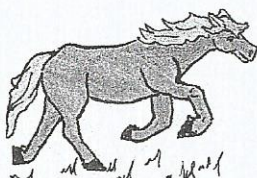
Can you swing like a monkey in a tree?



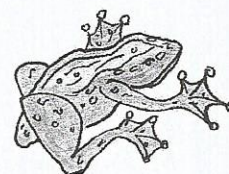
Can you prowl like a tiger without a sound?



Can you slither like a snake along the ground?



Can you gallop like a horse?



Can you jump like a frog?



Can you spring like a cat?



Can you run like a dog?



Can you waddle like a penguin?



Can you hop like a rabbit?

That's excellent! Well done!
You're really good at it!

Animal jumbled letters

Below are the names of some animals but the letters are mixed up. Write the letters in the correct order. For example,

GDO

D	O	G
---	---	---

What are the names of these animals?

- a) WCO

C	O	W
---	---	---

1
- b) ZABRE

Z	E	B	R	A
---	---	---	---	---

5
- c) FRGAFIE

G	I	R	A	F	F	E
---	---	---	---	---	---	---

2
- d) TURLEYTFB

B	U	T	T	E	R	F	L	Y
---	---	---	---	---	---	---	---	---

8
- e) NELPATEH

E	L	E	P	H	A	N	T
---	---	---	---	---	---	---	---

9
- f) NEIDERRE

R	E	I	N	D	E	E	R
---	---	---	---	---	---	---	---

4
- g) BATRIB

R	A	B	B	I	T
---	---	---	---	---	---
- h) REDLAOP

L	E	O	P	A	R	D
---	---	---	---	---	---	---

3 7
- i) LEACM

C	A	M	E	L
---	---	---	---	---

10
- j) CPKACEO

P	E	O	K	L	A	P
---	---	---	---	---	---	---

11
- k) HEESP

S	H	E	E	S
---	---	---	---	---
- l) SEROH

H	O	R	E	S
---	---	---	---	---
- m) NYMKEO

M	O	N	K	E	Y
---	---	---	---	---	---

6
- n) NOLI

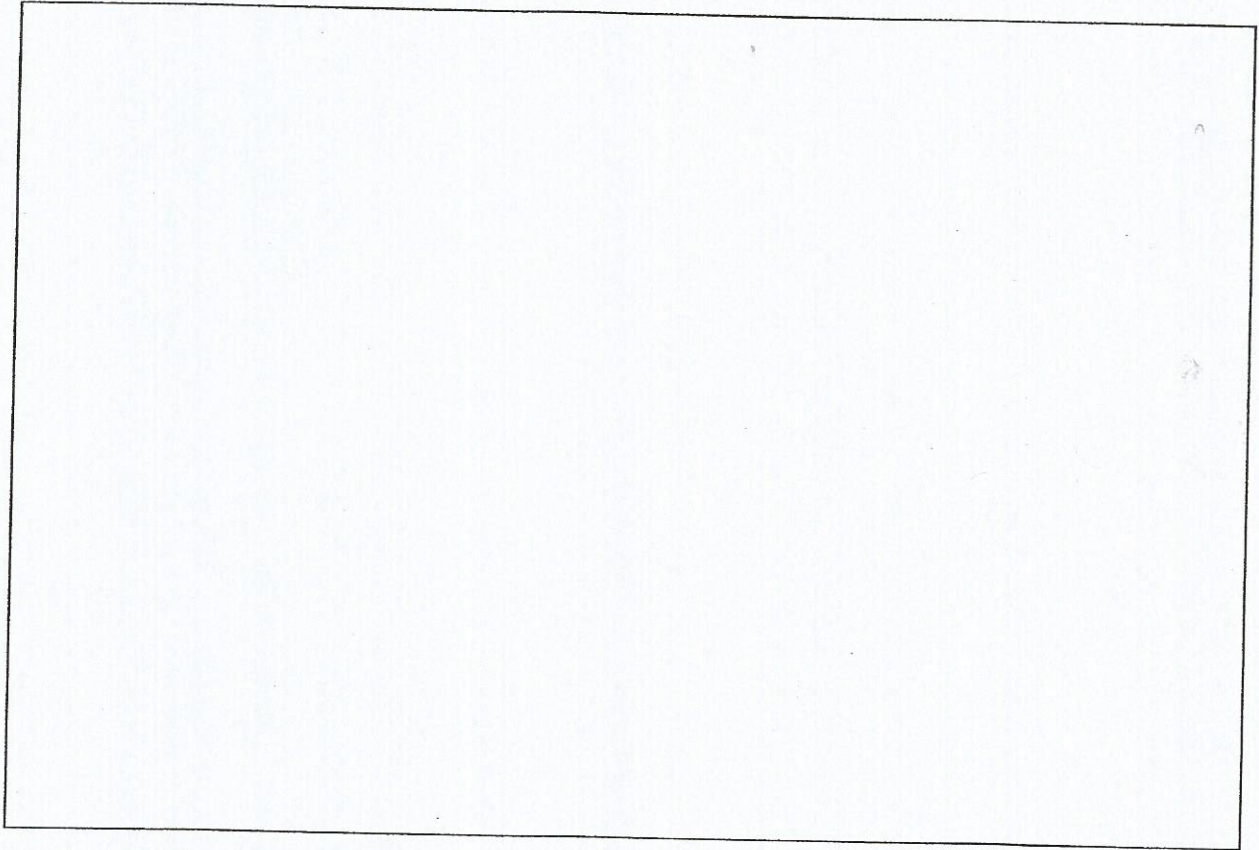
L	I	O	N
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Now write the letters with the numbers below them to find out what these three words are.

W	I	L	D	A	N	D	T	A	M	E
1	2	3	4	5	6	7	8	9	10	11

Animal picture dictation

Listen to your teacher and draw the strange animal in the box below.



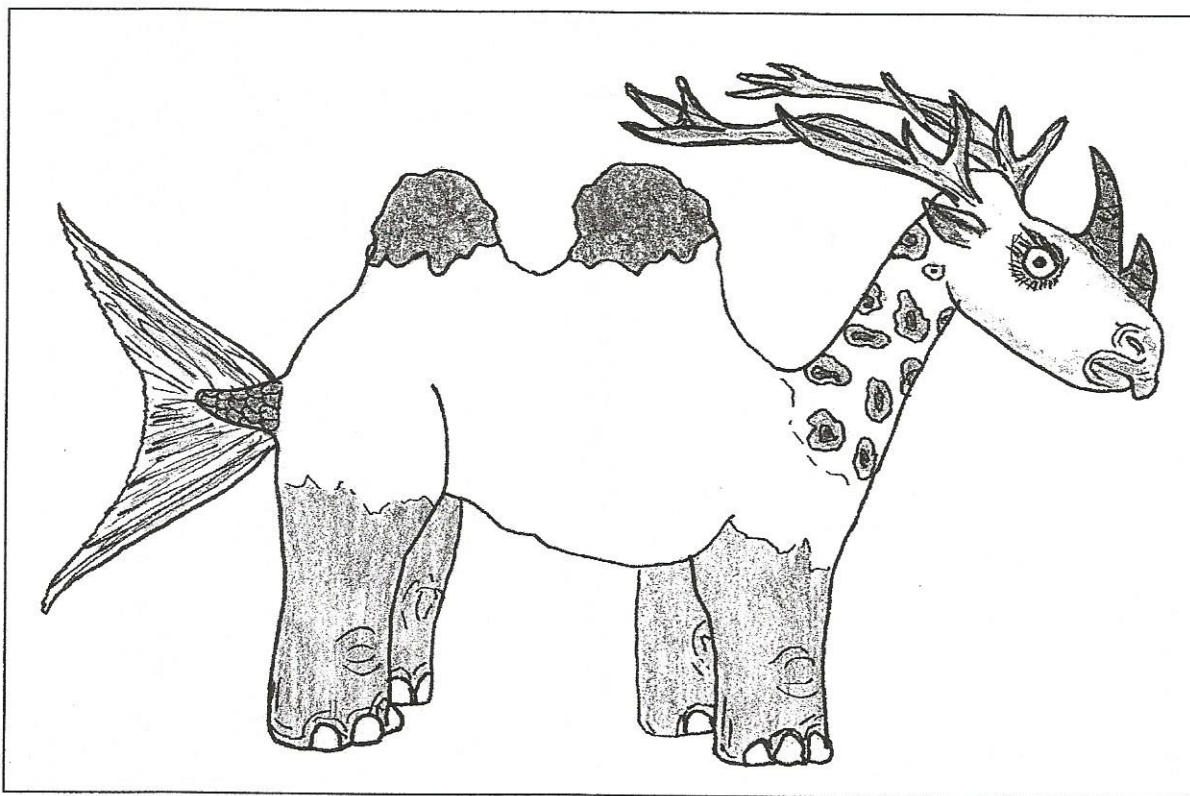
This animal is called _____.

Describe the animal

- 1 It's got the of a
- 2
- 3
- 4
- 5
- 6
- 7

Student A

Describe the animal below to your partner. Your partner draws it.



FOLD

Student A

Listen to your partner describe an animal. Draw the animal in the box below.

