

# Elementary GRAMMAR Games

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*A collection of grammar games and activities  
for elementary students of English*

**Jill Hadfield**



**photocopiable material**

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# Introduction

## 1 About games

A game is an activity with rules, a goal and an element of fun. There are two kinds of games: *competitive* games, in which players or teams race to be the first to reach the goal, and *cooperative* games, in which players or teams work together towards a common goal.

Language games can be divided into two further categories: *linguistic* games and *communicative* games. In linguistic games, the goal of the game is linguistic accuracy: in the case of these grammar games, using the correct grammatical forms. Communicative games have a goal or aim that is not linguistic: successful completion of the game involves carrying out a task such as exchanging information, filling in a picture or chart, or finding two matching cards, rather than the correct production of language. However, in order to carry out this task it will be necessary to use language and, by careful construction of the task, it is possible to specify in advance what language will be required.

Games can be used at any stage of the lesson once the target language has been introduced and explained. They serve both as a memory aid and repetition drill, and as a chance to use language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

## 2 About grammar

How do students acquire grammatical understanding and accuracy? 'With difficulty' is a short answer, but it seems to me that students adopt two main approaches (with, of course, all sorts of variants and hybrids in between). There are the analysts and the absorbers – those who like to dissect language into little pieces to understand how it is made, and those who swallow it whole in enormous gulps without worrying too much about the recipe.

Different types of grammar practice exercises reflect these two styles of learning. Some, like gap-filling, multiple choice or word-order exercises, help students understand and practise grammatical forms by getting them to segment language and analyse its components. Other exercises, like grammar drills, work by presenting students with grammatical patterns to repeat and imitate, to help them absorb the language without pausing for too long to analyse it. Some of the games in this book function more like the first type of practice exercise, some more like the second.

## 3 About this book

The games in this book have been designed to **practise** grammar, not to introduce or explain it. This book assumes that the class has already met each grammar point, and that it has been explained in the textbook or course that they are following. The games are to be used as practice exercises to help students get used to and remember grammatical rules and patterns. They are designed as fun activities to help lighten the load of grammar learning. It is up to you, the teacher, to decide when and how to use them, but one suggestion is as light relief at the end of a lesson which has focused on grammar, or after a session doing more traditional, perhaps written, grammar exercises.

### Types of game

Some games in the book are what could be called 'choice' games. These tend to be more analytic, based on the conscious application of a grammar rule. In them the players have to choose the correct linguistic form, rather as in traditional grammar exercise types such as gap-filling, sentence completion, multiple choice, etc. The difference here is not only that they are in game format, which means they are more fun and lighter-hearted, but also that in most cases there is a context for the game, whereas most grammar exercises are a collection of unrelated sentences. The context is very often the students' own experiences, tastes and preferences since I believe that a personal element gives emotional colour to an exercise and this is a valuable memory aid – if you have invested something of yourself in an exercise you are less likely to forget it. (Besides which, it's fun!)

These are the types of 'choice' game in the book:

*matching*: e.g. matching two words or phrases, matching half-sentences or matching words and pictures

*finding*: e.g. finding missing words or finding other words to make a sentence

*sorting*: e.g. sorting words or phrases into categories

*ordering*: e.g. ordering words to make a sentence

*collecting*: e.g. collecting words of a kind, collecting words that collocate, collecting words to make a sentence

*completing*: completing incomplete sentences or questions

*competitions*: e.g. see how many sentences you can make,

how quickly you can unmuddle sentences

*card games and other familiar game types*: e.g. lotto, bingo, Pelmanism, happy families, consequences, board games

Other games, which could be called 'reinforcement' games, work more like substitution drills or pattern practice, getting students to internalise rules by repeating patterns. These games are designed not only to provide intensive repetition of a grammatical structure or structures, but to provide a meaningful context – and, since these are games not drills, the repetition has a purpose: students are working towards winning or completing the game.

These are the types of 'reinforcement' game in the book:

*information gap games:* Player 1 has access to some information not held by Player 2. Player 2 must acquire this information to complete a task successfully. This type of game may be one-sided, or reciprocal (where both players have information that they must pool to solve a common problem). The games may be played in pairs, or in small groups (where all members of the group have some information).

*guessing games:* a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be.

*search games:* another variant, involving the whole class. In these games everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in a chart or picture or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

*matching games:* these may also involve a transfer of information. They involve matching corresponding pairs of cards or pictures, and may be played as a whole-class activity, where everyone must circulate until they find a partner with a corresponding card or picture, or a pairwork or small-group activity, played as a card game on the 'snap' principle.

*exchanging games:* based on the 'barter' principle. Players have certain articles, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.

*exchanging and collecting games:* an extension of this. Players have certain articles or cards that they are willing to exchange for others in order to complete a set. These may be played as a whole-class activity, where players circulate freely, exchanging articles or cards at random; or as a card game on the 'rummy' principle.

All the above activities may include elements of *role-play* or of simulation. In role-play games, players are given the name and some characteristics of a fictional character. These are not role-plays in the true sense, as the role-play element is always subordinate to the use of language. The outcome of a game is 'closed': once cards are distributed it develops in a certain predetermined way, while role-play proper is open-ended and may develop in any number of ways.

## 4 Practical considerations

### Classroom management

There are three main types of activity in this book: pairwork, involving two partners; small-group work, involving groups of three or four or more; and whole-class activities, where everyone moves freely around the room. All these activities require some flexibility in the constitution of groups and organisation of the classroom. It is best to have the desks or tables in a U-shape if possible. Students can then work with the person sitting next to them for pairwork, and groups of threes and fours can easily be formed by alternate pairs moving their chairs to the inner side of the U, opposite another pair. Whole-class activities, which involve all the students circulating freely, can take place in the empty area in the centre of the U-shape. If it is not possible to arrange desks in this way, this need not deter you: the traditional arrangement of front-facing desks can be easily adapted to pairwork, with people at adjoining desks working together, while small groups can be formed by two people turning their chairs round to face the people behind them. Whole-class activities present a little more of a problem, but often there is a space big enough for the students to move around in at the front of the class, or desks can be pushed back to clear a space in the centre.

Sometimes an alternative small-group version of the whole-class games in this book has been provided, so that teachers who experience a great deal of difficulty with the kind of games that require students to move around can play these games in a more static format.

Games are best set up by demonstration rather than by lengthy explanation. The teacher should explain briefly what the game involves, hand out the photocopied cards, make sure students have pen and paper if needed, give them a little time to study the cards, and then demonstrate the game with one of the students in front of the class.

It will be found that the idea of the game is probably easier for students to grasp from seeing the cards than from a verbal explanation, and that as they become more familiar with the idea of the games and the techniques used, any initial problems caused by unfamiliarity will quickly disappear. Where more complicated card games are played in small groups, a Rules sheet is provided at the back of the book and it is suggested that teachers hand out a photocopy of this to each group of students, together with the cards. These games are indicated in the Teacher's notes with the symbol RULES SHEET.

The teacher's role in all these activities is that of monitor and resource centre, moving from group to group, listening, supplying any necessary language, noting errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere. It is a good idea to carry paper and pen and to note any persistent errors or areas of difficulty. These can then be dealt with in a feedback session after the game. In many cases the game could then be played again with different partners or with different cards.

The average length of time for the games in the book is about 15 to 20 minutes.

## **Resource management**

The resources required for each game fall into two categories: reusable and disposable. Where a very small number of photocopies are needed for a whole-class game or where students may write on their cards, it is best to treat these photocopies as disposable, and there is no point in collecting up the photocopies in order to use them with another class when the game is finished.

In contrast, some of the games require a larger number of copies and an investment of the teacher's time in accurate copying, cutting up and sorting, so it is worthwhile thinking of these materials as reusable resources and investing some time in making the photocopies into a permanent class set of materials. If you have the time and resources, obviously printing or pasting the materials onto card or laminating them would help preserve their shelf-life. However, this isn't absolutely necessary – I have sets of games materials printed only onto paper that have done their duty in workshops all over the world and aren't much the worse for wear after several years.

What is more important is providing a system to prevent the materials getting lost and disorganised. If you have a class set of ten packs of cards, for example, it is worth putting each pack into an envelope clearly labelled with the name of the game and the number of cards. It is then the students' responsibility to collect up all the cards at the end of the game, check that they are all there, put them back into the envelope and hand them back to you. If two packs of cards are required for a game, keep them in two smaller envelopes inside the big one, and get the students to sort them back into their respective envelopes at the end of the game.

Finally, if you have no access to copying facilities at all, it is possible, though time-consuming, to make home-made versions of the materials by getting the students to work with you to draw and write the cards.

# Teacher's notes

## 1 a or an

### Type of activity

Pairwork, matching and guessing games

### Grammar point

#### *a* and *an*

- we can use *a* or *an* before singular nouns
- we use *a* before a singular noun beginning with a consonant: *a banana*
- we use *an* before a noun beginning with a vowel: *an apple*

### Other structures

*Is there ... ?*

### Vocabulary

Food:

***an*:** egg, ice lolly, apple, onion, avocado, orange, artichoke, oyster

***a*:** lemon, yoghurt, tomato, lettuce, carrot, pear, chicken, cucumber, banana, sausage

(These words are provided with pictures on the cards.)

### Materials and preparation

- Copy and cut up one set of ARTICLE CARDS for each pair of students in the class.
- Copy and cut up one set of FOOD CARDS for each pair of students in the class. If your students are familiar with the vocabulary, white out the labels on a master copy of the page before making multiple copies. (Don't cut the labels off – the cards must remain the same size as the ARTICLE CARDS.) If your students are not familiar with the vocabulary, leave the words on the cards and practise them before you play the game.
- Make one copy of the FRIDGE PICTURE for each student in the class.

### How to use the game

#### Part 1

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into pairs.
- Give each pair a set of ARTICLE CARDS and a set of FOOD CARDS.
- They should shuffle the cards together and spread them out face down on the table.

- The players should take it in turns to turn up two cards.
- If they turn up an ARTICLE CARD and a FOOD CARD that go together (e.g. *a* and *lemon*, or *an* and *orange*) they may collect and keep the cards. If the two cards do not go together, they should leave them lying face up.
- If any cards are turned up later that go with those already face up, the first player to say the correct article and noun together, e.g. '*A pear!*' or '*An apple!*', can collect the two cards and keep them.
- **The object of this part of the game is to match all articles and food names correctly.**
- The player with most cards at the end is the winner.

#### Part 2

- Ask each pair to discard the ARTICLE CARDS and spread the FOOD CARDS out on the table.
- Give each student a copy of the FRIDGE PICTURE.
- Students should select five foods from the FOOD CARDS and draw them in the fridge. They should not tell their partner which they have chosen.
- Students should then try to guess what is in their partner's fridge, e.g. '*Is there a/an ..... in the fridge?*'
- **The object of this part of the game is to guess the foods in their partner's fridge.**

## 2 *a/an* or *the* (1)

### Type of activity

Small group, matching game

### Grammar point

#### *a/an* and *the*

- we can use *a* or *an* before singular nouns
- we use *a* before a singular noun beginning with a consonant: *a banana*
- we use *an* before a singular noun beginning with a vowel: *an apple*
- we use *the* when there is only one (*the moon*, *the sun*), or when we know which of many we are referring to (*the Queen [of England]*, *the capital [of France]*)

### Other structures

None

### Vocabulary

***a/an*:** pencil, plate, tree, flower, man, book, letter, egg, umbrella, orange, apple

*the: sun, moon, world, sky, sea, Eiffel Tower, Queen of England, capital of France, Taj Mahal*

(These words are provided with pictures on the cards.)

## Materials and preparation

- Copy and cut up one set of ARTICLE CARDS and one set of PICTURE CARDS for each group of 3–4 students in the class.

## How to use the game

### RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary** for this game.
- Divide the class into groups of 3–4 students.
- Give each group a set of ARTICLE CARDS and a set of PICTURE CARDS.
- Get them to put the PICTURE CARDS face down in a pile in the centre of the table and to deal out the ARTICLE CARDS. They may look at their ARTICLE CARDS.
- The object of the game is to pair up articles and pictures correctly.**
- Players take it in turns to take a PICTURE CARD from the pile.
- The player who has taken the card can look to see if it goes with any ARTICLE CARD in his hand.
- If it does (e.g. *the* and *moon*, or *an* and *apple*), he can lay down the two cards, saying the phrase aloud.
- If it does not, he can place the PICTURE CARD face up on the table.
- The first player to pair it with a card in her hand, saying the phrase made by the two cards, can lay the two cards down.
- Then it is the next player's turn.
- The player to get rid of her ARTICLE CARDS first is the winner.

## Other structures

*Is there a ...? Where is (Where's) the ...?*

Place expressions: *next to, between, opposite, at the end, on the left/right*

## Vocabulary

Animals: *elephant, ostrich, alligator, antelope, monkey, tiger, lion, bear, camel, giraffe, kangaroo, zebra*

(These words are provided with pictures on the cards.)

## Materials and preparation

- Copy and cut up one set of ANIMAL CARDS for each pair of students in the class. If your students are familiar with the vocabulary, white out the labels on a master copy of the page before making multiple copies. If they are not, leave the labels on the cards and practise the vocabulary before you play the game.
- Make one copy of both the ZOO PICTURES for each student in the class.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into pairs.
- Give each pair a set of ANIMAL CARDS and each student the two ZOO PICTURES.
- They should spread the ANIMAL CARDS out to look at.
- Each student should decide which six animals from the cards they want in their zoo, without telling their partner. They should draw them in their **MY ZOO** picture, without showing the picture to their partner.
- Players should then try to guess what animals are in each other's zoo, by asking questions, e.g. 'Is there a/an ..... in your zoo?'
- The object of this part of the game is to find out which six animals are in each other's zoo, and make a list of them.**
- When they know which animals are in their partner's zoo, the object of the next part is to find out exactly where each animal is, in order to complete the layout diagram in their **MY PARTNER'S ZOO** picture.**

- In order to do this they imagine they are standing at the entrance to the zoo. They ask each other questions, e.g. 'Where's the .....?', and complete the picture according to their partner's answers. This will involve working out the layout like a puzzle, as pieces of information are revealed, e.g:

A: *Where's the zebra?*

B: *Between the lion and the giraffe.*

A: *Oh. Where's the lion then?*

B: *Next to the elephant.*

A: *And where's the elephant?*

B: *At the end, on the left.*

## 3 a/an or the (2)

### Type of activity

Pairwork, information gap game

### Grammar point

#### a/an and the

- we use *a* the first time we mention something:  
*Look – there's a giraffe.*
- we use *the* when we know which one we mean, or when it has already been mentioned:  
*Look – the giraffe has got a baby.*

## 4 Countable and uncountable nouns

### Type of activity

Pairwork, sorting and information gap game

### Grammar point

**a/an** and **some** with countable and uncountable nouns

- some nouns are countable (e.g. *carrot*), some are uncountable (e.g. *milk*)
- countable nouns can be singular (*carrot*) or plural (*carrots*)
- uncountable nouns do not have a plural form: *milk*
- we use **a/an** with singular countable nouns: **a** *carrot*, **an** *avocado*
- we use **some** with plural countable nouns (**some** *carrots*) and with uncountable nouns (**some** *milk*)

### Other structures

*There's a/an/some ...*

Place prepositions: *next to, on, in*

### Vocabulary

Food: *salt, flour, sugar, milk, coffee, tea, rice, bread, butter, cheese, apple, banana, orange, carrots, peas, tomatoes, biscuits, potatoes* (These words are provided with pictures on the cards.)

Kitchen furniture: *table, chair, sink, fridge, cooker, light, vase, cupboard*

### Materials and preparation

- Copy and cut up one set of FOOD CARDS for each pair of students in the class. Cut the words off if your students are familiar with the vocabulary. If they are not, leave the words on the cards and practise the vocabulary before you play the game.
- Make one copy of the KITCHEN PICTURES 1 and 2 for each student in the class. Cut 1 and 2 apart.

### How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into pairs.
- Give each pair a set of FOOD CARDS.
- Get them to spread these out face up on the table.
- Tell them that when you give the signal they should sort the cards into two piles – countable and uncountable.
- Say ‘Go!’
- When they have done this, check they are right.
- Students should spread the FOOD CARDS out again, face up on the table.
- Give out KITCHEN PICTURE 1.
- Each student should mentally select 10 food items (from the FOOD CARDS) and draw them in on the picture. They should not show their picture to their partner.

- If you like, ask them to imagine that some children have been cooking in the kitchen. Ask them to imagine the mess, and draw the items in as strange or silly places as they like.
- Then give out KITCHEN PICTURE 2 to each player.
- Each player should then describe their picture to their partner, e.g. ‘*There's a banana in the flower vase. There's some flour on the floor.*’
- **The object of the game is for each player to try to draw the food items in on KITCHEN PICTURE 2, following their partner's description.**

## 5 Personal pronouns: subject and object (1)

### Type of activity

Small group, ordering game

### Grammar point

Personal pronouns: **he, she, they; him, her, them**

- *he, she, they* are subject pronouns
- *him, her, them* are object pronouns
- we use subject pronouns for the doer of an action: *She smiles.*
- we use object pronouns for the object of an action: *She sees him.*
- after prepositions (e.g. *at, to*) we use object pronouns: *She smiles at him.*

### Other structures

Present simple: *he/she sees, they see*

### Vocabulary

Actions: *see, smile, wave, write, read, meet, watch, cheer*  
(These words are provided on the cards.)

Also: *message, everyone, work* (noun)

### Materials and preparation

- Copy and cut up one set of TRUE ROMANCE (WORDS) cards and one set of TRUE ROMANCE (PICTURES) cards for each group of 3–4 students in the class.

### How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into groups of 3–4.
- Give each group a set of TRUE ROMANCE (WORDS) cards and a set of TRUE ROMANCE (PICTURES) cards.
- You can play this as a competitive team game or as a small-group card game.

## Team game

- Ask each group to spread the PICTURES and the WORDS out on the table.
- Tell them that the PICTURES and WORDS tell a story, and that three WORDS cards make up one sentence for each picture.
- The object of the game is, first, to arrange the PICTURES in sequence to tell the story. The students then select three WORD cards and put them in the correct order to make a sentence for each picture.**
- The group that does this first correctly wins the game.

## Card game

### RULES SHEET

- Get the groups to spread the PICTURES out face up in the centre of the table.
- They should deal out seven WORDS cards each and put the rest face down in a pile to one side of the PICTURES. The players may look at the words in their hands but not show them to the others.
- The object of the game is to find WORDS to make a sentence that tells what is happening in each of the PICTURES. Each sentence should be made up of three WORDS cards.**
- Player 1 goes first. If he has the right WORDS in his hand to make a sentence about any of the PICTURES, he can lay them down underneath the picture and say the sentence.
- The others can comment – agree or disagree.
- If they agree, he takes another three WORDS cards from the pile on the table.
- If he cannot find the right words, he can exchange some or all of his cards from the WORDS cards on the table. He places his own cards under the pile and takes the same number of cards from the top of the pile. He can only do this once at each turn.
- Then it is the next player's turn.
- When the players have made sentences for all the pictures, they can put them in the correct sequence to make the story.
- The story sequence is:

*he sees her / she sees him / he smiles at her / she smiles at him / he waves at her / she waves at him / he writes a message to her / she writes back to him / everyone reads the messages / they meet after work / everyone watches them / they all cheer*

(Variations are possible! Also note that no punctuation is used in the WORDS cards so that the players are not given too many clues.)

# 6 Personal pronouns: subject and object (2)

## Type of activity

Small group, ordering game

## Grammar point

Personal pronouns: *I, you, we; me, you, us*

- *I, you, we* are subject pronouns
- *me, you, us* are object pronouns
- we use subject pronouns for the subject of an action or feeling:  
*I like dancing.*
- we use object pronouns for the object of an action or feeling:  
*It makes me sad/cry.*

## Other structures

Present simple: *I like ..., you hate ..., it makes me ..., they make us ...*

## Vocabulary

Feelings and opinions: *like, hate, love, make (It makes me/you ...), believe in (ghosts)*

Also: *ice cream, dancing, music, books, sad films, football, letters, ghosts, sunshine, holidays, spiders, frightened, happy, excited, tired, cry*

(These words are provided on the cards.)

## Materials and preparation

- Copy and cut up one set of ME AND YOU CARDS for each pair of students in the class. They will need a sheet of paper each, and a pen or pencil.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into pairs.
- Give out one set of ME AND YOU CARDS per pair.
- Ask students to spread the cards out face up on the table.
- Ask them to take a sheet of paper and a pen or pencil.
- Tell them they will have three minutes to write down as many sentences as possible **that are true for themselves**, using the words on the cards in these patterns:

*I (don't) like / love / believe in / hate ...  
or  
... (doesn't) make / makes me ...*

- They can use the words on the cards as many times as they like to create different true sentences.
- They should work individually and not show their sentences to their partner.

- Then ask them, working individually for three minutes, to use the cards to make as many sentences as possible **that they believe to be true about their partner**, e.g:

*You (don't) like / hate / love ...  
or  
... (doesn't) make / makes you ...*

- Ask them to compare their sentences.
  - Then ask each pair to use what they have found out about each other to write as many sentences as possible that are true for both of them:
- We (don't) ...  
... (doesn't) make / makes us ...*
- Set a time limit.
  - The object of the game is to make as many true sentences as possible in the time limit, individually and as a pair.**
  - At the end of the time limit, ask for the totals.
  - The pair with the largest number wins the game.
  - Ask each pair to read out some of their sentences.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary** for this game.
- Divide the class into groups of 3–4 students.
- Give each group two sets of **SENTENCE FRAGMENTS**.
- Ask them to spread them out face up on the table.
- The object of the game is for each group to arrange the SENTENCE FRAGMENTS into as many sentences as possible that are true for their group.**
- Give them a time limit, say five minutes.
- When you say 'Go!' they may begin.
- When the time is up, find out which group has made the most correct sentences and ask them to read theirs out.

## 8 Possessive 's

### Type of activity

Pairwork, information gap game

### Grammar point

Possessive 's

- *Mary's husband*
- with more than one name, the possessive 's generally comes only after the last name: *Susanna and Kate's father*

### Other structures

*That's / He's / She's ...*

### Vocabulary

Family relationships: *mother, father, aunt, uncle, cousin, children, daughter, son, grandfather, grandmother, great grandfather/mother, great aunt/uncle, wife, husband, brother, sister*

### Materials and preparation

- Make one copy of the **FAMILY TREES A** and **B** for each pair of students in the class. Cut A and B apart.
- Make one copy of the **PHOTO ALBUM** for each pair of students in the class.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into pairs.
- Give each pair the **FAMILY TREES A** and **B**. Each student should take one **FAMILY TREE** and not show it to their partner.

## 7 Possessive adjectives: *my, your, his, etc.*

### Type of activity

Small group, arranging game

### Grammar point

Possessive adjectives: *my, your, his, her, its, our, their*

- we use possessive adjectives before nouns: *my sister, his mother*

### Other structures

*She is intelligent / a good cook / good at dancing.*

*He has (got) ...*

*She wears (glasses).*

*He likes reading / football.*

### Vocabulary

Family members: *mother, father, brother, sister, aunt, uncle*

Appearance: *tall, small, brown hair, beard, glasses*

Interests: *reading, football*

Possessions: *bike, car, dog, cat*

Characteristics: *works hard, intelligent, attractive, good cook, good at dancing*

Also: *group, ice cream*

(These words are provided on the cards.)

### Materials and preparation

- Copy and cut up two sets of **SENTENCE FRAGMENTS** for each group of 3–4 students.

- Give each pair one PHOTO ALBUM.
- Tell them they are cousins, looking at some family photos. They each know something about the people in their family – but not everything.
- They each know who some of the people in the photos are.
- **The object of the game is to work out who all the people in the photos are.**
- To do this, they will have to match up the names on their FAMILY TREE (A or B) with the photos in the PHOTO ALBUM and tell each other, e.g. ‘That’s Mary’s daughter.’ ‘John is Mary’s husband.’ etc.
- They must not show each other their FAMILY TREE and they should use ‘s in their sentences.
- As they work out who is in the photos, they should write the missing names in on their FAMILY TREE.

- Cut the COUPLE CARDS along the broken lines only, not along the solid lines (giving you four cards). Cut up the POSSESSIONS CARDS. Each group will need paper and a pen or pencil, to keep score.

### **GAME 2**

- Copy one VICTORIAN PHOTO and one set of OBJECTS CARDS for each pair of students in the class. Cut up the OBJECTS CARDS.

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## **How to use the games**

Note: **Game 1** practises *mine, yours, ours*;  
**Game 2** practises *his, hers, theirs*.

### **GAME 1**

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** for Game 1.
- Divide the class into groups of 3, 4, 6 or 8. Give out the COUPLE CARDS as follows:
  - For groups of 3, leave out one COUPLE CARD and its corresponding POSSESSIONS CARDS; give the players one COUPLE CARD each.
  - For groups of 4, give the players one COUPLE CARD each.
  - For groups of 6, divide the players into pairs; leave out one COUPLE CARD and its corresponding POSSESSIONS CARDS, and give the players one COUPLE CARD per pair.
  - For groups of 8, divide the players into pairs and give each pair one COUPLE CARD.
- Ask them to fold their COUPLE CARD over at the solid line and place them in front of them, so that the others can see their names.
- Give each group a set of POSSESSIONS CARDS. Ask each group to put the POSSESSIONS CARDS face down in a pile in the middle of the table.
- Students take it in turns to take a POSSESSIONS CARD from the pile and put it on the table for everyone to see.
- **The object of the game is to be the first to say correctly who owns each possession.**
  - If they know (or think they can guess) who the possession belongs to, they should call out, e.g. ‘It’s yours!’, ‘It’s mine!’, ‘It’s ours!’, etc. They can call out whether the possession is theirs or someone else’s.
  - If they are the first to identify the owner correctly, they get a point.
  - The individual or pair with most points at the end wins the game.

### **GAME 2**

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** for Game 2.

## **9 Possessive pronouns: *mine, yours, his, etc.***

### **Type of activity**

**Game 1:** Small group, guessing game

**Game 2:** Pairwork, guessing game

### **Grammar point**

Possessive pronouns: ***mine, yours, ours, his, hers, its, theirs***

- we can use these pronouns in the place of a possessive adjective (*my*) and a noun (*shoe*), e.g.  
*It’s my shoe.* → *It’s mine.*      *It’s your bike.* → *It’s yours.*  
*It’s our house.* → *It’s ours.*      *It’s her hat.* → *It’s hers.*

### **Other structures**

**Game 1:** *It’s ...*

**Game 2:** Past simple of ***be***: *was, were*

**Whose ... ?**: ***Whose*** *was this?* ***Whose*** *were these?*

**This/These:** *This* *was his.* ***These*** *were his.*

**I think ...**: *I think* *these were hers.*

### **Vocabulary**

Personal possessions:

**Game 1:** *unicycle, poodle, tutu, etc.*

**Game 2:** *doll, kite, ribbon, etc.*

(Students do not need to know the words for these objects to play the games.)

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## **Materials and preparation**

### **GAME 1**

- Copy one page of COUPLE CARDS and one set of POSSESSIONS CARDS for each group of 3, 4, 6 or 8 students. (Groups of 6 and 8 play in pairs.)

- Divide the students into pairs.
- Give them the VICTORIAN PHOTO and ask them to put it on the table where they can both see it.
- Ask them to imagine they found this photo, with some objects, in the attic of their house.
- Give them the set of OBJECTS CARDS.
- They should put the OBJECTS CARDS in a pile, face down.
- **The aim of the game is to decide what OBJECT belonged to each member of the family.**
- As they turn up each card they should discuss who it belonged to, e.g. ‘Whose was this?’ ~ ‘I think it was his.’ ~ ‘No, I think it was hers.’
- When they agree, they should put the card next to the family member (or members) they think it belonged to.

- 9–16 students: copy and cut up two sets of NEIGHBOURS CARDS (for 16 students you will need a third copy of Number 8). Highlight a different name on each card and discard any spare cards.
- Fewer than 8 students: copy and cut up one set of NEIGHBOURS CARDS. Cut houses off the STREET MAP so that there is one house per student. Discard the NEIGHBOURS CARDS that go with the houses you have cut off. Highlight one name on each card.
- More than 16 students: divide the class into two or three equal-sized groups. Follow the above instructions for each group.

## GAME 2

- Copy and cut up one set of WORD CARDS for each pair of students. Each pair will need two sheets of paper and a pen or pencil.

## How to use the games

Note: **Game 1** practises affirmative forms; **Game 2** practises negative forms.

### GAME 1

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary** for Game 1.
- Divide the class into groups of 8–16. A class of 16 or fewer can play as one group.
- Give out the cards to each group in turn. Give each student a STREET MAP and one NEIGHBOURS CARD. In groups of 8–16, check that each student has a different highlighted name from everyone else in the group.
- Tell them to imagine they are the highlighted person on their card.
- They should write in their details on the house where they live.
- **The object of the game is to find out who lives in the other houses in the street and write all the details into their STREET MAP.**
- To do this they will have to talk to the other people in their group, exchanging information.
- At first they will only be able to give their own information, e.g. ‘I’m Jane. I’m at Number 1 with my friend Mary. I’m single. We’re students.’ When they know more, they can pass on information about anyone in the street, e.g. ‘Peter and Sue are at Number 2. They are married ...’ etc.

### GAME 2

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary** for Game 2.
- Divide the class into pairs.
- Give each pair a set of WORD CARDS, and a sheet of paper.

## 10 be: affirmative and negative

### Type of activity

**Game 1:** Whole class/large group, information gap game  
**Game 2:** Pairwork, arranging and guessing game

### Grammar point

**am, am not; is, isn’t; are, aren’t**

- in affirmative sentences we say: *I am* (or *I’m*), *you are* (or *you’re*), *he/she/it is* (or *he’s*, *she’s*, *it’s*), *we are* (or *we’re*), *they are* (or *they’re*)
- in the negative, we add *not* (*I am not*, *he is not*, etc.), or we use short forms: *I’m not*, *you aren’t*, *he/she/it isn’t*, *we aren’t*, *they aren’t*

### Other structures

None

### Vocabulary

**Game 1:** *single, married, widower; student, doctor, secretary, postman, housewife, dentist, nurse, teacher, accountant, lawyer; at nursery, at school, not working*

**Game 2:** Adjectives/phrases for physical description, personal information and feelings: *tall, small, rich, English, busy, friendly, shy, married, single, famous, bored, angry, hungry, thirsty, sad, happy, in love, tired*

## Materials and preparation

### GAME 1

- Copy one STREET MAP for every student in the class.
- Follow the instructions below according to the number of students you have in your class:
  - 8 students: copy and cut up one set of NEIGHBOURS CARDS and highlight one name on each card, e.g. on card 1 highlight either Jane or Mary.

- Ask them to spread the cards out on the table and look at them.
- The object of the game is to use the cards to make as many sentences as possible that are true for them.**
- To do this, they will have to arrange the cards into sentences, e.g. *I'm not thirsty. We aren't in love.* They should keep a note of their sentences on their sheet of paper.
- Set a time limit (e.g. five minutes) for this part of the game. Check totals at the end.
- Then give each pair another sheet of paper.
- Ask them to choose from their cards:
  - 1 a sentence beginning '*I*' that applies to one of the pair
  - 2 a sentence beginning '*I*' that applies to the other
  - 3 a sentence beginning '*We*' that is true for both of them.
- They should indicate who wrote the sentences, e.g.:
 

Keiko: *I'm not shy.*  
 Philippe: *I'm not in love.*  
 Keiko and Philippe: *We aren't married.*
- Collect up these second sheets of paper.
- Read one out without saying the names, e.g. '*Listen. Can you guess which pair this is? She isn't shy. He isn't in love. They aren't married.*'
- Get the class to guess.
- Then redistribute the papers you've collected and ask each pair to tell the class about the pair whose paper they hold.
- The class should guess the authors.

## 11 be: yes/no questions

### Type of activity

Small group, combining game

### Grammar point

*Am I ...? Are you ...? Is he/she/it ...? Are we ...? Are they ...?*

– word order is reversed in questions, e.g.  
*She is an artist. → Is she an artist?*

### Other structures

Short answers: *Yes, I am. Yes, you are. Yes, she is. etc.*  
*No, I'm not. No, you aren't. No, it isn't. etc.*

### Vocabulary

Personal information (vocabulary will be determined by the students but may include the following areas): marital status (*single, married, etc.*), age (*twenty years old, etc.*), family (*brother, sister, etc.*), feelings (*happy, sad, etc.*), appearance (*tall, short, blue eyes, etc.*), favourite colours/sports/foods, talents (*good at tennis, etc.*)

### Materials and preparation

- Copy and cut up three or four sets of QUESTION SLIPS for each group of 6–8 students.
- Have a bag ready for the completed QUESTION SLIPS.

### How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the vocabulary topics shown under **Vocabulary**.
- Divide the class into groups of 6–8. Groups should sit around a table.
- Give each group three or four sets of QUESTION SLIPS.
- Ask the students to take one slip each and put the rest in a pile in the middle of the table.
- Ask them to think of a question beginning with the word on the slip. This should be a question about personal information. They should write down the next word in the question on the slip.
- When they have written the word, they pass the slip on to the person on their right, who writes the next word and passes it on.
- The slip continues round the table until the question is complete.
- The person who writes the last word adds a question mark, puts the slip in the bag and takes another slip.
- Do one example with the whole class to show them how to do it. For example, the slip has *Are* written on it. Student 1 writes *your*. Student 2 writes *eyes*. Student 3 writes *blue*, adds a question mark, puts the completed slip into the bag and takes a new slip.
- The object of the game is to complete all the slips with questions.**
- The students continue until all the slips are completed and have been placed in the bag.
- They then take turns to draw a question out of the bag, read it out and answer it, e.g. '*Are your eyes blue?*' ~ '*Yes, they are. / No, they aren't.*'

### Variations

- The person who completes the question passes the slip on to the next person, who writes an answer underneath and puts it in the bag. When students take questions and answers from the bag, they try to guess who answered the question.
- This game can also be played with a 'general knowledge' theme instead of a 'personal information' theme. Questions would be, e.g. '*Is Paris the capital of France?*' '*Are the Andes in Chile?*' The vocabulary level required would be higher.
- The bag of questions, when completed, can be used as forfeits in another game. For example, students count in a circle, each student saying a number. Any numbers

containing 3 or a multiple of 3 must be replaced by 'buzz' and any numbers containing 5 or a multiple of 5 must be replaced by 'fizz' (so for '12' the student should say 'buzz' and for '15' they say 'fizzbuzz'). Students who make a mistake have to dip into the bag, take a question and answer it.

## 12 be: wh- questions

### Type of activity

Small group, matching game

### Grammar point

- word order is reversed in questions, e.g.: *It is white. → What colour is it?*
- question words come at the beginning of a question

### Other structures

None

### Vocabulary

Personal information about age, family, domicile, preferences, favourite colours/sports, etc.  
(The words for these vocabulary topics are provided on the cards.)

- At the end, the group should consider whether any of the 'beginnings' and 'endings' can be re-combined to make better questions.

### Part 2

- When the players have used all their cards, give each group a set of PORTRAITS.
- Each student takes a PORTRAIT and, using the questions on the table as a guide, writes six questions about the character on a sheet of paper (beginning *What*, *What colour*, *Where*, *How*, *Why* and *Who*). Write these words on the board for the students to refer to.
- When they have finished the questions they should pass their sheet of questions and the PORTRAIT to the student on their right.
- That student invents answers to the questions, as if they were the person in the PORTRAIT, and writes them on the same sheet.
- When they have finished, they should swap question-and-answer sheets with another group. They should lay the PORTRAITS on the table so that they can all see them.
- They each take out one of the new question-and-answer sheets and read out the questions and answers.
- **The object of this part of the game is to guess which PORTRAIT the questions and answers refer to.**

## Materials and preparation

- Copy and cut up one set of HALF SENTENCES and one set of PORTRAITS for each group of 3–4 students. Each student needs a sheet of paper and a pen or pencil.

## How to use the game

### Part 1

#### RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the vocabulary topics shown under **Vocabulary**, above.
- Divide the class into groups of 3–4.
- Give each group a set of HALF SENTENCES in two separate packs – 'beginnings' and 'endings'.
- One student in each group deals out the 'endings' to all players, which they hold in their hand, and places the 'beginnings' face down in a pile in the middle.
- Player 1 begins by turning up a 'beginning' and placing it on the table so everyone can see it.
- **The object of this part of the game is to complete each question using one of the 'ending' cards.**
- The first person to do this, by producing the appropriate 'ending' card and placing it next to the 'beginning' to form a question, asks all the other players the question in turn.
- They must answer.
- Completed questions should be left on the table.

## 13 this, that, these, those

### Type of activity

Whole class, collecting game

### Grammar point

#### this, that, these and those

- *this* and *that* are singular, *these* and *those* are plural: *this shoe*, *these shoes*
- *this* and *these* are used for nearby objects
- *that* and *those* are used for objects that are further away

### Other structures

*Have you got ... ?*

*It's this one here. It's that one over there.*

*Are they these ones? Are they those ones over there?*

### Vocabulary

Clothes and personal possessions: *shoes, boots, gloves, tie, umbrella, bracelet, coat, rucksack, briefcase, suitcase, purse, scarf, hat, wallet, glasses, cardigan, handbag, jumper, jacket, watch*

## Materials and preparation

- Play this game with a minimum of 8 students, as follows:
  - For a class of 8–14 students, copy and cut up one set of the four LOST PROPERTY OFFICE CARDS for four of the students (one card per student). For the remaining students, copy and cut up one set of the LOST ARTICLES CARDS. Keep one row of these cards for each student.

- For 15–24 students, copy and cut up two sets of the LOST PROPERTY OFFICE CARDS (one each for eight students). Copy and cut up a row of the LOST ARTICLES CARDS for each of the remaining students.
- For 25–36 students, copy and cut up three sets of the LOST PROPERTY OFFICE CARDS (one each for 12 students). Copy and cut up a row of the LOST ARTICLES CARDS for each of the remaining students.
- If you have a larger class than this, it would be best to play in two separate groups.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary** for this game.
- Give out the LOST PROPERTY OFFICE CARDS first.
- Ask students with these cards to sit behind desks in different areas of the room. These are the ‘Lost Property offices’.
- They should keep the card so that they can see it but it is not visible to the other students.
- Give out the LOST ARTICLES CARDS to the rest of the students. Each student receives the four cards in a row.
- **The object of the game is for the students to find the things on their LOST ARTICLES CARDS.**
- To do this they will have to visit each ‘Lost Property office’ in turn, asking ‘*Have you got my shoes?*’ or ‘*Have you got my jumper?*’, etc., until they find one with their article(s).
- When they have found the office with their article(s), the Lost Property officer may show them the picture of the lost articles and ask them which article is theirs, e.g. ‘*This one here?*’ or ‘*These ones here?*’ (for things that are at the front of the office) or ‘*That one over there?*’ or ‘*Those ones over there?*’ (for things that are at the back of the office).
- Each Lost Property office has more than one of each article so they will have to identify the article(s) they have lost by telling the Lost Property officer ‘*It’s this one.*’ or ‘*Those ones over there, look.*’
- The Lost Property officer can then mime giving them the article and they may tick it off on their card.
- The Lost Property officer should cross out the item on his drawing.
- Ask students to sit down when they have found all the articles they have lost.

# 14 have got: affirmative and negative

## Type of activity

Game 1: Small group, finding game

Game 2: Pairwork, information gap game

## Grammar point

- have, have got, haven’t got; has, has got, hasn’t got**
- after *I, you, we, they* we use: *have, have got* or *’ve got*
  - after *he, she, it* we use: *has, has got* or *’s got*
  - in the negative, we say: *I/you/we/they have not (haven’t) got* and *he/she/it has not (hasn’t) got*
  - to talk about possession, the short forms of *have* (‘s, ‘ve, *haven’t* and *hasn’t*) are not normally used without *got*: *He’s got a cat.* (Not *He’s a cat.*)

## Other structures

None

## Vocabulary

Physical appearance:

**Game 1:** *long, short, curly, straight, brown, red, blonde, black, green, white, blue, yellow, hair, eyes, skirt, dress, jumper, trousers, shoes*

**Game 2:** *wings, webbed feet, arms, heads, horns, eyes on stalks*

## Materials and preparation

- For **Game 1**, copy and cut up two sets of WORD CARDS for each group of 3–4 students. You will also need a paper bag per group.
- For **Game 2**, copy and cut out one set of ALIEN FAMILIES PICTURES for each pair of students in your class.

## RULES SHEET

### GAME 1

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary** for Game 1, above.
- Divide the class into groups of 3–4 students.
- Give each group two sets of WORD CARDS.
- Ask them to deal out seven cards to each person in the group.
- They should put the rest in a bag.
- Player 1 should look at her cards. If she can make a sentence that is at least four words long and true for someone or some people in her group, she can lay down the words to make the sentence, e.g. ‘*He has got brown hair.*’ or ‘*We have blue jumpers.*’ (The student may make a word plural.)
- If she cannot make a sentence she may exchange as many WORD CARDS as she likes with cards from the bag. She can then use them on her next turn.

- Then the turn passes to the next person.
- **The object of the game is to make as many true sentences as possible.**
- The player with the most sentences on the table at the end is the winner.

## GAME 2

- Divide the students into pairs. Check that they are familiar with the words and phrases listed under **Vocabulary** for Game 2.
- Give each pair a set of ALIEN FAMILIES PICTURES and ask them to take one each (Family A or Family B). They should not show their picture to their partner.
- **The object of the game is to find as many differences as possible between the pictures.**
- To do this they have to imagine that they are the 'me' in their picture and describe their pictures to each other, e.g. 'We've all got four arms and two heads.' or 'My mother has wings but my sister hasn't got wings.' etc.
- There are six differences between the pictures.

- Divide the class into pairs.
- For each pair give one student FAMILIES CARD A and the other FAMILIES CARD B. They should not show the picture to their partner.
- Tell them that the left picture on their card is their family and the right picture is their partner's family.
- Give each pair a set of PET CARDS.
- Ask them to spread these on the table so that they can both see them.
- **The object of the game is to guess which pet each member of your partner's family owns.**
- To do this they will have to ask questions, e.g. 'Has your aunt got a parrot?' or 'Have your grandparents got a cat?'
- Their partner may only give yes/no answers, e.g. 'Yes (she has.)' or 'No (they haven't.)'
- As they match each pet with its owner, they may take the PET CARD from the table.
- The game is finished when each player has matched all the pets with their owners.

## 15 have got: yes/no questions

### Type of activity

Pairwork, matching game

### Grammar point

**have got:** yes/no questions and answers

- questions: **Have you/we/I got ... ? Has he/she/it got ... ?**
- short answers: **Yes, I/you/we/they have.** **Yes, he/she/it has.**
- negative short answers: **No, I/you/we/they haven't.**  
**No, he/she hasn't.**

### Other structures

None

### Vocabulary

Family members: *parents, grandparents, aunt, uncle, brother, sister*

Pets: (shaggy) *dog, poodle, cat, hamster, rabbit, mouse, rat, horse, tortoise, goldfish, parrot, canary, guinea pig, spider*

## Materials and preparation

- Copy and cut up one set of FAMILIES CARDS (A and B) and one set of PET CARDS for each pair of students in your class.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary**, above.

## 16 have got: wh- questions

### Type of activity

Small group, arranging game

### Grammar point

**have got** in **wh-** questions

- we use *have got* in **wh-** questions like this:  
**What colour eyes have you/we/I got?**  
**What colour eyes has he/she/it got?**
- note that word order is reversed in questions

### Other structures

**wh-** question phrases: **What colour ... ? What kind of ... ? How many ... ?**

### Vocabulary

Physical appearance: *hair, eyes*

Possessions: *house, books, rooms, car, camera, television, bicycle, radio, pets*

Family members: *parents, grandparents, mother, father, aunt, uncle, brother, sister, children*

(These words are provided on the cards.)

## Materials and preparation

- Copy and cut up a set of SENTENCES CARDS for each group of 3–4 students.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary** for this game.
- Divide the class into groups of 3–4 students.
- Give each group a set of **SENTENCES CARDS**.
- Ask them to spread them all out face up on the table so that they can all see them.
- Get them to appoint one person in each group as ‘scribe’.
- The object of the game is to make as many questions as possible from the words on the table.**
- They can use each word more than once.
- Give them a time limit, say five minutes.
- The ‘scribe’ writes down the questions as the group think of them.
- The group with the most questions at the end is the winner.
- Then, the students take turns asking a question to a student in another group, e.g.:

Group 1: *What colour eyes has your mother got, Maria?*  
Maria: *Black.*

Group 2: *What kind of car has your father got, Pedro?*  
etc.

## 17 There is and There are: affirmative and negative

### Type of activity

Pairwork, matching game

### Grammar point

**There is/isn't ... There are/aren't ...**

- we use the singular, *is/isn't*, to talk about single countable objects and uncountable objects:  
*There isn't a sofa. There isn't any sugar.*
- we use the plural, *are/aren't*, for plural objects:  
*There aren't any toys.*

### Other structures

*lots of ...: There are lots of cups.*

*any in negative sentences: There aren't any matches.  
(= There are no matches.)*

### Vocabulary

Furniture and household objects: *sofa, cot, armchair, knitting, coffee table, vases, bookcase, cups, piano, photos, window, toys, fireplace, cigarettes, music stand, matches, ashtray, paints, violin, dog biscuits, newspaper, suitcases*  
(These words are provided on the cards.)

## Materials and preparation

- Copy a **ROOM PICTURE** and a set of **HALF SENTENCE CARDS** for each pair of students in your class. Cut up the **HALF SENTENCE CARDS**.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary** for this game.
- Divide the class into pairs.
- Give each pair a set of **HALF SENTENCE CARDS** and a **ROOM PICTURE**.
- Ask them to spread the cards out face down on the table and to put the **ROOM PICTURE** where they can both see it.
- They should take it in turns to turn up two **HALF SENTENCE CARDS**.
- The object of the game is to find matching half sentences that make a sentence that correctly describes the room.**
- If the player turning up the cards finds two that make a true sentence about the room, she may put the halves together and lay them under the picture. **HALF SENTENCE CARDS** may be left face up when they are turned over. Then a new half sentence can be combined with any that are visible.
- The player who can make the most sentences is the winner.

### Variation

- For a harder version of this game, the cards can be turned face down again if they don't match. Players will then have to remember where the half sentences are.

## 18 Is there ...? and Are there ...?

### Type of activity

Small group, information gap game

### Grammar point

**Is there ...? Are there ...?**

- we use the singular, *is*, to ask about single countable objects and uncountable objects:  
**Is there a chair? Is there any sugar?**
- we use the plural, *are*, for plural objects:  
**Are there any toys?**
- note that the word order is changed in questions

### Other structures

*any in questions: Are there any biscuits?  
a lot of ...: Are there a lot of biscuits?*

## Vocabulary

Furniture and household objects: *ashtray, cigarettes, matches, easel, paints, collar, dog lead, dog bowl, (packet of) dog biscuits, music stand, violin, books, suitcases, knitting, cot, children's toys, babies' toys*

## Materials and preparation

- Copy and cut up a set of BEDSITLAND pictures and a set of LODGERS for each group of 3–4 students in your class.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into groups of 3–4 students.
- Give each group a set of BEDSITLAND pictures and ask them to take one each.
- In groups of 3, one person will have to take two BEDSITLAND pictures.
- They should not show their pictures to each other.
- Give each group a set of LODGERS. Tell them these eight lodgers live in the eight rooms in the house.
- Ask them to spread the LODGERS out on the table where they can all see them.
- The object of the game is to decide which lodger lives in which room.**
- They first look at their own BEDSITLAND picture and decide which LODGER lives in which room, using the objects in the room as clues.
- Then they try to work out where the others live. To do this they will have to ask each other questions using 'Is there ...?' or 'Are there ...?', such as 'Is there an ashtray in Room 1?' 'Are there a lot of books in Room 2?'
- The game is finished when they have worked out who lives where.

## Other structures

be in yes/no questions: *Are you ...?*

be in short answers: *Yes, I am. No, I'm not.*

*There is/are ...*

## Vocabulary

Furniture and household objects: *fridge, table, chair, cupboard, cup, saucer, jug, teapot, milk bottle, sink, cooker, pan, cardboard box, toaster, kettle, floor*

## Materials and preparation

- Make one copy of the CAT AND MOUSE BOARD, the CAT TOKEN and the two MOUSE TOKENS, and two copies of the CAT AND MOUSE PICTURE, for each pair of students in your class. Cut apart the TOKENS. You will also need a dice for each pair.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into pairs.
- Give each pair a CAT AND MOUSE BOARD, a dice, a CAT TOKEN and **one** MOUSE TOKEN.
- Ask them to decide which of them will be the cat and which the mouse.
- They should place their tokens on START.
- Now give all the students a CAT AND MOUSE PICTURE, and give the 'mice' another MOUSE TOKEN.
- The 'mice' should place their second MOUSE TOKEN anywhere they like on their picture (keeping it carefully hidden from the 'cats'!).
- The object of the game is for the 'cat' to try to catch the 'mouse', and the 'mouse' to try to escape from the 'cat'.**
- The 'mouse' begins. He should shake the dice and move the appropriate number of squares round the board, missing out the POUNCE squares.
- If he lands on a SCURRY square, he may, if he wants, move the mouse to another place on his picture.
- Then it is the 'cat's' turn. She should roll the dice and move the appropriate number of squares, missing out the SCURRY squares.
- If she lands on a POUNCE square, she can ask the 'mouse' a question about his whereabouts, e.g. 'Are you in the box near the sink?' or 'Are you on the chair on the right of the table?' etc.
- The game ends when the 'cat' catches the 'mouse' by finding his hiding place, or when the 'mouse' gets to the mousehole.

## 19 Place prepositions: *in, at, under, etc.*

### Type of activity

Pairwork, board game

### Grammar point

Place prepositions and phrases

*in, at, on, under, below, next to, near, above, opposite, behind, in front of, beside, on the right/left of*

## 20 Imperatives

### Type of activity

Small group, board game

### Grammar point

Imperatives and negative imperatives

- we use the infinitive form of the verb for the imperative in commands and instructions:

*Sit down. Come here. Touch your toes.*

- we use *do not* or *don't* in negative imperatives:

*Don't laugh.*

### Other structures

None

### Vocabulary

Parts of the body, e.g. *hands, toes, stomach, ears, nose, eyes, knees, elbow, feet, tongue, head, mouth*

Game actions and expressions: *say (the alphabet backwards), miss (a go), pat (your head), rub (your stomach), go (back three squares), close (your eyes), move, change (the rules/one instruction), land (on a square), and other actions as invented by students; at the same time, it's your go, counter*

### Materials and preparation

- Copy a LAURA'S GAME BOARD and set of INSTRUCTIONS for each group of 6–8 students in your class. You will also need a dice for each group, and 3–4 differently coloured counters for each group.

### RULES SHEET

### How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary**, above. You can write the vocabulary up on the board for their reference.
- Divide the students into groups of 6–8 players.
- Ask players in each group to group themselves in pairs.
- Tell them they are playing together in these pairs against the other pairs in the group.
- Give each group a LAURA'S GAME BOARD, a set of INSTRUCTIONS and a dice. Give each pair in the group a differently coloured counter.
- Ask all pairs to put their counters on START.
- Tell them to begin playing by shaking the dice and moving the counters round the board.
- When they land on a shape (triangle, circle, square or diamond) they should obey the instruction for that shape. Then it is the next pair's turn.
- When a pair lands on '!', they may choose one of the INSTRUCTIONS to change, for example, changing the parts of the body when landing on a circle.
- The only condition is that they may not make an instruction that allows a pair to move more than four squares forward, or straight to FINISH.

- They may want to change rules to benefit their pair or just to have fun.
- **The object of the game, as in a normal board game, is to reach the end first.**
- The pair that does so wins the game.

## 21 Present simple: affirmative and negative

### Type of activity

Game 1: Small group, card game

Game 2: Whole class, information gap game

### Grammar point

Present simple

- we use this tense to talk about things that are generally true:

*Birds lay eggs. Tigers have stripes.*

- we also use it for habits, routines and things that often, sometimes or always happen:

*I go swimming on Sundays.*

- the present simple is like the infinitive form of the verb (*like, want, etc.*) except for the third person singular which has an *-s* (*he likes, she wants, etc.*)

- we use *don't* or *doesn't* in the negative:

*I/you/we/they don't like it. He/she/it doesn't like it.*

### Other structures

Game 2: *Where do you come from? What's that like?*

### Vocabulary

Game 1: general knowledge about countries, animals, the body, science, etc.

The following words are accompanied by pictures: *penguins, polar bears, kangaroos, tigers, zebras, leopards, pandas, cats, fish, frogs, flies, spiders, birds, insects, South/North Pole, Australia, China, India, South America, stripes, spots, bamboo, rice, tea, coffee, legs, eggs, moon, earth, sun, light, sound, water, degrees (°), plant, sunlight*  
Students will need to know these verbs: *live, freeze, have, eat, grow, go, travel, boil, need*

Game 2: *planet, mountains, grass, trees, water, insects, insect life, birds, bird life, sun, moon; telephones, signs, food, milk, radios, guide, beetles, lights, flying chairs, woolly hats; have, go round, write, use tools, speak, eat, need, communicate, drink, walk, travel, wear*

### Materials and preparation

- For Game 1, copy and cut up a set of FREAKY FACTS CARDS and a set of VERB CARDS for each group of 3–4 students in your class.
- For Game 2, copy a SOLAR SYSTEM MAP for every student in the class. Copy one PLANET CARD and one INHABITANTS CARD for every student and cut up these cards.

## How to use the games

Note: **Game 1** practises the affirmative;  
**Game 2** practises the affirmative and negative.

### GAME 1

#### RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary** for Game 1.
- Divide the class into groups of 3–4.
- Give each group a set of FREAKY FACTS CARDS and a set of VERB CARDS.
- Ask them to deal out eight FREAKY FACTS CARDS to each player and to spread the rest face down on the table.
- They should place the VERB CARDS face down in a pile on the table.
- The object of the game is to make sentences using a verb from a VERB CARD to combine two of the FREAKY FACTS CARDS.**
- Each player should take it in turn to pick up a VERB CARD from the pile.
- She should take two FREAKY FACTS CARDS from her hand and make a sentence with them using the VERB CARD to connect them (and adding any other words she likes), e.g. ‘*Tigers have stripes.*’ ‘*The earth goes round the sun.*’ ‘*Polar bears live near the North Pole.*’ ‘*Pandas live in China.*’
- To make some sentences she will need an extra ‘s’ or ‘es’ card.
- She will find that sometimes she holds the right combination of cards to make a fact easily, e.g. *Cats eat fish*, but sometimes she will not have the right combination of cards to make an obvious fact. In this case she should ‘invent’ a fact, e.g. *Tigers eat fish*, and try to persuade the others that it is true. (She will obviously have more chance with a ‘believable’ fact like the above than with obviously false statements like *Birds have 8 legs!*)
- If the group accept the ‘fact’ as true or possibly true, she may discard the cards and take another two FREAKY FACTS CARDS from those on the table.
- If the group reject the sentence, she must keep the cards but may change as many FREAKY FACTS CARDS as she likes from her hand with those spread out on the table. The cards that she puts back on the table must be face down.
- Then the turn passes to the next player.
- The winner is the player who gets rid of all her cards first.

### GAME 2

Note: This is a whole-class activity.

- Check that your students are familiar with the grammar under **Other structures** and with the words listed under **Vocabulary** for Game 2.

### Part 1

- Give each student a SOLAR SYSTEM MAP and a PLANET CARD.
- Ask them to read the PLANET CARD and work out which planet on the SOLAR SYSTEM MAP they come from. They should mark it with its name on the map.
- Ask them to take their SOLAR SYSTEM MAP (but not the PLANET CARD) and to stand up.
- The object of this part of the game is to name all the planets on the map.**
- Students can do this by talking to each other and describing their planet using affirmative and negative statements such as:  
*S1: Where do you come from?*  
*S2: Tharg.*  
*S1: What's that like?*  
*S2: Well, it doesn't have any mountains and it doesn't have any grass. But it has trees and water.*  
*S1: Is it planet number 2?*  
*S2: No, Tharg doesn't go round the sun.*  
etc.
- The students must not show their SOLAR SYSTEM MAPS to each other, nor say the number of their planet.
- When they have written in the names of all the planets on their map, ask them to sit down.

### Part 2

- When everyone is sitting down, give each student an INHABITANTS CARD. This card should not correspond to the PLANET CARD they already have.
- Tell them that they are each on a mission in outer space and they have each found an alien (the one on their INHABITANTS CARD) from another planet who is lost in space. He/she doesn't speak their language so they don't know where he/she comes from.
- The object of this part of the game is to find out which planet the alien is from and return him/her to it.**
- To do this they will have to stand up and move around the class ‘radioing’ each of the other planets till they find out which planet the alien is from. They could say:  
*S1: Spaceship Delta to Gamma 3 – Are you receiving me?*  
*S2: Yes. Go ahead.*  
*S1: We have an alien here. He has two heads and four arms. But he doesn't have any feet. He's in a flying chair.*  
*S2: Yes! He's from Plarg. Can you bring him back?*

### Variation

- You can play this game in a more static version by seating students in groups of 8 or fewer around tables. For 8 students, make eight copies of the SOLAR SYSTEM MAP, and a copy of each of the eight PLANET CARDS and INHABITANTS CARDS. For groups of fewer than 8, make one copy of the SOLAR SYSTEM MAP and white out any unwanted planets. Use this as your master to make the required number of copies. Select PLANET CARDS and INHABITANTS CARDS to correspond with the map.

## 22 Present simple: yes/no questions

### Type of activity

Pairwork, matching and memory game

### Grammar point

Present simple questions

- we use *do* and *does* to form questions in the present simple: **Do I/you/we/they like ... ? Does he/she/it like ... ?**
- note that we put the subject (*I*, *you*, etc.) after *do* and *does*

### Other structures

Short answers: *Yes, I do. No, I don't.*

### Vocabulary

Places, things, activities: *ice cream, football, cat, dog, glasses, club, theatre, bicycle, tea, tennis, chess, stamps, guitar, piano, languages, office, chocolate, car, jogging*

Activity verbs: *play, watch, go (clubbing/to the theatre), get up, ride (a bicycle), collect, speak, work, drive*

Other verbs: *like, enjoy, have, wear*

### Materials and preparation

- Copy and cut up one set of CUE CARDS for each pair of students in your class. Each pair will need a sheet of paper and a pen or pencil.

### How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above. You can write the verbs, from the list, on the board for students to refer to.
- Divide the class into pairs.
- Give each pair a set of CUE CARDS.
- Ask them to put them in a pile face down on the table.
- Player 1 should take the top card and look at the picture, then ask Player 2 a question based on the picture, e.g. (picking up the picture of an ice cream) 'Do you like ice cream?'
- Player 2 should answer and ask Player 1 the same question, e.g. 'Yes, I do. Do you?'
- **The object of the game is to ask and answer as many questions as possible.**
- Players should take it in turns to pick up cards from the pile.
- Give a time limit, say three minutes.
- At the end of this time, join pairs together with another pair.
- Pair A should put their chairs so they are back to back and cannot see each other.

- Pair B should quiz Player 1 about Player 2's answers, e.g. 'Does he like ice cream?' They may use the cards as cues.
- Player 1 must try to remember.
- When she has answered, Player 2 may say whether she was right or not.
- They can then ask Player 2 about Player 1, and Player 1 can confirm or disagree with the answer.
- Pair B should keep a score of the number of right answers that Pair A give about each other.
- Then it is Pair A's turn to question pair B.
- The pair who got the most right answers at the end are the winners.

## 23 Present simple: wh- questions

### Type of activity

Small group, matching game

### Grammar point

Present simple *wh*- questions

- we form these questions with *do* and *does*:  
*Where do I/you/we/they live?*  
*Where does he/she/it live?*
- we put the subject (*I*, *he*, etc.) after *do* and *does*
- question words (*who, where, why, what, how, when*) go at the beginning of the question

### Other structures

With things that are generally true, we use *a* or the plural: *A hedgehog rolls into a ball. Tigers live in India.*

### Vocabulary

Animals (the names of these animals are given on the cards): *elephants, tigers, horse, owls, giraffes, camel, frogs, hedgehog, turtles, bees, hamsters, birds, geese, polar bears, penguin*  
These words are also given on the cards: *India, Africa, hay, grass, leaf/leaves, trees, water, hole, beach, honey, food, spring, autumn, snow; reach, store, catch (flies), roll (into a ball); dark*

Students will need to know these words to make the questions for the game (they can be written up on the board): *live, eat, lay (eggs), fly, keep, fur, long necks, hump, cheeks, big eyes, long tongues*

### Materials and preparation

- Copy and cut up one set of ANIMAL PICTURES and one set of ANIMAL ANSWERS for each group of 3–4 students in the class.

## How to use the game

### RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary** for this game.
- Divide the students into groups of 3–4.
- Give each group a set of **ANIMAL PICTURES** and **ANIMAL ANSWERS**.
- They should spread the **ANIMAL ANSWERS** out face up on the table and put the **ANIMAL PICTURES** face down in a pile.
- Players should take it in turns to turn up a card from the **ANIMAL PICTURES** pile and lay it on the table.
- The object of the game is to find a question for the PICTURE that matches one of the ANSWERS on the table. Questions must begin with a *wh*- word and use *do* or *does*.**
- The player who can do this correctly first, for example by asking (matching a picture of a tiger with the answer *India*) ‘*Where do tigers live?*’, may keep both cards.
- The player with most cards at the end is the winner.

## 24 **some and any**

### Type of activity

Small group, exchanging and collecting game

### Grammar point

#### **some** and **any**

- we use **some** and **any** with plural nouns (*some pills, any batteries*) and uncountable nouns (*some money, any shampoo*)
- we use **some** in affirmative statements (*I have **some** money*), in offers (*Would you like **some** money?*) and requests (*Can you give me **some** money?*)
- we use **any** in negative statements (*I haven't got **any** money*) and in questions, except for offers and requests (*Have you got **any** money?*)
- some** and **any** may be used on their own without a noun when the noun has been previously mentioned:  
*I haven't got **any** shampoo. Have you got **any**?*

### Other structures

**need:** *We need some stamps.*

**have got** in questions and short answers

### Vocabulary

Holiday necessities: *film, suncream, insect repellent, money, plasters, batteries, shampoo, toothpaste, soap, travel pills, aspirin, tissues* (These words are provided in the game.)

## Materials and preparation

- Copy and cut up one set of **PACKING PICTURES**, one **SUITCASE** and one **CHECKLIST** for each group of 3–4 students in your class. Put **all** the **PACKING PICTURES** that you have copied together and mix them up.

## How to use the game

### RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary** for this game.
- Divide your class into groups of 3–4.
- Give each group a **SUITCASE** and a **CHECKLIST**.
- Tell them they are going on holiday and this is their packing list.
- Ask two players in each group to take the **SUITCASE** and the other two to take the **CHECKLIST**. (In a group of 3, one player can take either the **SUITCASE** or the **CHECKLIST**.)
- Give out the mixed-up **PACKING PICTURES** to the players with the suitcases only – 12 pictures to each pair. Because the **PACKING PICTURES** have been mixed up, each group will be missing some items and have more than one of other items.
- The pair should spread the **PACKING PICTURES** out where they can both see them, but conceal them from the other pair in their group.
- The object of the game is to ‘pack’ the **SUITCASE** with all the items on the **CHECKLIST**.**
- The pair with the **CHECKLIST** should ask the other pair if they have items on the list, e.g. ‘*We need some suncream. Have we got any (suncream)?*’
- The players with the **SUITCASE** and **PACKING PICTURES** should answer, e.g. ‘*Yes, we've got some.*’ or ‘*No, we haven't got any.*’
- If they have an item, they can put it in the **SUITCASE** and the players with the **CHECKLIST** can tick it off.
- If they haven't got an item, the players with the **CHECKLIST** should underline or circle the item.
- If they have more than one of any item, they should put one in the **SUITCASE**, but keep the other on the table.
- When they have finished going through the **CHECKLIST**, they should decide what items they need to get, e.g. ‘*We haven't got any batteries. We need to get some.*’ ~ ‘*Yes, and we need some plasters too.*’
- Groups may then send out two players to go to other groups to try to obtain those items.
- They should visit other groups and ask for items, e.g. ‘*We need some shampoo. Have you got any?*’
- Groups can give away any of the items not in their **SUITCASE**. (Items do not need to be exchanged – they can be given away.)
- The group to finish packing first are the winners.

## 25 How much ...? and How many ...?

### Type of activity

Pairwork, information gap game

### Grammar point

#### How much ...? and How many ...?

– we use *how much* with uncountable nouns:

*How much flour ...?*

– we use *how many* with plural nouns:

*How many apples ...?*

### Other structures

*have got*

*There is/are ...*

### Vocabulary

Shop goods: *apples, flour, coffee, jam, soup, oranges, tea, tomatoes, sugar, bread*

Amounts: *gram, loaf, loaves*

Containers: *bag, packet, jar, tin*

### Materials and preparation

- Copy and cut up a set of CUPBOARD PICTURES (A and B) for each pair of students in your class.

### How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into pairs.
- Give CUPBOARD PICTURE A to one student in each pair and CUPBOARD PICTURE B to the other student. They should not show their pictures to each other.
- **The object of the game is to find as many differences as possible between the two pictures.**
- To do this they will have to ask questions about each other's pictures, e.g. 'How many apples are there in your cupboard?' 'How much flour is there in your cupboard?', and answer, e.g. 'There are five apples in my cupboard.' or 'I've got 500 grams of flour.'
- There are eight differences.

## 26 Quantifiers: *much, many, a lot of, a few, etc.*

### Type of activity

Small group, board game

### Grammar point

#### *much, many, not much, not many, a little, a lot (of), not a lot (of), a few*

– we use *much* with uncountable nouns: *much time*

– we use *many* with plural nouns: *many books*

– we use *a lot of* with uncountable and plural nouns: *a lot of time a lot of books*

– *much* and *many* tend to be used in questions and negatives. In affirmative statements we tend to use *a lot of* instead of *much* or *many*.

– *a few* (meaning 'not many') is used with plural nouns: *a few books*

– *a little* (meaning 'not much') is used with uncountable nouns: *a little time*

### Other structures

*have got*: affirmative, negative, questions

*There is/are*: affirmative, negative, questions

Present simple: affirmative, negative, questions

### Vocabulary

These words are provided on the board: *brothers, money, books, letters, coffee, tea, languages, hobbies, rooms, rain, pets, kilometres, time, exercise, problems, good friends, aunts, free time, holidays, television programmes, sisters*

### Materials and preparation

- Copy a QUESTIONS BOARD and a set of MUCH OR MANY CARDS for each group of 3–4 students in your class. Cut up the MUCH OR MANY CARDS. For each group you will need a dice and 3–4 differently coloured counters.

### How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into groups of 3–4.
- Give each group a QUESTIONS BOARD, a dice and a shuffled set of MUCH OR MANY CARDS. Give each student a differently coloured counter.
- Ask them to place their counters on START and to deal out five MUCH OR MANY CARDS to each student.
- The rest of the cards should be placed in a pile face down.
- Player 1 throws the dice and moves forward that number of squares.
- **The object of the game is to match picture squares and MUCH OR MANY CARDS to make questions.**

- When a player lands on a picture square he should look at the MUCH OR MANY CARDS in his hand to see if he can make a question to ask one of the other players.
- For example, if he lands on 'books' and he has a 'How many' card he can make a question such as '*How many books have you got?*' or '*How many books do you read every month?*' He can ask any of the other players, who must reply, e.g. '*I don't have many books.*' or '*Not many.*' or '*(I read) two books (every month).*' or '*(I read) a lot (of books).*' The player can then put his card down on the table in front of him. But, if he only has 'How much' cards in his hand, he cannot make the question and must take a card from the pile and miss a go.
- Then it is the next player's turn.
- The player who uses all the cards in his hand first is the winner.

## 27 Frequency adverbs: *always, sometimes, etc.*

### Type of activity

Pairwork and small groups, connecting game  
Pairwork/whole class, information gap game

### Grammar point

Present simple + frequency adverbs and adverbial phrases

- frequency adverbs (*always, often, frequently, usually, sometimes, occasionally, rarely, never, etc.*) precede the verb (*I never eat fish*), and the main verb in questions (*Do you sometimes go skating?*)
- adverbial phrases (*every day, once a week, twice a week, on Sundays, on Monday nights, etc.*) go at the end of the sentence: *I go swimming on Tuesdays.*

### Other structures

None

### Vocabulary

**Game 1:** Family and friends: *brother, sister, aunt, uncle, parents, cousin, friend, neighbours*

Other people: *boss, teacher, children, politicians, babies, people, group, British*

Animals: *dogs, sheep, cat*

**Game 2:** *theatre, ballet, orchestra, church, Italian lessons, violin, skating, birdwatching, parachuting, hiking, canoeing, yoga, football, boxing, art, cookery, philosophy, astronomy, clinic, sewing, finance, climbing*

**Games 1 and 2:** Activity expressions: *go walking / birdwatching / swimming / hiking / parachuting, go to a class / to church / to the clinic / to the hairdresser / to orchestra practice / to the ballet / to the theatre, do astronomy / yoga, play football / tennis*

### Materials and preparation

- For **Game 1**, copy and cut up one set of PEOPLE CARDS and one set of FREQUENCY CARDS for each pair of students in your class. Each pair will need a sheet of paper and a pen or pencil.
- For **Game 2**, copy one sheet of CALENDARS and one set of PEOPLE PICTURES for each pair of students in the class. Cut up the PEOPLE PICTURES.

### How to use the games

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary** for this game.

#### GAME 1

**RULES SHEET**

- Divide the class into pairs.
- Give each pair a set of PEOPLE CARDS and a set of FREQUENCY CARDS. Ask them to put them in two separate piles face down on the table.
- Player 1 should take the top card from each pile and put them face up on the table for both players to see.
- The object of the game is to make a true or false sentence combining the two phrases.**
- Players should take it in turns to take the top card from each pile and make a sentence using the words on the cards, e.g. '*A lot of my friends go skating on Friday nights.*' or '*My boss often shouts.*'
- They should keep a list of their sentences as they say them.
- Then get each pair to work with another pair.
- Each pair in the group should take it in turns to read their sentences out.
- Each pair should guess whether the other pair's sentences are true or false.
- If they are right they get a point. If they are wrong, the other pair get a point.
- The pair with most points at the end is the winner.

#### Variation

- You can adapt this game to practise only the frequency adverbs (*always, often, frequently, usually, sometimes, occasionally, rarely, never*) if you prefer. Simply discard the adverbial phrases (*on Saturday nights, etc.*) from the FREQUENCY CARDS and copy more of the adverbs.

#### GAME 2

- Divide the students into pairs.
- Give one student in each pair (Student A) a sheet of CALENDARS. He should not let his partner see it.
- Give the other student (Student B) a set of PEOPLE PICTURES. She should spread these out on the table in a way that she, but not her partner, can see them.

- **The object of the game is to match the PICTURES to the CALENDARS.**
- Student A begins. He should describe the activities in the first calendar in his sheet of CALENDARS, e.g. ‘*He sometimes goes to the theatre. He goes to ballet lessons once a week / every Tuesday.*’
- Student B should look at her PEOPLE PICTURES to see if she has a picture that corresponds to this description.
- She should give this to Student A, who should put it on the correct calendar.
- Halfway through, the students can exchange roles (Student B has the set of CALENDARS and Student A the PICTURES).

#### Variation

- If you prefer a whole-class activity for this game, copy and cut out as many calendars from the CALENDARS sheet as you have students in the class, and copy the corresponding PEOPLE PICTURES. Give each student an individual calendar and one of the PEOPLE PICTURES (not the picture that corresponds with their calendar). They should then go round the class trying to find the person who has ‘lost’ the calendar that they have, by asking and answering questions, e.g.:

S1: *Do you sometimes go skating?*

S2: *Yes!*

S1: *And do you go birdwatching at weekends?*

S2: *Yes! I love birdwatching.*

S1: *Is this your calendar?*

#### Other structures

None

#### Vocabulary

Actions and feelings (all these words are provided in the game): *arriving, feeling (happy/well/sad), trying (to learn Spanish), practising (her Spanish in the market), having (a siesta), spending (all her money), learning (to windsurf / to ride bikes), enjoying (Spanish food / the tour), playing (volleyball), burying*

## Materials and preparation

- Copy one set of CAPTION CARDS and one PHOTO ALBUM (left and right pages) for each group of 3–4 students in your class. Cut up the CAPTION CARDS, keeping the PEOPLE CARDS and VERB CARDS separate.

## How to use the game

**RULES SHEET**

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary**, above.
- Divide the class into groups of 3–4.
- Give each group a PHOTO ALBUM and a set of CAPTION CARDS, separated into PEOPLE CARDS and VERB CARDS.
- Ask each group to put both pages of the PHOTO ALBUM face up on the table where they can all see them.
- Ask them to take the PEOPLE CARDS and to spread them out face up on the table.
- Ask them to take the VERB CARDS and to spread them out face down on the table.
- Players then take it in turns to turn up the VERB CARDS, one at a time. They should leave the cards face up.
- **The object of the game is to make a caption for each photo, using the CAPTION CARDS. Each caption is made up of three cards.**
- The players should look at the cards on the table and try to spot a combination of CAPTION CARDS that makes a sentence that describes one of the photos, e.g. for photo 1: *We are arriving in Spain.*
- When one of them ‘spots’ a caption, she should say the words and point to the photo.
- The first player to do this can put the appropriate CAPTION CARDS under the photo and claim a point.
- The player with the most points at the end is the winner.

#### Variation

- This can be played as a team game, where the first group to match all the photos and captions correctly wins the game.

## 28 Present continuous: affirmative and negative

#### Type of activity

Small group, ordering game

#### Grammar point

Present continuous

- we can use this tense to talk about ongoing actions and feelings:  
*I'm reading.*  
*She's watching TV.*  
*He's feeling sad.*
- we form the present continuous with the present tense forms of *be* + [verb]-ing: *I'm / you're / he's / she's / we're / they're* + [verb]-ing
- we can form the negative like this: *I'm not / you're not* (or *you aren't*) / *he's not* (or *he isn't*) / *she's not* (or *she isn't*) / *we're not* (or *we aren't*) / *they're not* (or *they aren't*) + [verb]-ing

## 29 Present continuous: yes/no questions

### Type of activity

Small group, lotto game

### Grammar point

Present continuous questions

- the word order is changed in questions:

*Are you/we/they + [verb]-ing? Am I + [verb]-ing?  
Is he/she/it + [verb]-ing?*

### Other structures

Present continuous negatives: *He isn't dancing.*

### Vocabulary

Activities: *dancing, running, jumping, kicking (a ball), drinking, typing, singing, climbing (a tree), ironing, cooking, washing up, riding (a bike), driving, eating, writing, playing (the guitar), painting, sleeping, shopping, watching (TV), reading, fighting, skating, repairing (a car)*

## Materials and preparation

- Copy and cut up one set of four LOTTO BOARDS and one set of 24 LOTTO PICTURES for each group of 3–4 students in your class. For groups of 3, discard one board and its set of six picture cards.

## How to use the game

### RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above. You can write the words on the class board for the students to refer to.
- Divide the students into groups of 3–4.
- Give each group a set of LOTTO BOARDS and a set of LOTTO PICTURES.
- They should put the LOTTO PICTURES face down in a pile on the table and take one LOTTO BOARD each.
- The object of the game is to match the pictures in the pile with the pictures on the boards.**
- Player 1 begins. He takes a picture from the pile and, without showing it to the others, tells them three things that aren't happening in the picture, e.g. '*He isn't dancing. He's not eating. He isn't laughing.*'
- The other players then ask questions to find if the card corresponds to one on their boards, e.g. '*Is he cooking?*' '*Is he writing?*' '*Is he driving?*'
- The player who gets the answer 'Yes' may take the picture and place it on her board on the matching square.
- Then it is the next player's turn to pick up a picture and say what is not happening in his picture.
- If any player picks up a picture that matches one on her own board, she should replace it at the bottom of the pile and take another.
- The player who completes his board first is the winner.

## 30 Present continuous: wh- questions

### Type of activity

Small group, ordering and matching game

### Grammar point

Present continuous *wh-* questions

- the word order is changed in questions:

*What are you/we/they + [verb]-ing?*

*Where am I + [verb]-ing?*

*When is he/she + [verb]-ing?*

- question words (*what, who, when, why, where, how, which*) come at the beginning of the question

### Other structures

None

### Vocabulary

Actions: *crying, smiling, looking (at), talking (to), running, thinking, buying, writing (to), cooking, standing (on), screaming (at), going* (These verbs are provided on the cards.)

Also: *watch, see, catch, dreaming, trying (to reach); sad, film, hot-air balloon, bus, flowers, fried eggs, cupboard, ghost*

## Materials and preparation

- Copy and cut up one set of PICTURE QUESTIONS, one set of PICTURE ANSWERS and one set of WORD CARDS for each group of 3–4 students in your class.

## How to use the game

### Part 1

### RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed under **Vocabulary**, above.
- Divide the class into groups of 3–4 students.
- Give each group a set of PICTURE QUESTIONS and a set of shuffled WORD CARDS.
- Ask them to spread out the WORD CARDS face up on the table where they can all see them.
- Ask them to put the PICTURE QUESTIONS face down in a pile on the table.
- The object of this part of the game is to make an appropriate question using four WORD CARDS for each picture.**
- Player 1 should turn up the first PICTURE QUESTION and put it face up on the table where everyone in the group can see it.
- The first player to see the four WORD CARDS that make an appropriate question for the picture should say the question. If the others agree it is correct, he can then take the four WORD CARDS and the PICTURE QUESTION, placing the picture in front of him with the four WORD CARDS underneath.

- Then it is the next player's turn to turn up a PICTURE QUESTION.
- The player with most WORD CARDS at the end is the winner.

## Part 2

### RULES SHEET

- When they have made all the questions correctly, ask them to put away the WORD CARDS and give each group a set of PICTURE ANSWERS.
- Ask them to put the PICTURE QUESTIONS face down in a pile on the table and to deal out all the PICTURE ANSWERS to the players.
- The object of this part of the game is to match question and answer.**
- Player 1 takes the first PICTURE QUESTION from the pile and asks the question, without showing the others the card.
- The player who thinks she has the right PICTURE ANSWER can reply, e.g. '*He's crying because he's watching a sad film.*' The other players can check that the question and answer cards match; if they do, she can keep the pair of cards.
- Then it is the next player's turn to turn up a PICTURE QUESTION and ask the question.

## Materials and preparation

- Copy and cut up one set of JOB CARDS and one set of ACTION PICTURES for each group of 3-4 students in your class.

## How to use the game

### RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the expressions listed under **Vocabulary** for this game.
- Divide the class into groups of 3-4.
- Give each group a set of JOB CARDS and a set of ACTION PICTURES.
- Ask them to place the JOB CARDS in a pile face down in the centre of the table and to deal out all the ACTION PICTURES to the players.
- The object of the game is to match JOB CARDS and ACTION PICTURES.**
- Player 1 should take a JOB CARD from the pile and look at it, without showing the others. He should give the others three clues about what the person on his JOB CARD does for a living and any likes, hobbies or habits he can see, e.g. '*He wears a uniform. He drives a bus. He likes chocolate.*' Then he asks '*What is he doing now?*'
- The player holding the matching ACTION PICTURE can answer, e.g. '*He's doing some gardening.*', and produce the card.
- If she is correct, she can keep both matching cards (JOB CARD and ACTION PICTURE). If she is wrong, she must give her ACTION PICTURE to Player 1.
- Then it is the next player's turn to draw a JOB CARD from the pile.
- The player with most cards at the end is the winner.

## 31 Present simple or present continuous

### Type of activity

Small group, matching game

### Grammar point

Present continuous or present simple

- we use the present simple to talk about actions repeated every day, often, or sometimes (*I get up at 7.30 every morning*) and about feelings (*He likes chocolate*)
- we use the present continuous for ongoing actions taking place at the time of speaking:  
*She can't come to the phone now; she's having a bath.*

### Other structures

None

### Vocabulary

Work activities: *drive (a bus), deliver (letters), repair (cars), teach (maths), work (in a restaurant / in an office / on a building site / in a shop), paint (pictures), direct (films), fly (planes), clean (windows), wear (a uniform)*

Likes: *like (chocolate/dogs/music/coffee/bikes/ballet/films/cats/chewing gum/books)*

Common actions: *do (some gardening), eat (lunch), drink (coffee), drive (a car), read (a book), watch (ballet/a film/TV), talk (on the phone), play (tennis/football/golf), ride (a bike)*

## 32 can and can't

### Type of activity

Whole class/small group, collecting game

### Grammar point

**can** and **can't**

- can** has no *-s* in the third person:  
*I/you/he/she/it/we/they can ...*
- the negative of **can** is **cannot** or **can't**
- the word order is changed in questions:  
**Can I/you/he/she/it/we/they ...?**
- can/cannot/can't** are followed by an infinitive (without *to*):  
*I can swim/run/jump.*
- can** is used without an infinitive in short answers:  
*Can you swim? ~ Yes, I can.*
- we use **can/cannot/can't** to talk about abilities (*I can swim/cook/sew*), and to ask and give or refuse permission (*Can I join your team? ~ Yes, you can. / No, you can't.*)

## Other structures

None

## Vocabulary

Activities: *juggle, ride (a horse), somersault / turn somersaults, walk (the tightrope), eat (fire), lift (weights), run, do (the long jump / the high jump / gymnastics), swim, throw (the javelin), play (the violin / the piano / the guitar), conduct (an orchestra), sing, dance, cook, sew, make (furniture), sail (a boat), spin, weave, give (first aid)*  
Also: *desert island, castaway*

## Materials and preparation

- Whole class: first mentally divide your class into four teams. For each team, copy and cut up enough TEAM CARDS and their corresponding TALENT PICTURES for each student to have one of each, e.g. each student who will be in the circus team should have the 'CIRCUS TEAM' CARD and a different 'CIRCUS' TALENT PICTURE. (If there are fewer than 6 in a team, you will have to make a choice of TALENT PICTURES and white out the corresponding items from the TEAM CARD. If there are more than 6, simply copy some TALENT PICTURES twice.)
- Small groups: if you prefer to play the game in small groups, copy and cut up one set of TEAM CARDS and one set of TALENT PICTURES for each group of 3–4 students. For groups of 3 students remove one TEAM CARD and its corresponding TALENT PICTURES.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the expressions listed under **Vocabulary**, above.
- For a whole-class activity, give each student in the class a TALENT PICTURE and a TEAM CARD.
- Each student's TALENT PICTURE should correspond to one of the people described on their TEAM CARD.
- The object of the game is for the class to group themselves into four teams, by finding the other people described on their TEAM CARD.**
- To do this, they should get up and walk around the room, asking other people 'Can you...?' questions, e.g. 'Can you juggle?' 'Can you cook?'
- Players can answer 'Yes, I can.' or 'No I can't.' or offer information, e.g. 'I can't juggle but I can walk the tightrope. Can I join your circus?'
- When they find someone who has one of the abilities described on the card, they should join together and go in search of more people to join their team.
- When everyone has joined a team, ask the four teams to go to different corners of the room.
- Ask each team member to describe the abilities of the person or people standing next to them, e.g. 'He can juggle.' 'She can ride a horse.' 'They can both walk the tightrope.'

- The other teams must guess what the team does, e.g. 'You're a circus team.'

## Variation

- If you prefer to play this game in a more static version, divide the class into groups of 3–4 and give each group a set of TEAM CARDS and a set of TALENT PICTURES. They should take one TEAM CARD each and put the TALENT PICTURES face down in a pile in the centre of the table.
- The object of the game is to collect a set of TALENT PICTURES that correspond with the team members on the TEAM CARD.**
- Player 1 takes one TALENT PICTURE from the pile, without showing it to the others. He should check if the picture matches one of the six talents on his TEAM CARD. If it does, he should replace the card at the bottom of the pile and take another.
- When he has a picture that does not match the talents on his TEAM CARD, the others may ask questions, e.g. 'Can you juggle?' 'Can you cook?' based on the list on their TEAM CARD.
- The player who asks the question that gets the answer 'Yes' may keep the picture and add it to her 'team'.
- Then it is the next player's turn to turn up a TALENT PICTURE.
- The winner is the player who gets her 'team' together first.
- At the end, players can go through their TALENT PICTURES 'introducing' their teams to each other, e.g. 'He can juggle.' etc., but not say what their team is.
- The other players must guess what each team does.

## 33 must, mustn't and needn't

### Type of activity

Pairwork, matching game

### Grammar point

**must, mustn't and needn't**

- must has no -s in the third person:  
*I/you/he/she/it/we/they must ...*
- the negative of must is must not or mustn't
- an alternative form to do/does not need to is needn't:  
*You do not need to run. You needn't run.*
- must/mustn't/needn't are followed by an infinitive (without to):  
*I must buy some food today.*  
*You mustn't be late.*  
*You needn't do any shopping.*
- we use must to tell people to do things
- mustn't is used to tell people not to do things
- needn't is used to say there is no obligation/necessity to do something

## Other structures

Comparatives: *eat more, do more* exercise

### Vocabulary

(These words and expressions are provided on the cards.) Activities: *do my homework, clean the house, cut the grass, go on a diet, do the shopping, see my bank manager, go to the dentist, have a holiday, have a good night's sleep, do more exercise, eat more, wash my hair, get up early today, rush, take warm clothes, go to the bank*

Transgressions: *be late again, forget to phone the travel agent, lose my temper, fall asleep in the meeting, spend a lot of money on holiday, spend a lot of time watching TV, lose the keys, burn the dinner, park on that yellow line again*

## Materials and preparation

- Copy and cut up one set of NECESSITY CARDS and one set of ACTION CARDS for each pair of students in the class.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words and expressions listed under **Vocabulary**, above.

- Divide the class into pairs.
- Give each pair a set of NECESSITY CARDS and a set of ACTION CARDS.
- Ask them to spread the two sets out, face down, in different areas on the table.
- They should take it in turns to turn up two cards, one from each set.
- **The object of the game is to match cards to make meaningful sentences.**
- If the two 'half sentences' can reasonably be combined, e.g. 'I needn't' and 'get up early today', or 'You mustn't' and 'be late again', the player can put them together to make a sentence, adding a phrase to 'justify' his sentence, e.g. 'I needn't get up early today because I don't start work until eleven.' or 'You mustn't be late again or your boss will be angry.'
- The player can then collect the two cards.
- If the two 'half sentences' can't be combined, or the player can't think of a situation in which they would make sense – e.g. 'I mustn't' and 'do my homework' would be hard to combine (though ingenious students may be able to find a reason!) – the two cards should be left face up on the table.
- The next player can then turn up two cards and try to make a sentence.
- Any new 'half sentence' can be combined with one that has previously been turned up and left on the table.
- The winner is the player with most cards at the end of the game.

## 34 was and were

### Type of activity

**Game 1:** Whole class/small group, ordering game

**Game 2:** Small group, guessing game

### Grammar point

**was** and **were**: simple past of *be*

- we use **was** and **were** to talk about situations that existed at a definite time in the past
- in the affirmative the form is: *I/he/she/it was ..., you/we/they were ...*
- in the negative the form is: *I/he/she/it wasn't ..., you/we/they weren't ...*
- in questions the word order is changed: *Was I/he/she/it ...? Were you/we/they ...?*

## Materials and preparation

None

### Vocabulary

**Game 1:** Romance: *in love, meeting place, under the clock, happy, late, angry, rude, sorry*

(These words are provided on the cards.)

**Game 2:** Places: *in the bath, in the street, in a boat (on the sea), on the roof, in the sea, up a skyscraper, on a mountain, in a tree/a garden/a police car, in hospital, on a horse*  
Also: *a.m., p.m.*

## Materials and preparation

**• Game 1:** Copy and cut up one set of SOAP OPERA CARDS (WORDS and PICTURES) for each group of 3–4 students in the class.

**• Game 2:** Copy and cut up two sets of STRANGE BUT TRUE cards (pictures with times) for each group of 3–4 students in the class. Cut the times off the bottom of one set of cards for each group.

## How to use the games

Note: **Game 1** practises affirmative and negative forms; **Game 2** practises questions and negatives.

### GAME 1

- Check that your students are familiar with the grammar in the **Grammar point** and with the words and expressions listed under **Vocabulary** for Game 1.
- Divide the class into groups of 3–4.
- Give each group a set of SOAP OPERA CARDS (WORDS and PICTURES).
- You can play this as a competitive team game or as a small-group card game.

### Team game

- Get each group to spread the PICTURES and the WORDS out on the table.
- Tell them the PICTURES and WORDS tell a story and that there is one sentence for each picture. Each sentence is made up of three WORDS cards.

- The object of the game is to arrange the PICTURES in sequence to tell the story and then to select and order words from the WORDS cards to make a sentence for each picture.
- The group can re-order the PICTURES to match with the sentences if they need to.
- The group that does this first is the winner.

### Card game

#### RULES SHEET

- Get the groups to spread the SOAP OPERA PICTURES out face up in the centre of the table, in any order.
- They should deal out seven WORDS cards each and put the rest face down to one side of the PICTURES.
- The players may look at the WORDS in their hands but not show them to the others.
- **The object of the game is to find three WORDS cards to make a sentence that tells what is happening in one of the PICTURES.**
- Player 1 goes first. If he has the right words in his hand to make a sentence about any of the PICTURES, he can lay them down underneath the picture and say the sentence.
- The others can comment – accept or reject the sentence.
- If they agree with it, he can take, from the WORDS cards on the table, three new WORDS cards.
- If he cannot find the right WORDS in his hand, he can exchange as many WORDS cards as he likes from the cards on the table.
- Then it is the next player's turn.
- When every PICTURE has its sentence, then the players can arrange them to make the story.

The story is:

*They were in love.* (PICTURE 1)

*The meeting place was under the clock.* (PICTURE 2)

*He was there at 7 o'clock.* (PICTURE 3)

*She wasn't there.* (PICTURE 4)

*Where was she?* (PICTURE 5)

*He wasn't happy.* (PICTURE 6)

*She was late.* (PICTURE 7)

*He was angry.* (PICTURE 8)

*She was angry.* (PICTURE 9)

*He was rude.* (PICTURE 10)

*She was rude.* (PICTURE 11)

*She wasn't happy.* (PICTURE 12)

*He was sorry.* (PICTURE 13)

*She still wasn't happy.* (PICTURE 14)

*He was very sorry.* (PICTURE 15)

*They were in love again.* (PICTURE 16)

(But variations are possible!)

### GAME 2

#### RULES SHEET

- Check that your students are familiar with the words and expressions listed under **Vocabulary** for Game 2.
- Divide the class into groups of 3–4 students.

- Give each group a set of STRANGE BUT TRUE cards without the times.
- Ask them to deal them out equally to all players.
- Now give each group the STRANGE BUT TRUE cards with the times on. Ask them to put these in a pile face down in the middle of the table.
- **The object of the game is to match the two sets of STRANGE BUT TRUE cards.**
- Player 1 begins. He takes a card from the pile.
- If it matches one in his hand, he should replace it at the bottom of the pile and take another.
- If it does not match one in his hand, he should look at the card but not show it to the others, and he should ask the rest of the group: '*Guess where I was at ... a.m./p.m. yesterday. I wasn't ..... and I wasn't .....*' (saying the time on the card and naming two places not pictured on the card).
- The rest of the group have to guess where he was, basing their guesses on the pictures they hold, e.g. '*Were you in the bath?*'
- The player with the matching picture, who guesses correctly, can take both cards and discard them.
- The player who gets rid of her cards first is the winner.

## 35 Past simple: affirmative and negative

### Type of activity

**Game 1:** Pairwork and small group, matching game

**Game 2:** Small group, information gap game

### Grammar point

Past simple: affirmative and negative

- in the affirmative this tense is formed by adding *-ed*: *walk* → **walked**, *look* → **looked**
- in the negative this tense is formed with *did not/didn't*: *I didn't walk. She didn't look.*
- there are many common verbs which have irregular past simple forms: *go* → **went**, *see* → **saw**

### Other structures

None

### Vocabulary

Common actions: *begin/began*, *break/broke*, *bring/brought*, *build/built*, *buy/bought*, *catch/caught*, *come/came*, *drink/drunk*, *eat/ate*, *fall/fell*, *find/found*, *fly/flew*, *forget/forgot*, *get/got*, *give/gave*, *go/went*, *have/had*, *hear/heard*, *leave/left*, *lose/lost*, *make/made*, *meet/met*, *pay/paid*, *put/put*, *read/read*, *ring/rang*, *say/said*, *see/saw*, *sell/sold*, *sit/sat*, *sleep/slept*, *speak/spoke*, *spill/spilt*, *stand/stood*, *stick/stuck*, *take/took*, *tell/told*, *think/thought*, *win/won*, *write/wrote*

Also:

**Game 1:** job, cup, chocolates, wall, hat, ball, room, tea, spaghetti, vase, floor, key, Paris, name, book, flowers, yesterday, have (a bath), owl, house, cake, pay (by cheque), food, fridge, marry, film, car, clown, tent, chat, glass, water, class, stand up, paper, slice of cake, child, think about, cup/trophy, letter

**Game 2:** hole, wall, mistake, door, plant pot, accident, hammer, piano keys, glue, curtains, blowtorch, window, glass, carpet, paint pot, table, saw, shelves, fountain, plans, living room, garden, wallpaper; need, admit, drop, glue, burn, get (in the way of), smash, lean, walk, saw (in half), put up, notice; thin, backwards, silly, sorry, not straight, back to front

## Materials and preparation

- **Game 1:** Copy and cut up one set of VERB MATCH cards (PRESENT and PAST) for each pair of students in the class. Copy and cut up one set of ACTION PICTURES (1 and 2) for each group of 4 students; for weaker classes keep the verbs on the cards as support – for stronger classes cut the verbs off.
- **Game 2:** Make one copy of the DAVE THE BUILDER PICTURE and one copy of the CULPRIT CARDS for each group of 4–10 students in the class. Cut up the CULPRIT CARDS.

## How to use the games

Note: **Game 1** is a simple game to help students memorise irregular pasts; **Game 2** practises negative past forms.

### GAME 1

#### Part 1

- Check that your students are familiar with the grammar in the **Grammar point** for this game.
- Divide the class into pairs.
- Give each pair a set of VERB MATCH cards, PRESENT and PAST.
- Ask them to shuffle them and then spread them out face down on the table.
- They should take it in turns to turn up two cards at a time.
- **The object of this part of the game is to find matching pairs of PAST and PRESENT verbs.**
- If a player turns up two cards which have the past and present form of the same verb on them, e.g. *begin* and *began*, she can pair the cards and collect them.
- The player with the most cards at the end is the winner.

#### Part 2

##### RULES SHEET

- Check that your students are familiar with the words listed under **Vocabulary** for Game 1.
- When the pairs have finished the first part of the game, join them up with another pair to make a group of 4 and give them a set of ACTION PICTURES (1 and 2).

• Ask them to put these face down in a pile in the centre of the table.

• Ask them to take the VERB MATCH cards and separate them so that only the PAST forms are left.

• Check that students have all the PAST cards. Ask them to deal out the PAST cards equally to all players.

• Players may look at their cards.

• **The object of the game is to match pictures and verbs, and to make a sentence, using the past simple, describing the picture.**

• Player 1 begins. He takes a card from the pile of ACTION PICTURES and lays it face up on the table so that the other players can see it.

• All the players must try to match the correct verb to the picture and to make a sentence in the past, e.g. for the picture of a girl dropping a cup and breaking it, a student must produce the card *broke* and say ‘*She broke the cup.*’ The first to do this may collect the ACTION PICTURE card and put her VERB MATCH (PAST) card on the discard pile.

• The player with most ACTION PICTURE cards at the end is the winner.

### Variation

- When the students are familiar with the past forms, this game can be played without the VERB MATCH (PAST) cards: students turn up an ACTION PICTURE from the pile and the first one to describe it correctly gets the card.

### GAME 2

- Check that your students are familiar with the words listed under **Vocabulary** for Game 2.
- Divide students into groups of 4–10.
- Give each group a DAVE THE BUILDER PICTURE and a set of CULPRIT CARDS. Each student should have one CULPRIT CARD. If the group is smaller than 10, some students will need to take two (or more) cards.
- **The object of the game is for each group to work out who did what.**
- There is one snag – they are only allowed to deny actions; they cannot make positive statements nor ask any questions. Ted, for example, can say ‘*I didn't smash the window.*’ or ‘*I didn't burn the curtains.*’ but not ‘*I broke the plant pot.*’ (They must tell the truth though – Ted can't say ‘*I didn't break the plant pot.*’)
- It is up to each group to work out how to solve the puzzle.
- The group that solves the puzzle first are the winners.
- When the puzzle is solved and everyone knows who is guilty, they can all make their excuses, e.g. ‘*I put the fountain in the middle of the room. I had the plans back to front!*’

## 36 Past simple: yes/no questions

### Type of activity

Small group, matching game

### Grammar point

Past simple: yes/no questions

- we use *did* to form questions in the past simple  
(**Did I/you/he/she/it/we/they ...**):  
*Did you go to the cinema?*
- note that we put the subject (*I, you*, etc.) after *did*

### Other structures

None

### Vocabulary

*cinema, film, café, coffee, pizza, restaurant, queue (for a taxi), party, get/offer (a lift), pub, folk concert, ballet, catch (a bus), nightclub*

## Materials and preparation

- Copy and cut up the CROSSED PATHS cards for each group of 4–6 students in the class. If using the game with groups of 4 or 5, simply discard one or two CROSSED PATHS cards.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words and expressions listed under **Vocabulary**, above.
- Divide the class into groups of 4–6 students.
- Give each group a set of CROSSED PATHS cards and ask them to take one each.
- They should not show it to the other players.
- The card shows what each of them did yesterday evening.
- At some point in the evening they met each of the other members of the group.
- **The object of the game is for each player to work out where he saw the other players.**
- To do this they should use the information on their card and ask each other ‘*Did you ..... yesterday evening?*’, e.g. ‘*Did you go to Luigi’s restaurant yesterday evening?*’, until they find a place that they both have in common. They must answer only ‘*Yes*’ or ‘*No*’.
- When they find a place they have in common, they can write the other person’s name against that place on their card.
- The group who are the first to work out where everyone saw everyone else wins the game.

## 37 Past simple: wh- questions

### Type of activity

Small group, lotto game

### Grammar point

Past simple: *wh-* questions

- question words (*what, why, when, where, who, how* or *which [thing]*) come at the beginning of a question
- we can make *wh-* questions with *was* or *were* followed by the subject:  
*When were you in London?*
- we can also make *wh-* questions with *did* followed by the subject and an infinitive (without *to*):  
*Where did you stay? Who did you meet?*

### Other structures

*What kind of: What kind of shoes did you buy?*

*What colour: What colour was it? What colour tie did he wear?*

### Vocabulary

*toast, coffee, pocket, cup, Italy, year, bike, scared, plane, funny, red, white, blue, theatre, party, pizza, restaurant, mother, night, best friend, week, foot, train, vanilla, orange, black, stripes, nice* (These words are provided on the cards.)  
Students should be familiar with a range of common verbs, e.g. *go, do, eat, get to, like, prefer, buy, find, keep, meet, go, see, catch, choose*

## Materials and preparation

- Make one copy of the LOTTO BOARDS for every 4 students in the class (cut each copy of the sheet to create 4 identical boards). Copy and cut up one set of ANSWER CARDS for each group of 3–4 students. You will also need a paper bag for each group.

## How to use the game

**RULES SHEET**

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Divide the class into groups of 3–4 students.
- Give each student a LOTTO BOARD and give each group one set of ANSWER CARDS and a paper bag.
- Ask them to put the ANSWER CARDS in the paper bag.
- **The object of the game is to make questions that match the answers on the ANSWER CARDS.**
- Player 1 begins. He takes a card from the paper bag and reads it out.

- The other players must try to make a past simple question using a question word or phrase from their LOTTO BOARD to which the words read out from the card could be the answer. The first player to do this correctly takes the card and places it on her LOTTO BOARD. For example, if *Pizza* is read out, a player could use *WHAT* from the LOTTO BOARD and make the question ‘*What did you eat for dinner?*’
- In the event of two players asking a question at the same time, the other players can decide which question is the best in terms of grammatical correctness or inventiveness.
- Then it is the next player’s turn to dip in the bag and read out an ANSWER.
- Once players have covered a space on their LOTTO BOARD, they cannot use that question word or phrase any more.
- The winner is the player who fills in her LOTTO BOARD first.

Note: If you are concerned to restrict the questions to object questions only and to avoid students making subject questions (e.g. you want them to ask ‘*Who did you visit yesterday?*’ but not ‘*Who visited you yesterday?*’), make the rule that questions must begin: ‘*What/Where/Why* (etc.) **did** ...?’ Or write in ‘**DID**’ after each question word or phrase on your master copy of the LOTTO BOARDS.

## Materials and preparation

- Copy a TIME BOARD and a set of PREPOSITION CARDS for each group of 3–4 students in your class. Cut up the PREPOSITION CARDS. You will also need a dice for each group and a different coloured counter for each student in the group.

## How to use the game

**RULES SHEET**

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the expressions listed under **Vocabulary** for this game.
- Divide the class into groups of 3–4.
- Give each group a TIME BOARD, a dice and a set of PREPOSITION CARDS, and a different coloured counter for each student in the group.
- The students should put the TIME BOARD in the middle of the table and place their counters on START.
- They should deal out four PREPOSITION CARDS to each player and put the rest face down in a pile on the corner of the board.
- Players take it in turns to throw the dice and move their counters round the board.
- If a player lands on a time square, she should look at the cards in her hand and find one that matches the time in the square (e.g. *AT Christmas* or *ON Monday*).
- The object of the game is to match times and prepositions correctly in order to ask a question.**
- If she has a suitable PREPOSITION CARD she can ask a question to any other player, involving that time phrase, e.g. ‘*What do you eat at Christmas, François?*’ When François replies, she discards her PREPOSITION CARD, replacing it at the bottom of the pile, and takes another from the top. Then she can have another go.
- If a player does not have the correct PREPOSITION CARD in her hand she must miss her go, but can pick up a card from the pile.
- The player who gets to FINISH first is the winner.

## 38 Time prepositions: *in, at, on*

### Type of activity

Small group, board game

### Grammar point

#### *in, at and on*

- we use *in* with months (*in January*), years (*in 1999*), seasons (*in the spring*), and parts of the day (*in the morning/afternoon/evening*)
- we use *at* with times (*at 9.30*), festivals (*at Christmas*), and in expressions like *at night* and *at the weekend*
- we use *on* with days and dates: **on Monday**, **on Tuesday morning**, **on 17th April**

### Other structures

Present simple: affirmative, negative and questions

Past simple: affirmative, negative and questions

### Vocabulary

Times (e.g. *at six o’clock*), days (e.g. *on Monday*), months (e.g. *in June*), years (e.g. *in 1999*), festivals (e.g. *at New Year*)

## 39 Present continuous with future meaning

### Type of activity

Whole class/large group, information gap game

### Grammar point

Present continuous for future plans

- the present continuous is used with a future meaning when we are talking about plans and intentions:  
*I'm going to the theatre tonight.*

### Other structures

*wh-* questions: *What are you doing tonight?*

### Vocabulary

Leisure activities and places: *meal, restaurant, piano recital, concert (hall), theatre, nightclub, skating (rink), meeting, café, film, cinema, pub, badminton, sports hall, swimming (baths), football pitch/match*

### Materials and preparation

- Copy and cut out one MAP and one ROLE CARD for each student in the class. For classes and groups smaller than 12, just use the appropriate number of ROLE CARDS but make sure the cards for 'Sam' and 'Amy' are included.

### How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the words listed under **Vocabulary**, above.
- Give each student a ROLE CARD.
- Make sure 'Sam' goes to a man and 'Amy' to a woman, if possible, because these are the only two people who are going out together tonight.
- Tell them that what is written on the card is what each of them has arranged to do tonight.
- Give everyone a copy of the MAP.
- **The object of the game is to find out which two people are going out together tonight.**
- To do this they will have to get up and walk round the class, asking each other *wh-* questions and answering. For example, they ask 'What are you doing tonight?' or 'Where are you going tonight?', and answer 'I'm having ...' or 'I'm going ...'. They fill in on the map who is going to be where.

### Variations

- You can adapt the game to practise yes/no questions and short answers by adapting the rules: specify that students should guess by asking e.g. 'Are you going to the theatre tonight?', and should reply 'Yes I am. / No I'm not.'

- You can practise the third person forms (*Sam's going / Amy's going ...*, etc.) in addition to *I* and *you* by giving a (deliberately short) time limit, and then seating students in pairs or threes to pool their information and complete their maps.

## 40 going to

### Type of activity

Whole class and small group, information gap game

### Grammar point

#### *going to*

- we use *am/is/are going to* followed by an infinitive to talk about future intentions:  
*I'm going to finish this book tonight.*
- in negatives we use *I'm not ...*, *he/she isn't ...*, and *you/we/they aren't ...*:  
*I'm not going to cook tonight.*
- in questions we put the subject after *am/is/are*:  
*What are you going to do tonight?*
- we usually avoid saying *going to go*:  
*I'm going to bed* (rather than *I'm going to go to bed*)

### Other structures

Present simple of *be*: affirmative, questions and short answers  
Time expressions: *first, after, then, next, etc.*

Students may use *can*, and imperatives: e.g. *Tell/Ask (someone to do something)*

### Vocabulary

*have a party/dinner party, paint, dining room, play (drums), do (homework), watch (TV/a video/a football match), go to bed early, go to a restaurant/the cinema, go swimming*

### Materials and preparation

- Copy and cut out one of the ROLE CARDS for each student in the class. For classes or groups of fewer than 12, cut the fourth person off three ROLE CARDS in a family and discard the fourth card (e.g. cut 'Alice' off three cards and discard the 'Alice' card), or discard a whole family. Each student needs a card with a name in **bold**.

### How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and **Other structures** and with the expressions listed under **Vocabulary**, above.

### Part 1

- Give each student a ROLE CARD.
- Tell them to imagine they are the character in **bold** on their card. The thought bubble shows what they have decided to do this evening.

- The object of the game is to find the rest of your family and discover what they are hoping to do.
- To do this, students will have to walk around the class until they find the rest of their family, by asking, for example, ‘Are you in the Brown family?’ and answering ‘Yes, I am. I’m Mrs Brown.’ or ‘No, I’m not.’
- When they have grouped into their families, they should then find out what the others in their family are planning to do, by asking ‘What are you going to do this evening?’ and answering, for example, ‘I’m going to play my drums.’
- Warn them there will be a conflict! Give them a few minutes to argue, e.g. ‘No, you’re not going to play your drums because I’m going to have a dinner party!’ ‘Oh no you’re not going to have a dinner party because I’m going to paint the dining room this evening!’

## Part 2

- Regroup them into groups of 3 like this: ask all the ‘Browns’ to put up their hands and give them a number each, counting from 1. Do the same with the ‘Blacks’ and the ‘Greens’.
- Then ask ‘all the 1s’ to sit at a certain table, all the 2s at another and so on, until the whole class is sitting in groups of 3. In each group of 3 there should be one person from each family. If the number of students is not divisible by three, add the extra students to other groups, e.g. if you have 14 students you will have 2 students ‘left over’. Add one to each of two other groups so you have two groups of 3 and two groups of 4. In the groups of 4 there will be 2 people from the same family. Try to ensure these are different family members!
- Ask them to tell the others about their family argument. For example, ‘My mum thinks she’s going to watch EastEnders, but she’s wrong because I’m going to watch a video?’
- Then see if they can offer the other families in their group some advice. Can they solve the problem so that everyone gets what they want? For example, ‘Tell your Mum’s friends they can come to dinner, but you’re all going to paint the dining room first?’
- Regroup students in their original ‘families’ and get them to try to find a solution.
- Ask ‘families’ to report back on any solutions. For example, ‘Well, I’m going to watch the video after Mum’s TV programme and Susie isn’t going to have a party. She’s going to invite her friends to watch the video too. And Dad is still going to bed early!’

# Games material

The following pages contain games material to be photocopied and cut up for your class. The **Teacher's notes** explain how to use this material for each game. All sheets are for single-sided photocopying.

On several pages (pages 53, 78, 79, 90 and 106), the numbers that identify different cards are printed outside the cards. It is important that you cut along the cutting-lines                    and discard the numbers so that students do not see them on their cards. The numbers are printed to show you the correct answers for the games.

On pages 123-8 you will find **Rules sheets** for some of the games. These can be photocopied too, and given to students to help them remember how to play the game.

## 1 a or an

### ARTICLE CARDS

an

an

an

an

an

an

an

an

a

a

a

a

a

a

a

a

a

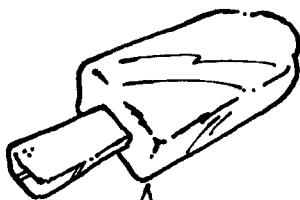
a

# 1 a or an

## FOOD CARDS



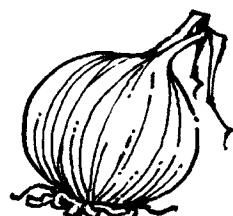
egg



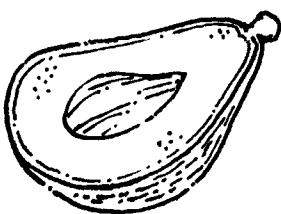
ice lolly



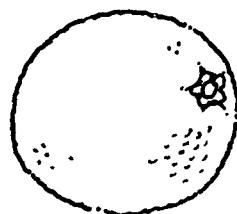
apple



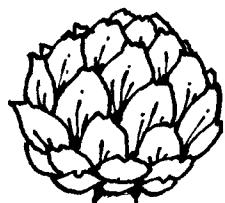
onion



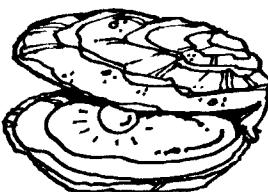
avocado



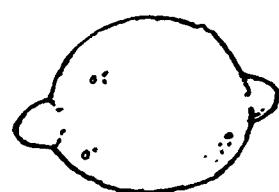
orange



artichoke



oyster



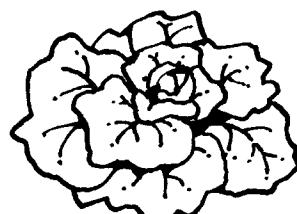
lemon



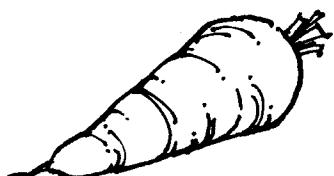
yoghurt



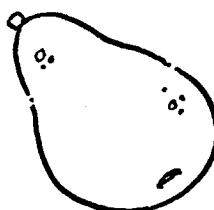
tomato



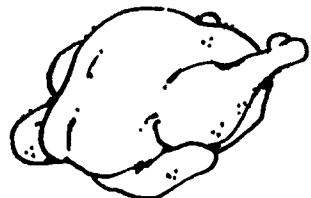
lettuce



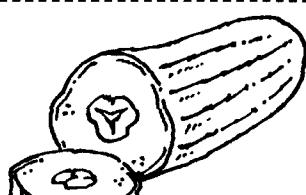
carrot



pear



chicken



cucumber



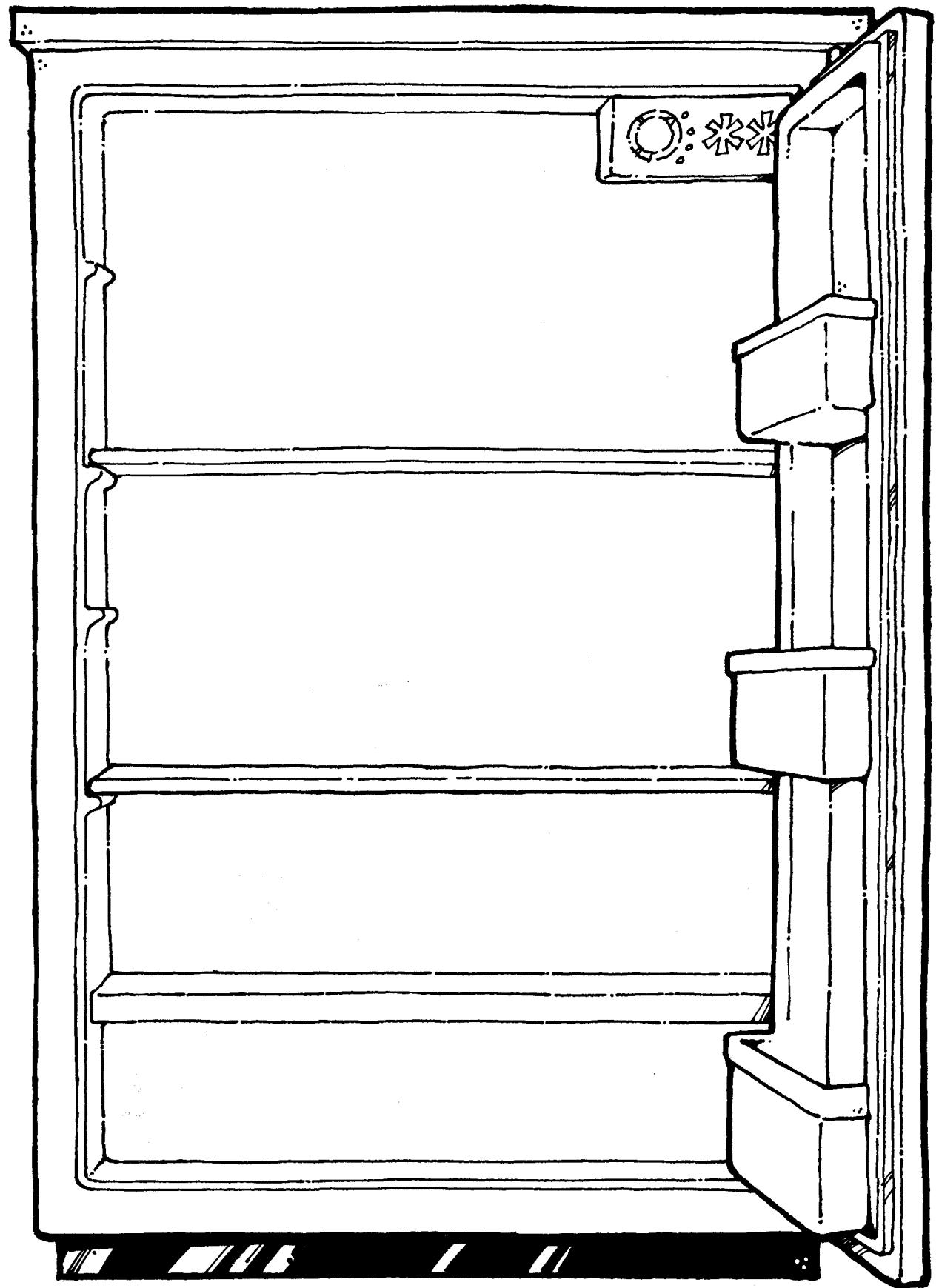
banana



sausage

## 1 a or an

### FRIDGE PICTURE

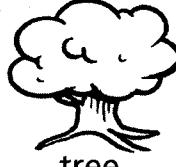
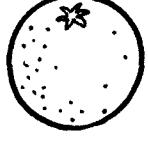
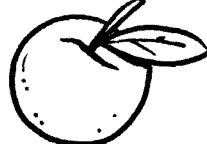
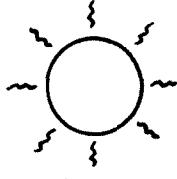


## 2 *a* / *an* or *the* (1)

### ARTICLE CARDS

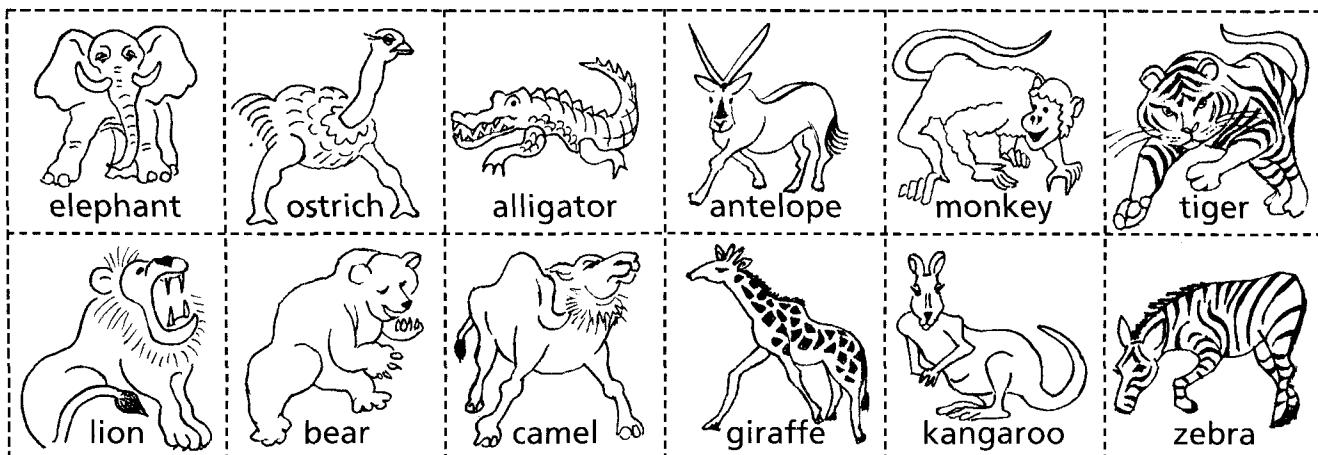
a	a	a	a	a
a	a	an	an	an
an	the	the	the	the
the	the	the	the	the

### PICTURE CARDS

 pencil	 plate	 tree	 flower	 man
 book	 letter	 egg	 umbrella	 orange
 apple	 sun	 moon	 world	 sky
 sea	 Eiffel Tower	 Queen of England	 PARIS capital of France	 Taj Mahal

### 3 *alan or the (2)*

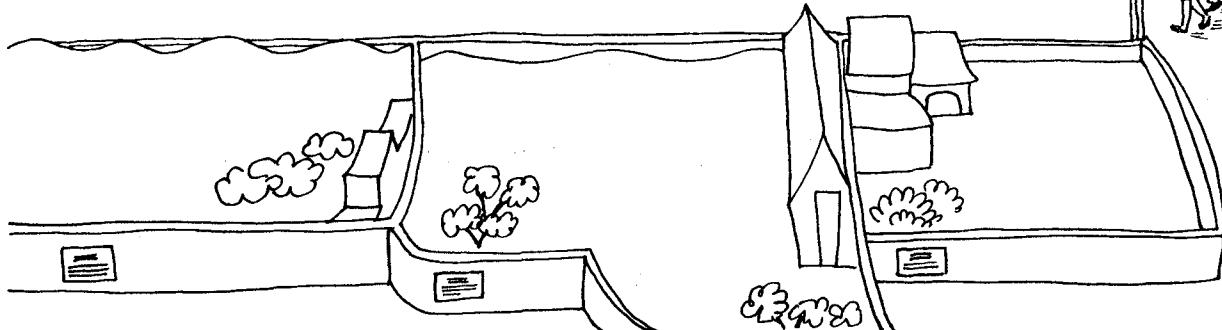
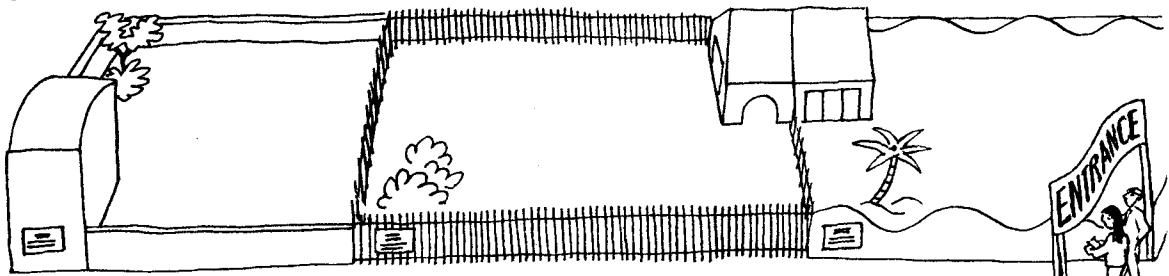
#### ANIMAL CARDS



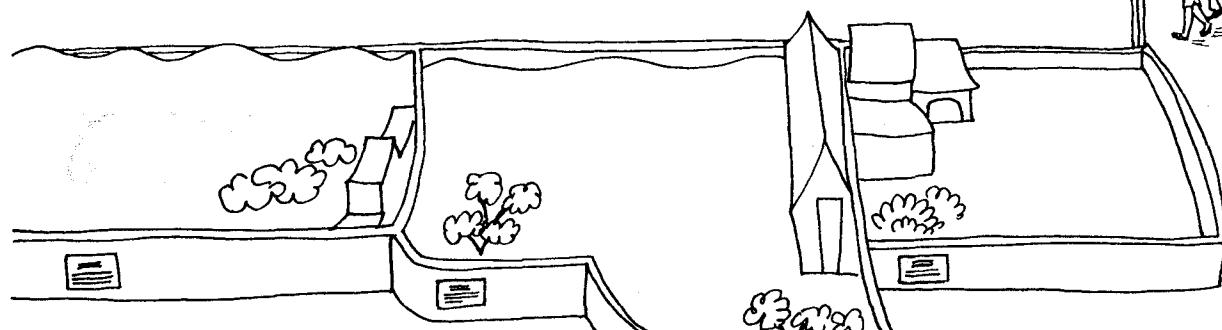
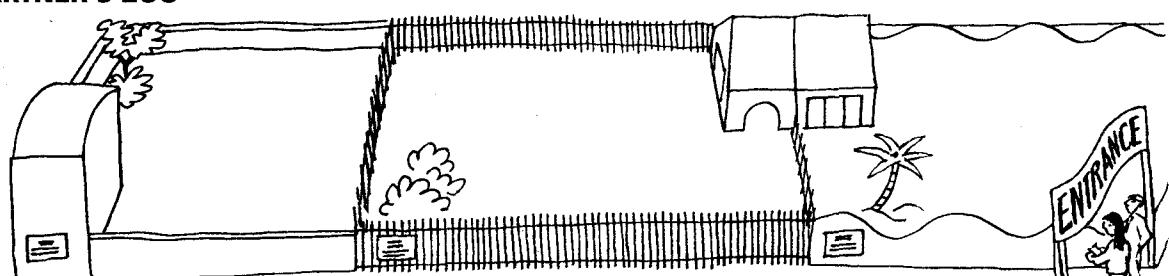
#### ZOO PICTURES

Don't separate these two zoo pictures!

##### MY ZOO



##### MY PARTNER'S ZOO



## 4 Countable and uncountable nouns

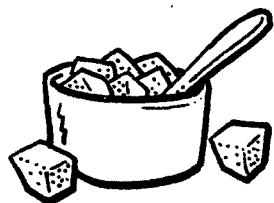
### FOOD CARDS



salt



flour



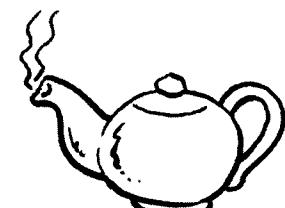
sugar



milk



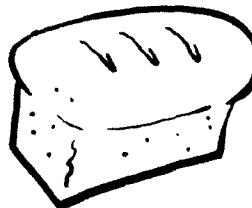
coffee



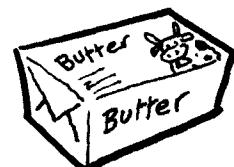
tea



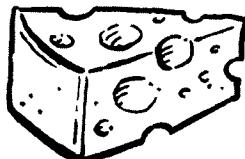
rice



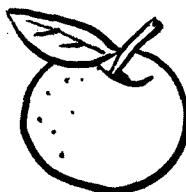
bread



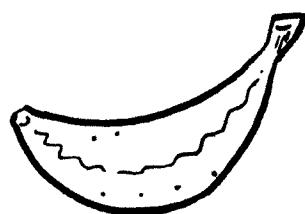
butter



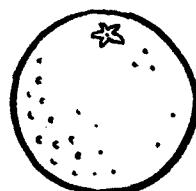
cheese



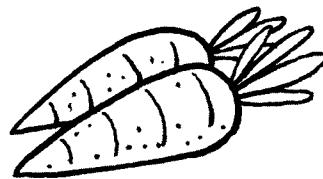
apple



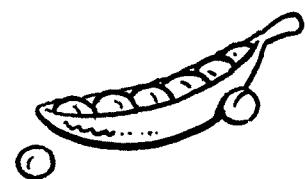
banana



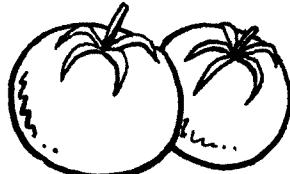
orange



carrots



peas



tomatoes



biscuits

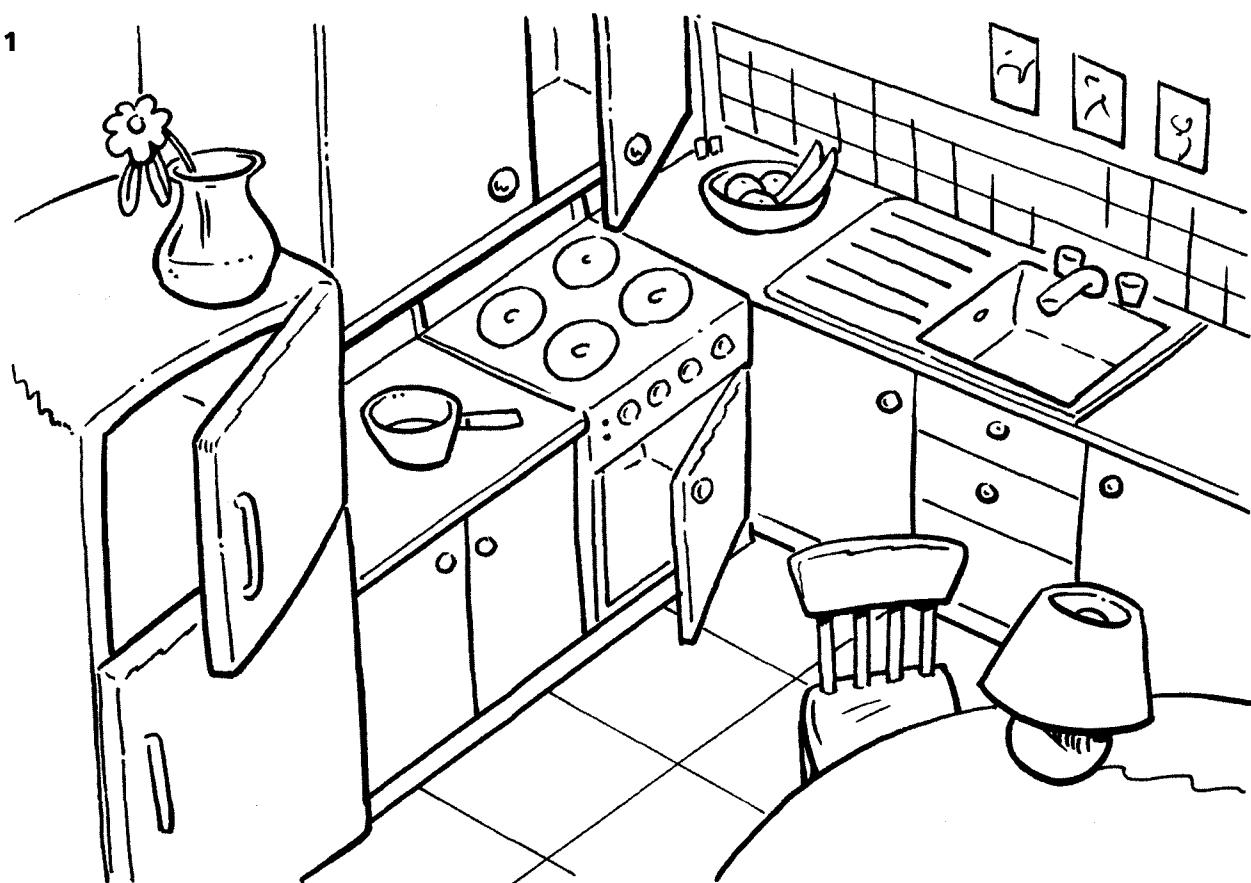


potatoes

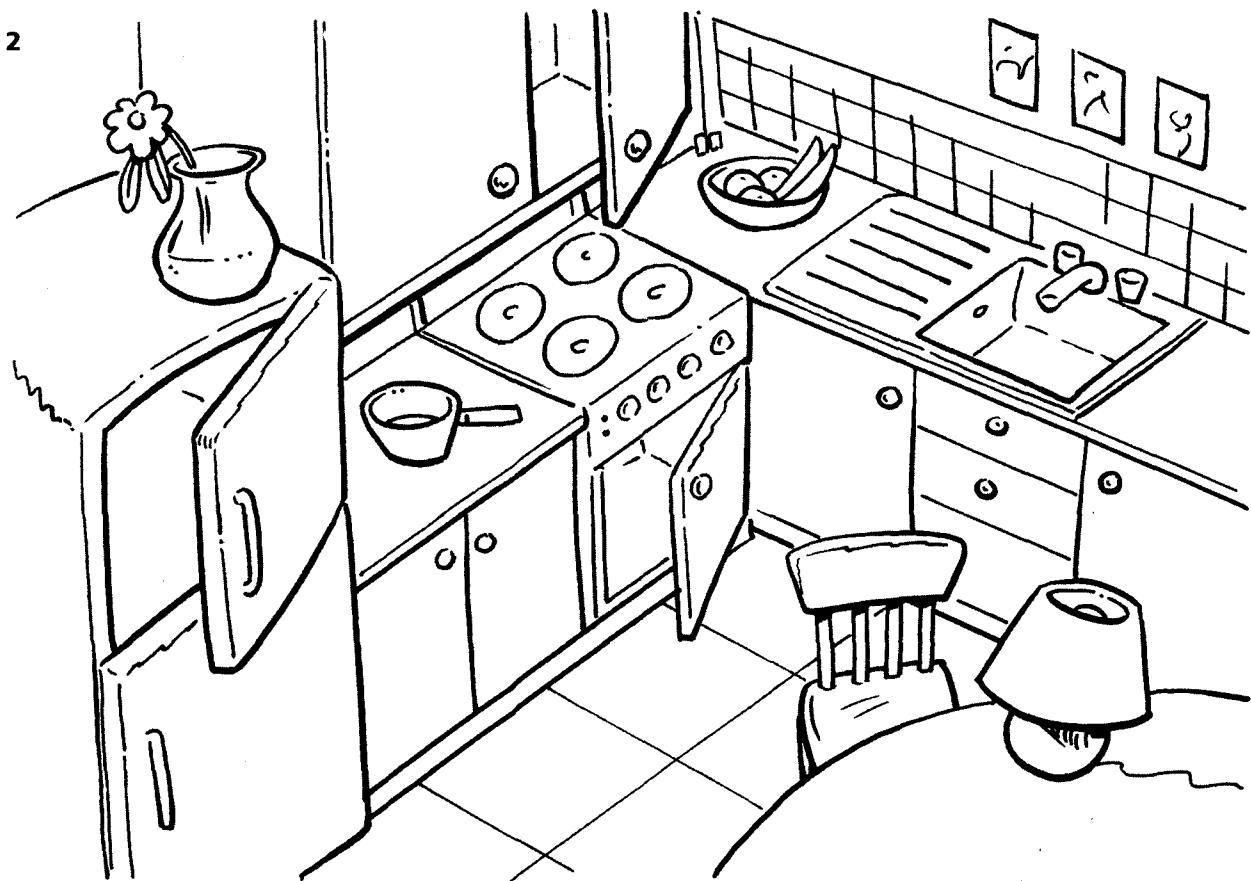
## 4 Countable and uncountable nouns

### KITCHEN PICTURES

1



2



## 5 Personal pronouns: subject and object (1)

### TRUE ROMANCE (WORDS)

he	sees	her	she
sees	him	he	smiles at
her	she	smiles at	him
he	waves at	her	she
waves at	him	he	writes a message to
her	she	writes back to	him
everyone	reads	the messages	they
meet	after work	everyone	watches
them	they	all	cheer

## 5 Personal pronouns: subject and object (1)

### TRUE ROMANCE (PICTURES)



## 6 Personal pronouns: subject and object (2)

### ME AND YOU CARDS

I	you	me	we	us
like	hate	love	make	makes
don't	doesn't	believe in	ice cream	dancing
music	books	sad films	football	letters
ghosts	sunshine	holidays	spiders	frightened
sad	happy	excited	tired	cry

## 7 Possessive adjectives: *my, your, his, etc.*

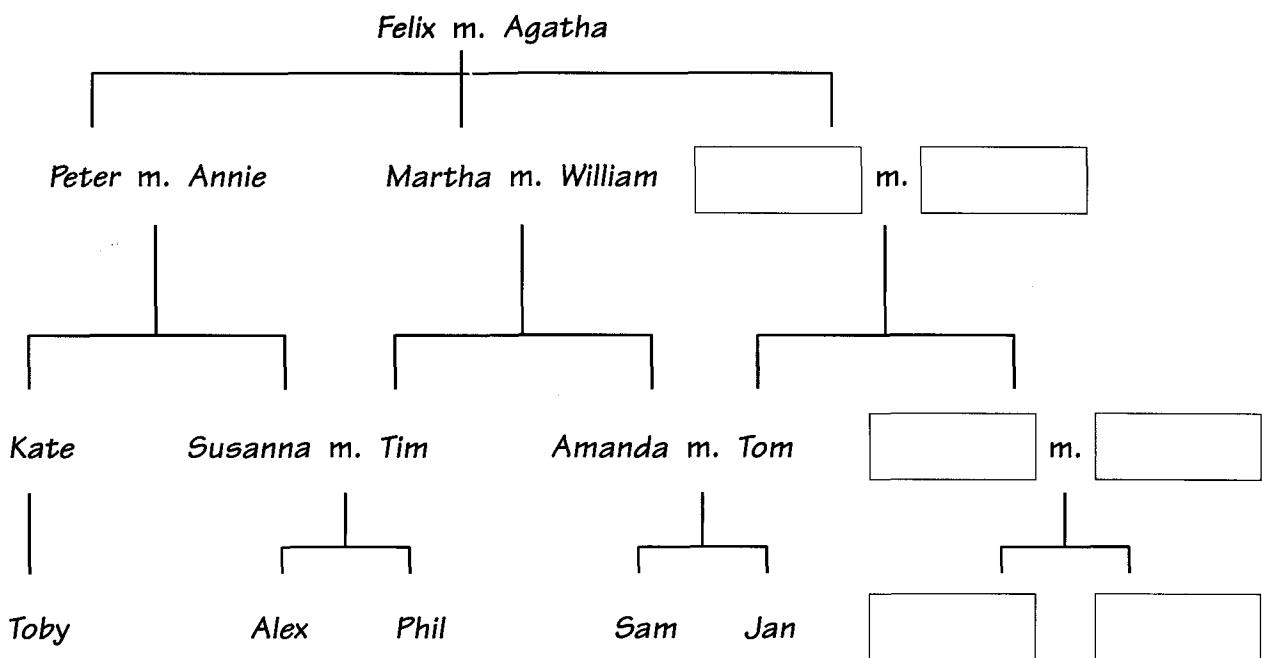
### SENTENCE FRAGMENTS

my	your	his	her	our
their	mother	father	brother	sister
aunt	uncle	group	is tall	is small
has got brown hair	has a beard	wears glasses	likes reading	likes football
has a bike	has got a car	has a dog	has a cat	works hard
is intelligent	is attractive	is a good cook	is good at dancing	likes ice cream

## 8 Possessive 's

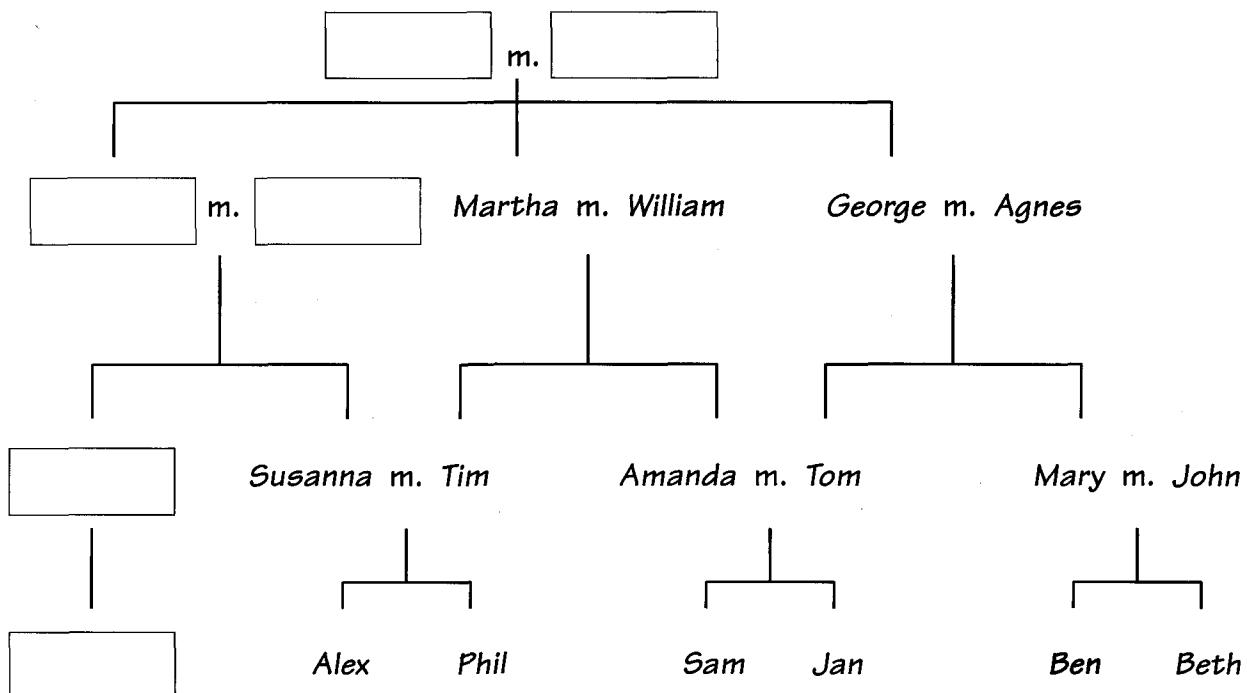
### FAMILY TREES

A



m. = married

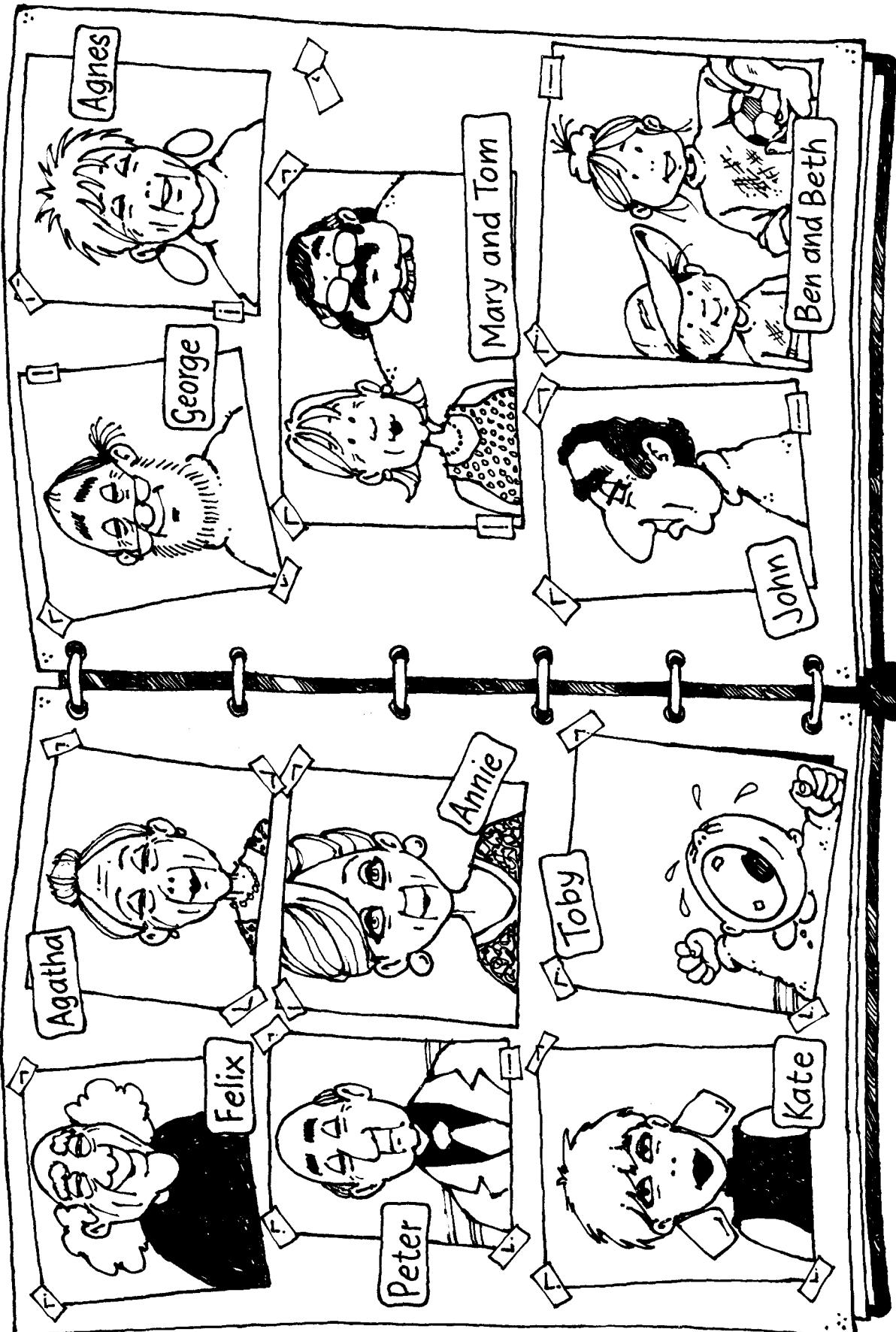
B



m. = married

## 8 Possessive 's

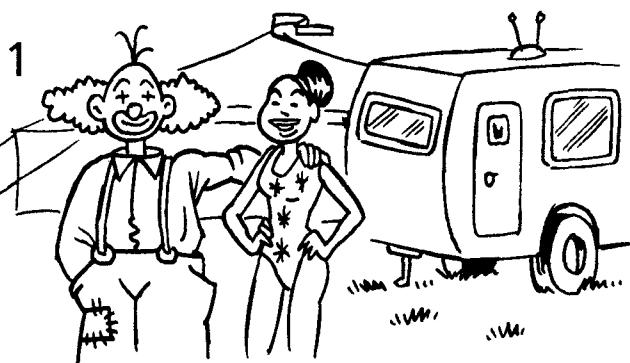
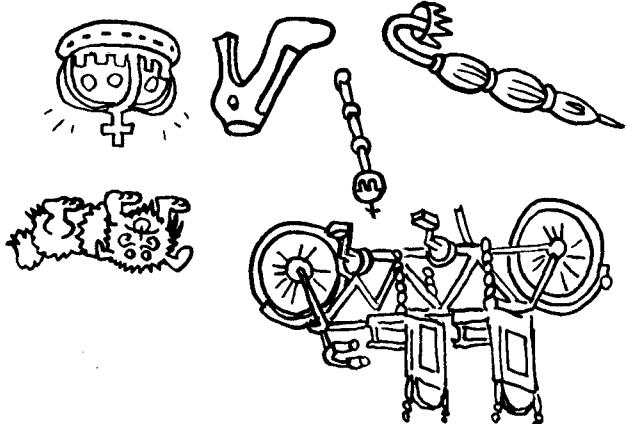
### PHOTO ALBUM



## 9 Possessive pronouns: *mine, yours, his, etc.*

### COUPLE CARDS

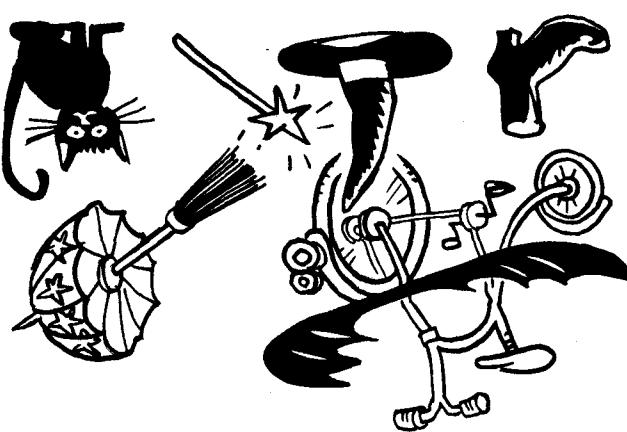
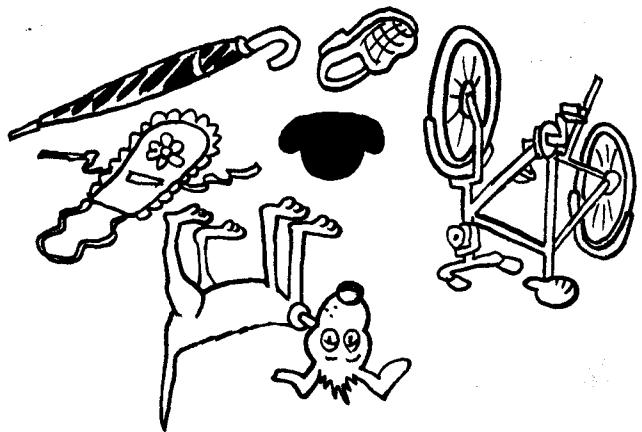
Cut into four cards only! 



Mr and Mrs Coco



Mr and Mrs King



Mr and Mrs Bloggs

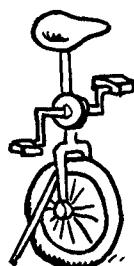


Mr and Mrs Charm

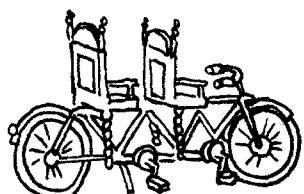
## 9 Possessive pronouns: *mine, yours, his, etc.*

### POSSESSIONS CARDS

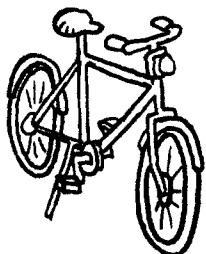
1



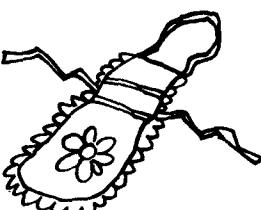
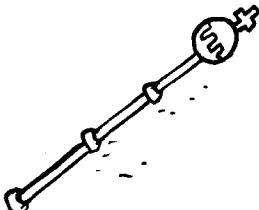
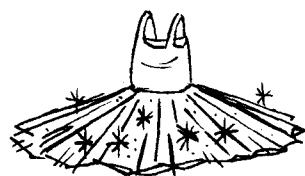
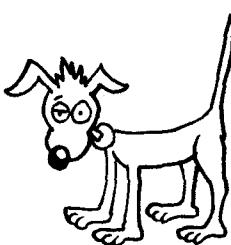
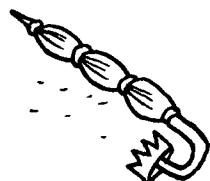
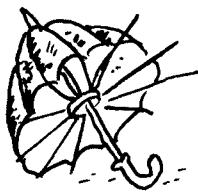
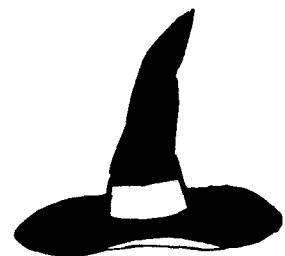
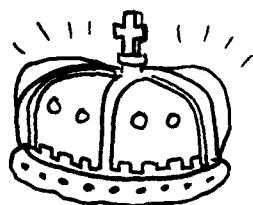
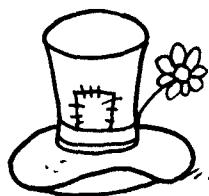
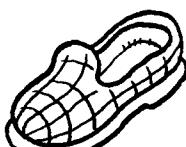
2



3



4

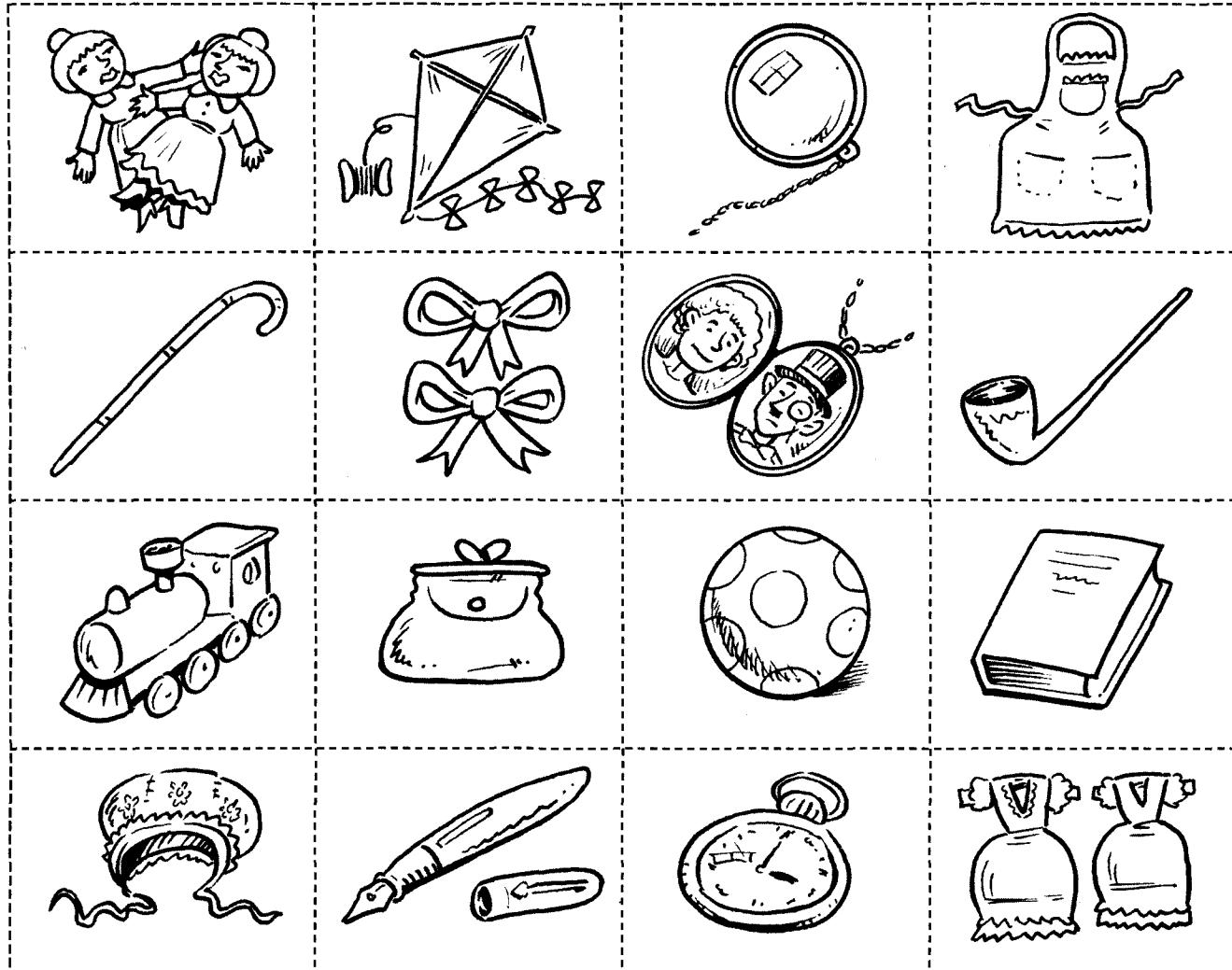


## 9 Possessive pronouns: *mine, yours, his, etc.*

### VICTORIAN PHOTO

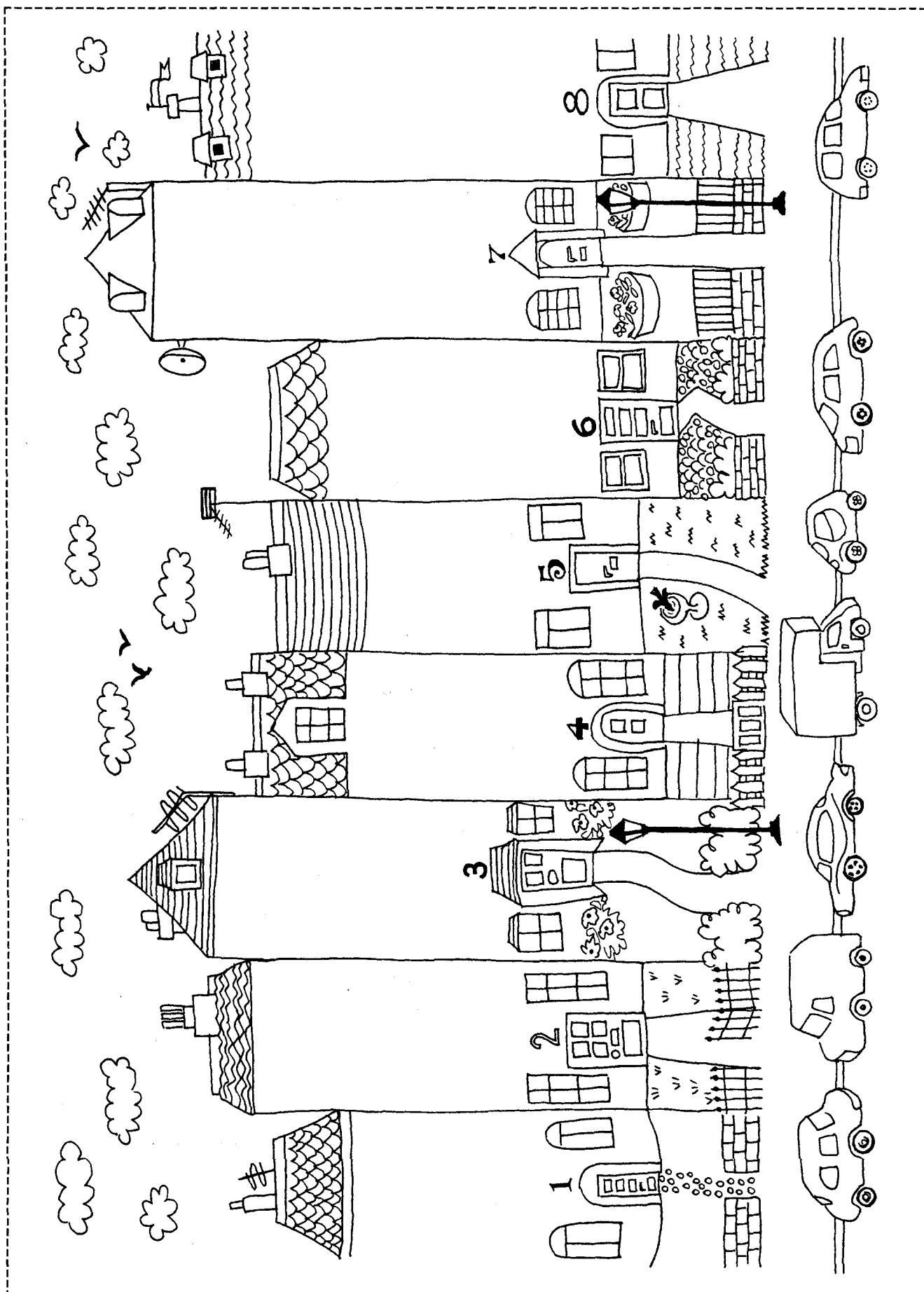


### OBJECTS CARDS



## 10 be: affirmative and negative

### STREET MAP



## 10 be: affirmative and negative

### NEIGHBOURS CARDS (two sets)

<b>At Number 1</b> Jane (21), Mary (22) ► Single ► Students	<b>At Number 2</b> Peter (50), Sue (46) ► Married ► Peter: doctor Sue: doctor	<b>At Number 3</b> Alice (39), Tamsin (3) ► Alice is single ► Alice: secretary Tamsin: at nursery	<b>At Number 4</b> Bob (42), Tina (43) ► Married ► Bob: postman Tina: housewife
--	---	---	---

<b>At Number 5</b> Sam (59) ► Widower ► Dentist	<b>At Number 6</b> James (24), Tony (29) ► Single ► Nurses	<b>At Number 7</b> Mandy (32), Terry (33) ► Married ► Mandy: teacher Terry: not working	<b>At Number 8</b> Tessa (41), Max (42), Toby (15) ► Married; son ► Tessa: accountant Max: lawyer Toby: at school
--	---	---	---

<b>At Number 1</b> Jane (21), Mary (22) ► Single ► Students	<b>At Number 2</b> Peter (50), Sue (46) ► Married ► Peter: doctor Sue: doctor	<b>At Number 3</b> Alice (39), Tamsin (3) ► Alice is single ► Alice: secretary Tamsin: at nursery	<b>At Number 4</b> Bob (42), Tina (43) ► Married ► Bob: postman Tina: housewife
--	---	---	---

<b>At Number 5</b> Sam (59) ► Widower ► Dentist	<b>At Number 6</b> James (24), Tony (29) ► Single ► Nurses	<b>At Number 7</b> Mandy (32), Terry (33) ► Married ► Mandy: teacher Terry: not working	<b>At Number 8</b> Tessa (41), Max (42), Toby (15) ► Married; son ► Tessa: accountant Max: lawyer Toby: at school
--	---	---	---

## 10 **be: affirmative and negative**

### WORD CARDS

I	I	I	I	I	I
I	you	you	you	you	you
you	you	we	we	we	we
we	we	we	am not	am not	am not
am not	am not	am not	am not	aren't	aren't
aren't	aren't	aren't	aren't	aren't	aren't
aren't	aren't	aren't	aren't	aren't	aren't
tall	small	rich	English	busy	friendly
shy	married	single	famous	bored	angry
hungry	thirsty	sad	happy	in love	tired

## 11 be: yes/no questions

### QUESTION SLIPS

Are .....

Are .....

Are .....

Are .....

Are .....

Is .....

Is .....

Is .....

Is .....

Is .....

Am .....

Am .....

## 12 be: wh- questions

### HALF SENTENCES

#### BEGINNINGS

BEGINNINGS	ENDINGS
What is	your favourite colour?
What is	your favourite name?
What are	your favourite things to eat?
What are	your good points?
What colour is	your front door?
What colour are	your living-room walls?
What colour is	your favourite fruit?
What colour are	your mother's eyes?
How old are	your parents?
How old is	your house?
Where is	your home?
Where are	your friends now?
Who is	your best friend?
Who are	your favourite singers?
Why are	you here today?

## 12 be: wh- questions

### PORTRAITS

1



2



3



4



## 13 this, that, these, those

### LOST PROPERTY OFFICE CARDS

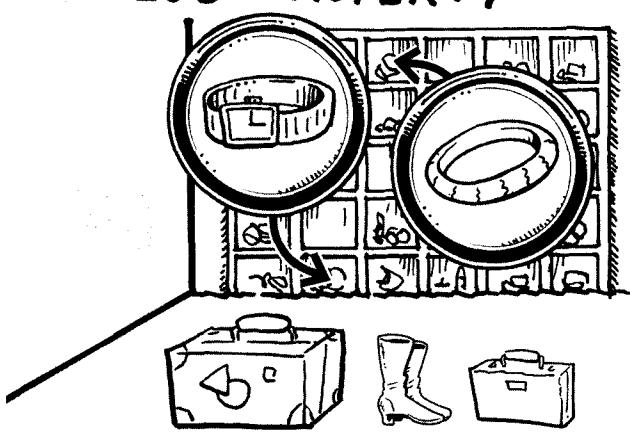
A

#### LOST PROPERTY



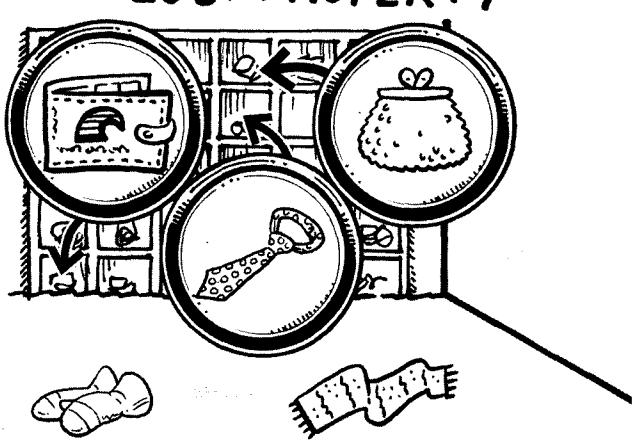
B

#### LOST PROPERTY



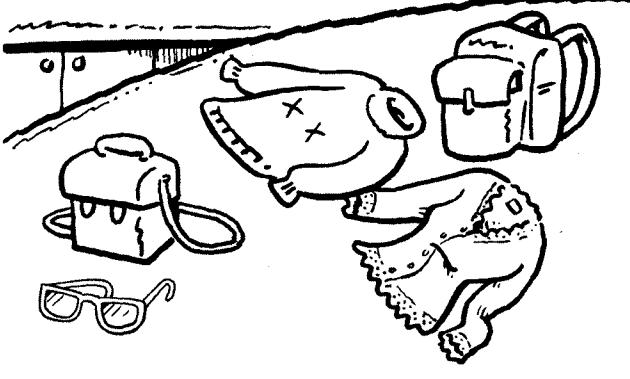
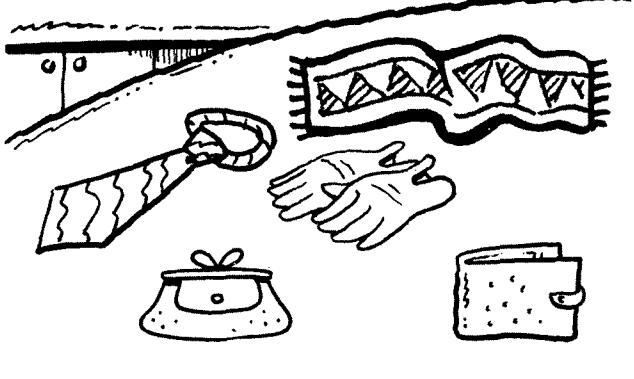
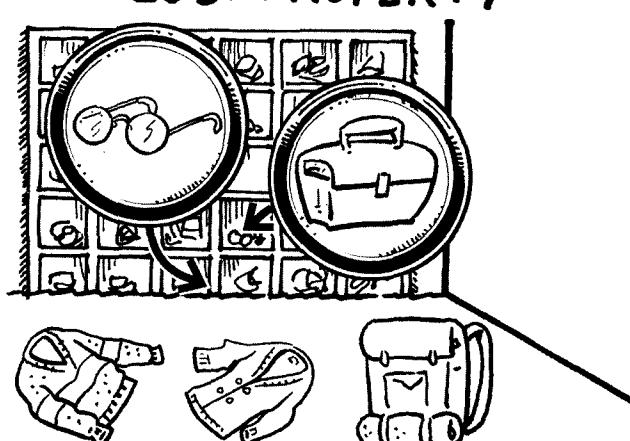
C

#### LOST PROPERTY



D

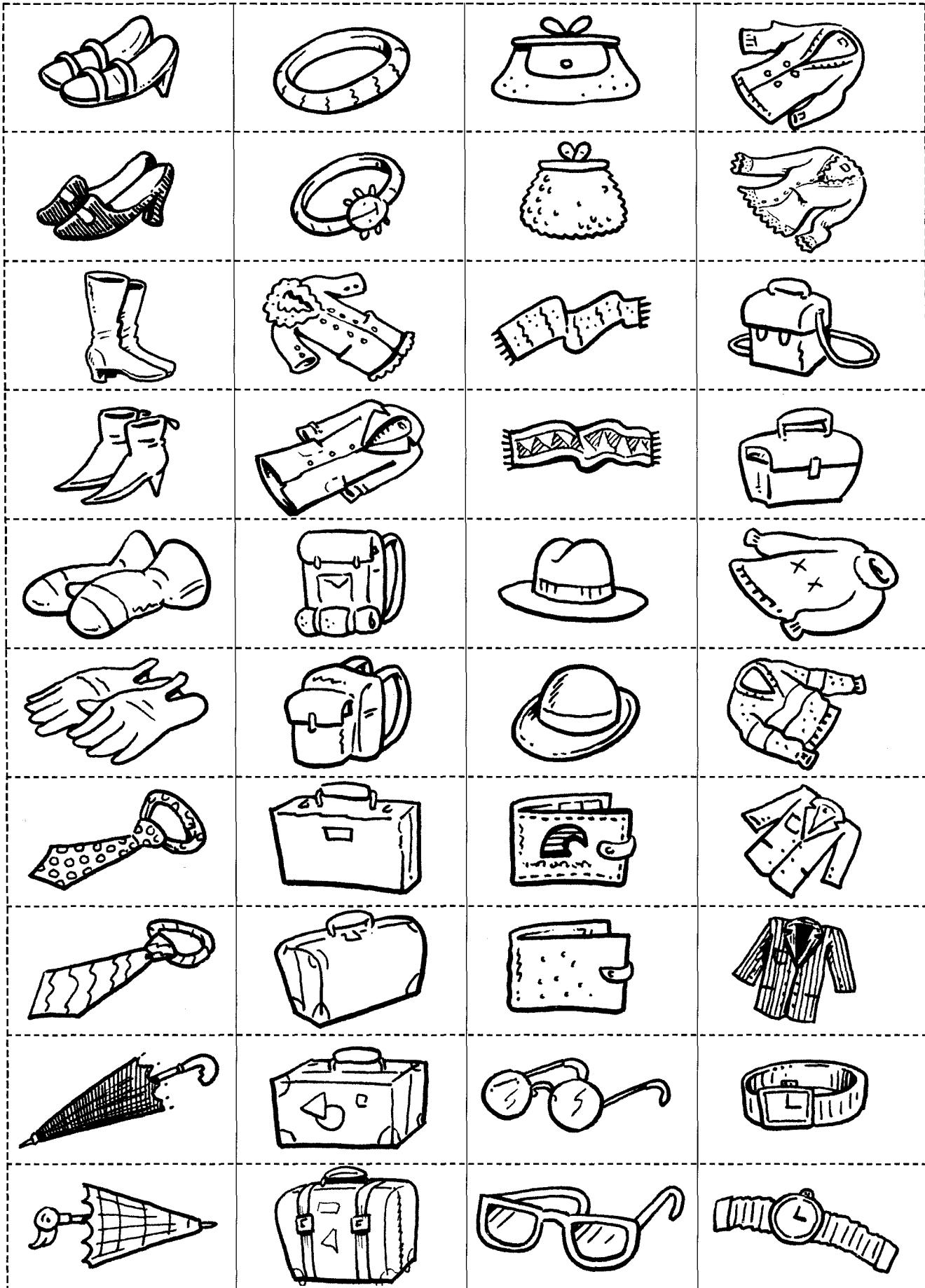
#### LOST PROPERTY



## 13 this, that, these, those

### LOST ARTICLES CARDS

Cut along these lines only: 



## 14 have got: affirmative and negative

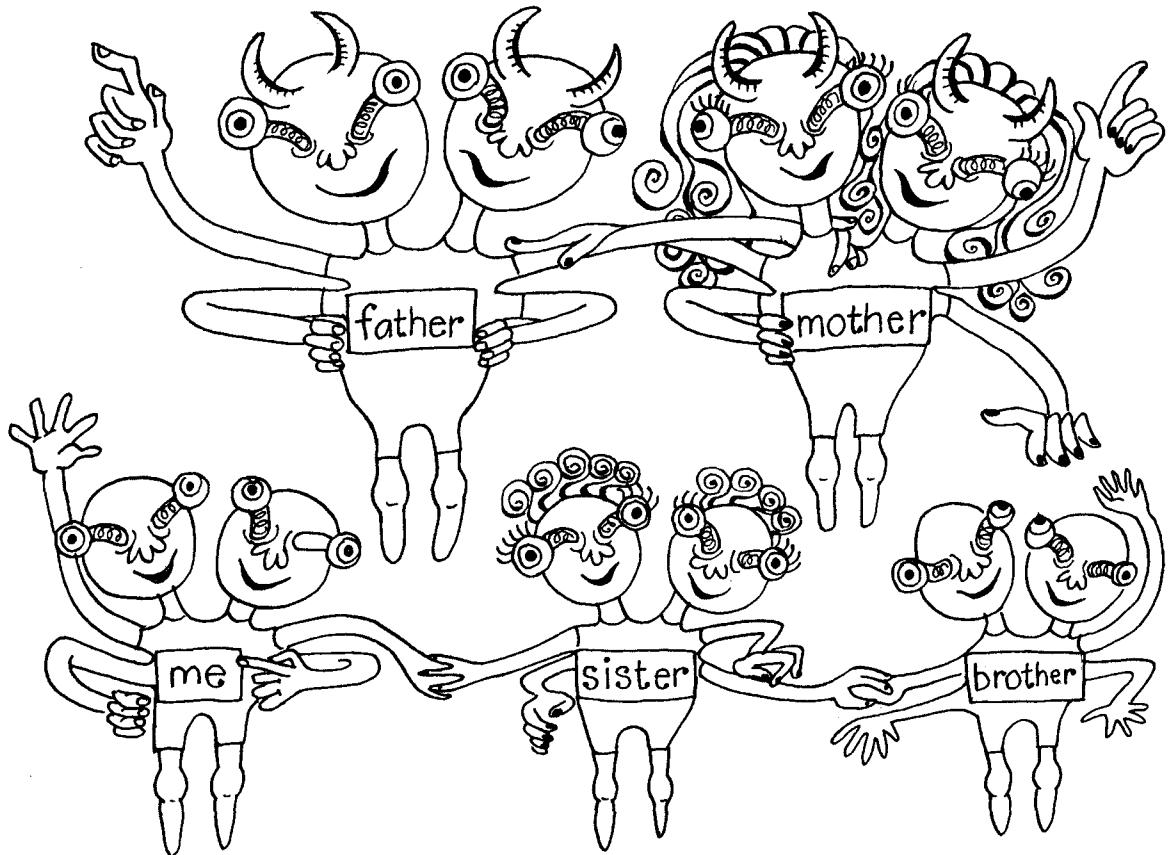
### WORD CARDS

They	He	She	I	You
We	have	have	have	have
has	has	got	got	got
got	got	got	long	short
curly	straight	brown	red	blonde
black	green	white	blue	yellow
a	a	a	a	a
a	hair	hair	eyes	eyes
skirt	skirt	dress	dress	jumper
jumper	trousers	trousers	shoes	shoes

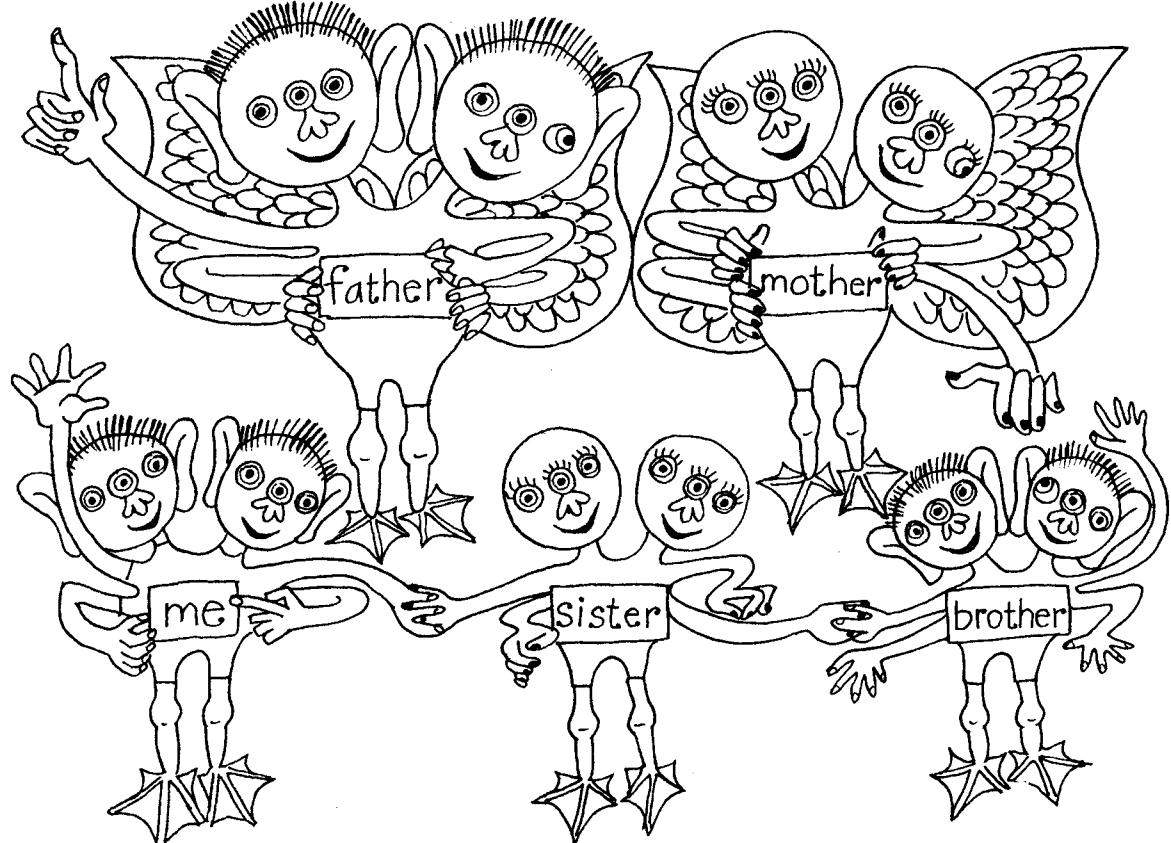
## 14 have got: affirmative and negative

### ALIEN FAMILIES PICTURES

Family A



Family B



## 15 have got: yes/no questions

### FAMILIES CARDS

A

My family



Grandpa and Grandma



Auntie Mabel



Tom



Dad and Mum



Susie

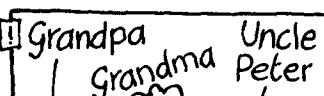


Me

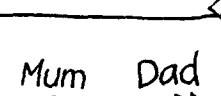


Simon

My partner's family



Grandpa  
Grandma



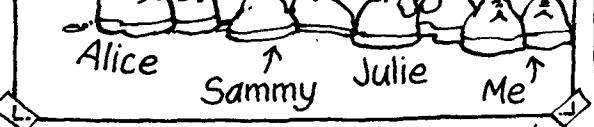
Uncle Peter

Mum

Dad



Alice



Julie

Me

My family



Grandpa and Grandma



Uncle Peter



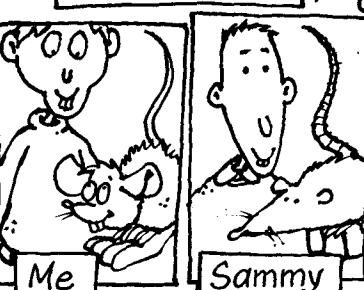
Alice



Dad and Mum



Julie

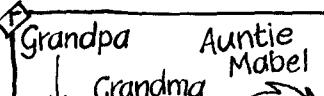


Me

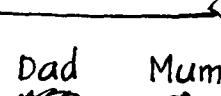


Sammy

My partner's family



Grandpa  
Grandma



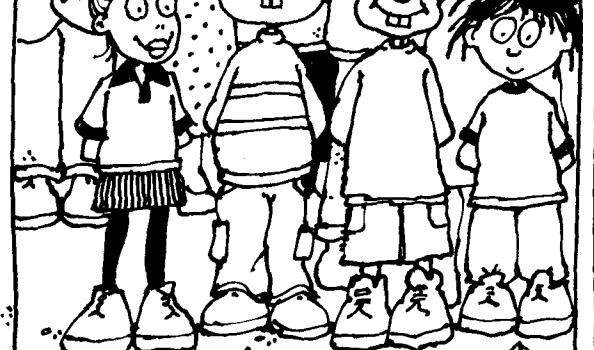
Auntie Mabel

Dad

Mum



Susie



Tom



Me



Simon

## 15 have got: yes/no questions

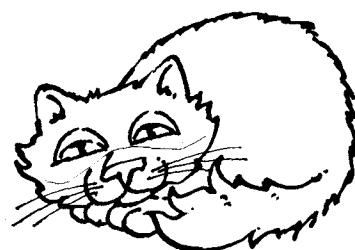
### PET CARDS



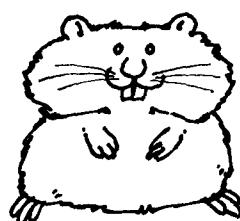
shaggy dog



poodle



cat



hamster



rabbit



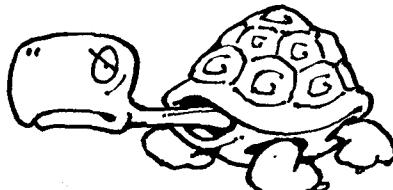
mouse



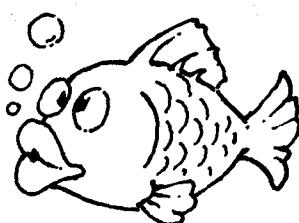
rat



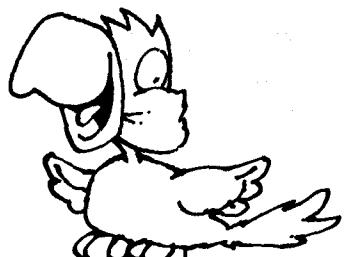
horse



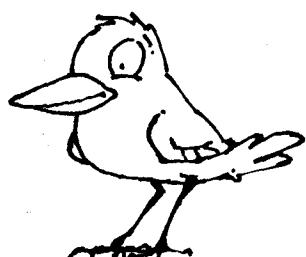
tortoise



goldfish



parrot



canary



guinea pig



spider

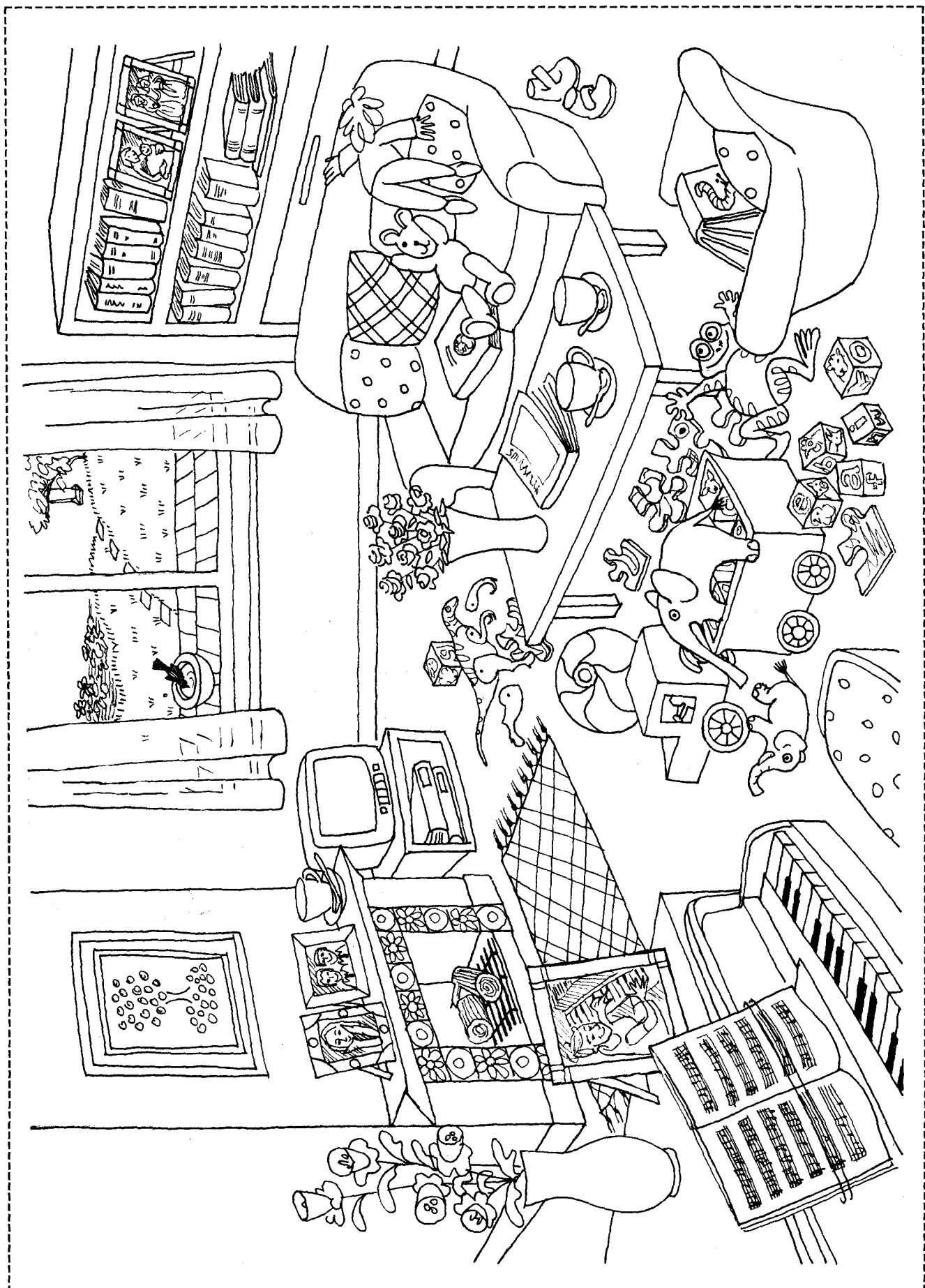
## 16 have got: wh- questions

### SENTENCES CARDS

What colour	What kind of	How many
hair	eyes	house
books	rooms	car
camera	television	bicycle
radio	pets	has
have	you	your
parents	grandparents	mother
father	aunt	uncle
brother	brothers	sister
sisters	children	got

## 17 There is and There are: affirmative and negative

### ROOM PICTURE



## 17 **There is and There are: affirmative and negative**

### HALF SENTENCE CARDS

There is	a sofa.	There are	lots of toys.
There isn't	a cot.	There is	a fireplace.
There is	an armchair.	There aren't	any cigarettes.
There isn't	any knitting.	There isn't	a music stand.
There is	a coffee table.	There aren't	any matches.
There are	two vases.	There isn't	an ashtray.
There is	a bookcase.	There aren't	any paints.
There are	three cups.	There isn't	a violin.
There is	a piano.	There aren't	any dog biscuits.
There are	five photos.	There isn't	a newspaper.
There is	a window.	There aren't	any suitcases.

## 18 Is there ...? and Are there ...?

### BEDSITLAND

	1	2	3	4	5	6	7	8
A								
B								
C								
D								

**ROOMS**

1 washbasin  
2 window  
3 lamp  
4 door  
5 window  
6 lamp  
7 window  
8 lamp

**ROOMS**

1 washbasin  
2 window  
3 lamp  
4 door  
5 window  
6 lamp  
7 window  
8 lamp

**ROOMS**

1 washbasin  
2 window  
3 lamp  
4 door  
5 window  
6 lamp  
7 window  
8 lamp

**ROOMS**

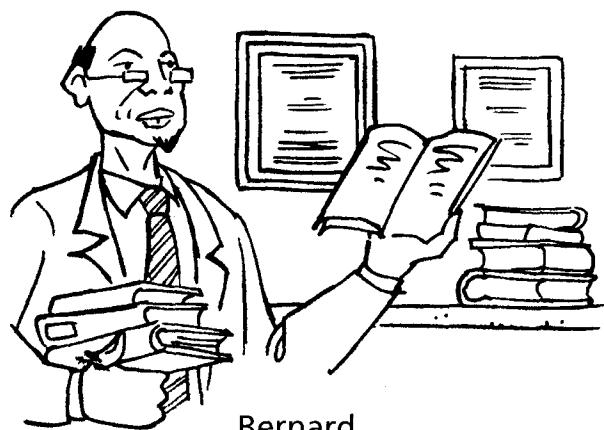
1 washbasin  
2 window  
3 lamp  
4 door  
5 window  
6 lamp  
7 window  
8 lamp

## 18 Is there ...? and Are there ...?

### LODGERS



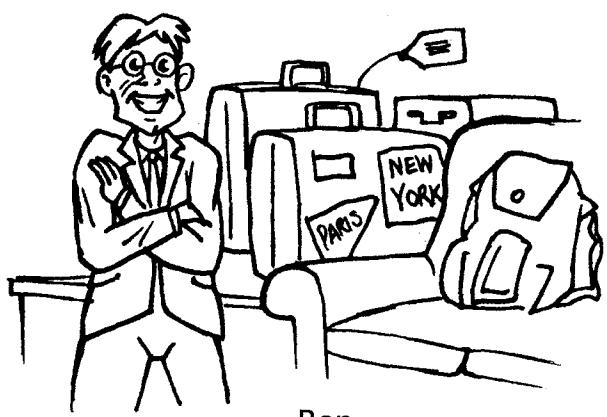
Mike



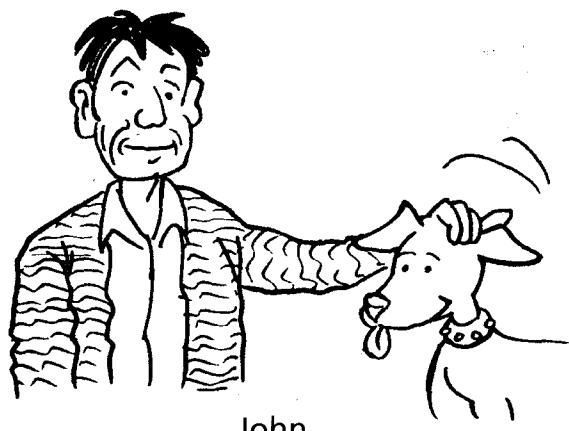
Bernard



Hannah



Ben



John



Margaret



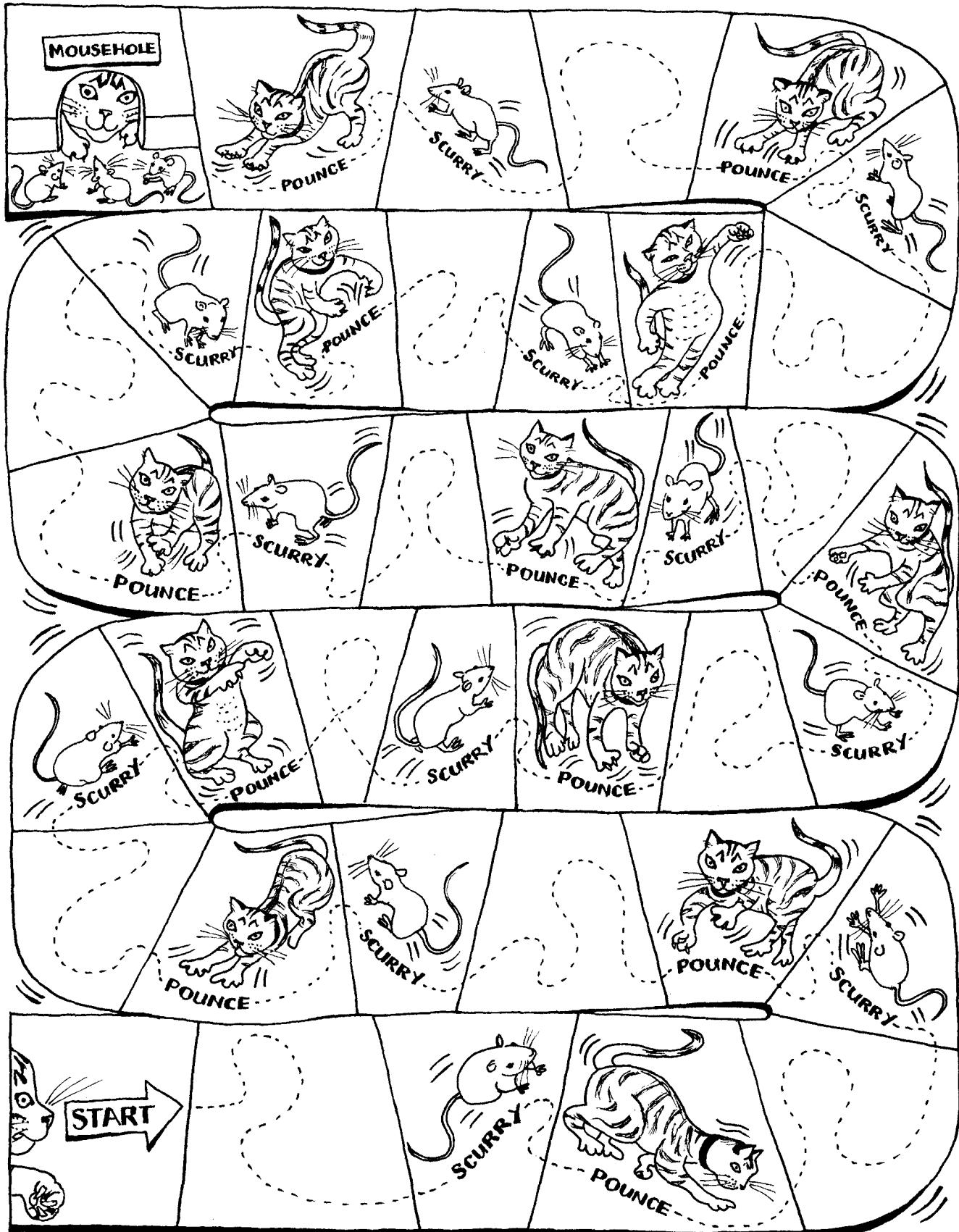
Anisha



Meg

## 19 Place prepositions: *in, at, under, etc.*

## CAT AND MOUSE BOARD



## CAT TOKEN

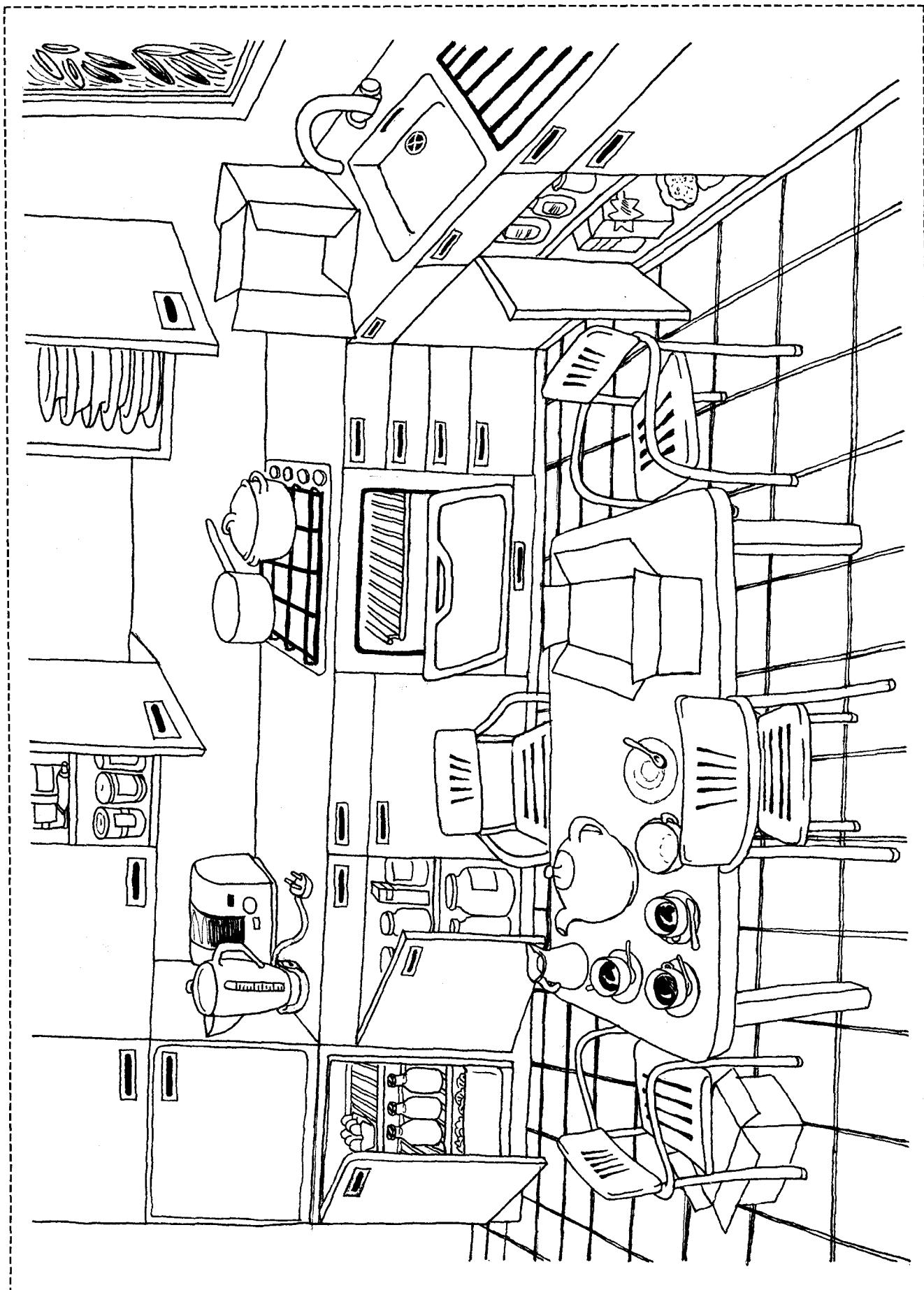


## MOUSE TOKENS



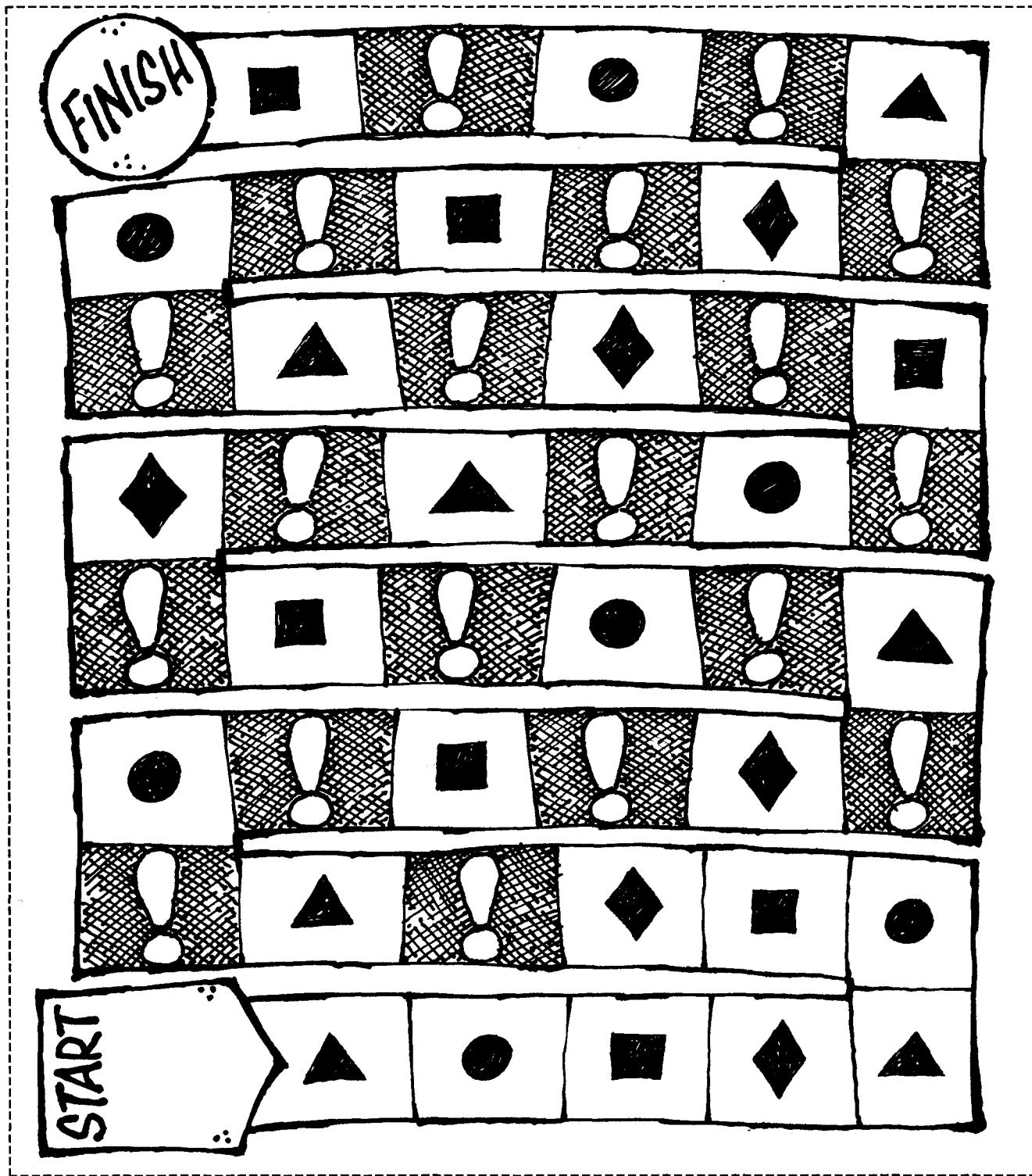
## 19 Place prepositions: *in, at, under, etc.*

### CAT AND MOUSE PICTURE



## 20 Imperatives

### LAURA'S GAME BOARD

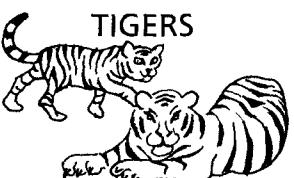
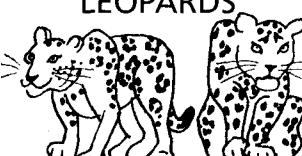
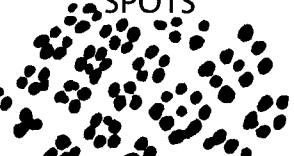
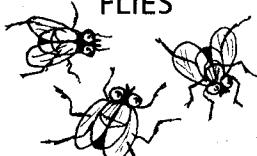
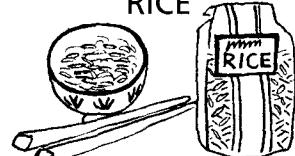
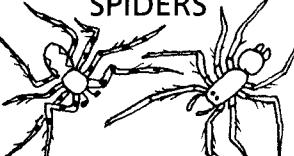
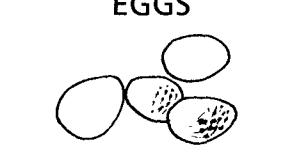
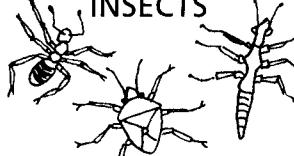
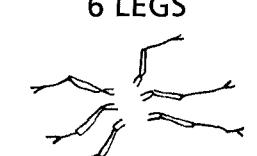
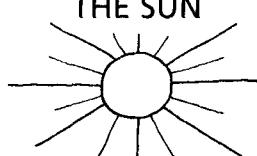


### INSTRUCTIONS

- ▲ Say the alphabet backwards. (If you can't, then miss a go.)
- Pat your head and rub your stomach at the same time. (If you can't, go back three squares.)
- Close your eyes. Don't open them until it's your go. (If you open them, go back two squares.)
- ◆ Don't move for one minute. (If you move within the minute, put your counter back on START.)
- ! You may choose one instruction to change if you land on this square.

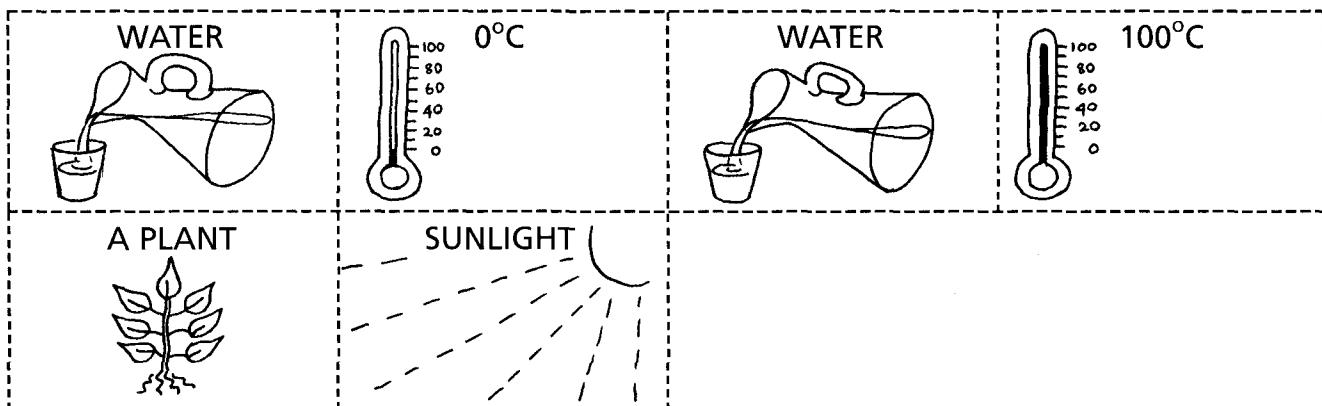
## 21 Present simple: affirmative and negative

### FREAKY FACTS CARDS

PENGUINS	SOUTH POLE	NORTH POLE	POLAR BEARS
			
KANGAROOS	AUSTRALIA	TIGERS	STRIPES
			
ZEBRAS	STRIPES	LEOPARDS	SPOTS
			
PANDAS	BAMBOO	CATS	FISH
			
FROGS	FLIES	RICE	CHINA
			
TEA	INDIA	COFFEE	SOUTH AMERICA
			
SPIDERS	8 LEGS	BIRDS	EGGS
			
INSECTS	6 LEGS	THE MOON	THE EARTH
			
THE EARTH	THE SUN	LIGHT	SOUND
			

## 21 Present simple: affirmative and negative

### FREAKY FACTS CARDS (continued)

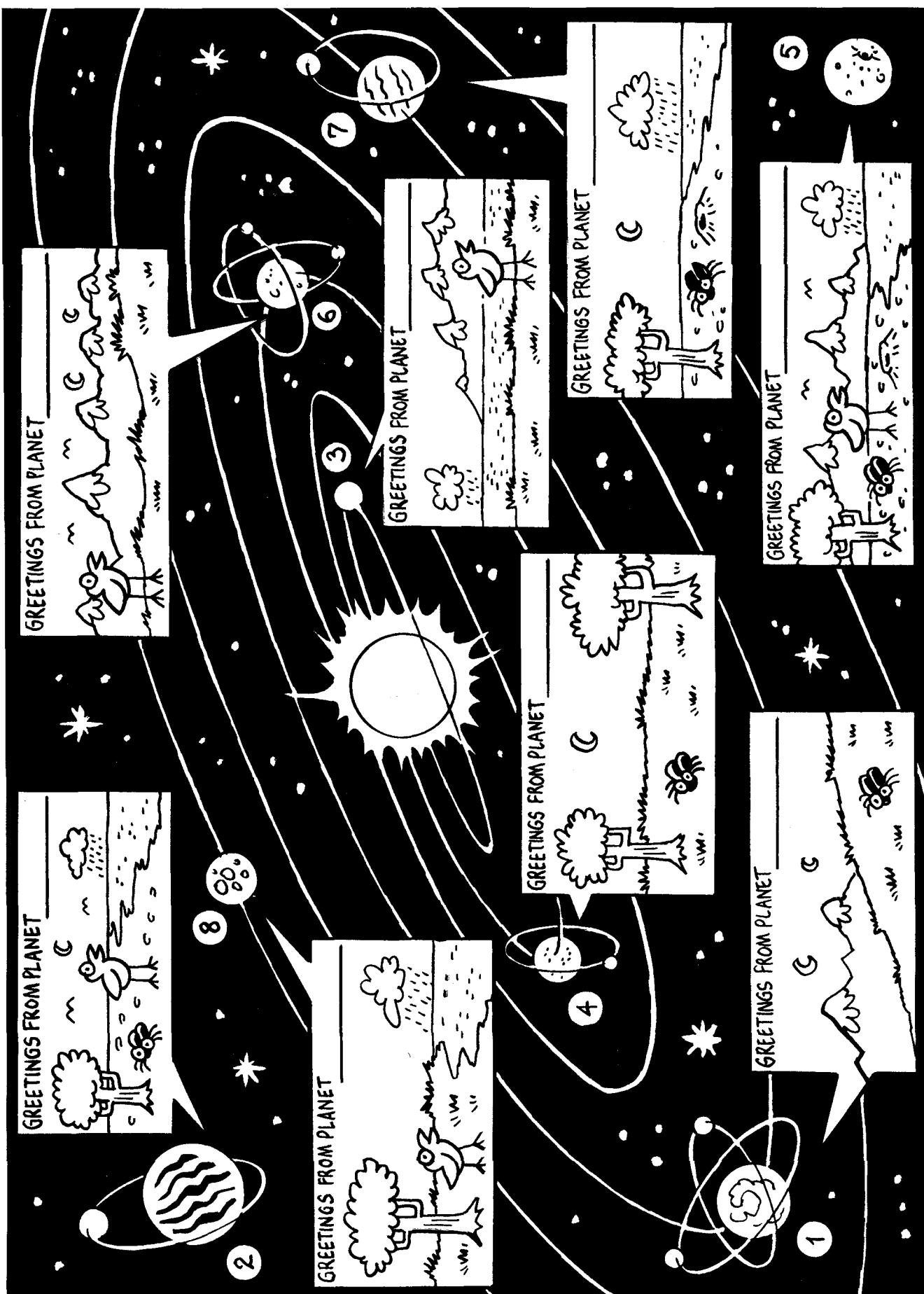


### VERB CARDS

LIVE	LIVE	LIVE	HAVE	HAVE
HAVE	HAVE	HAVE	EAT	EAT
EAT	GROW	GROW	GROW	GO
GO	TRAVEL	FREEZE	BOIL	NEED
LAY	S	S	S	S
S	S	S	ES	ES

## 21 Present simple: affirmative and negative

### SOLAR SYSTEM MAP



## 21 Present simple: affirmative and negative

### PLANET CARDS

1

You live on Planet Zarg. Your planet has mountains and grass but it doesn't have trees or water. It has insect life but it doesn't have birds. It goes round the sun and has two moons.

The Zargians have 2 heads and 2 legs. They don't have any arms, so they don't write or use tools.

2

You live on Planet Tharg. Your planet has trees and water but it doesn't have mountains or grass. It has birds and insects. It doesn't go round the sun. It has one moon.

The Thargians have 2 heads, 4 arms and 2 legs. They don't have any mouths, so they don't speak or eat. They certainly don't need telephones on Tharg! They communicate with signs.

3

You live on Planet Barg. Your planet has water, mountains and grass but doesn't have trees. It goes round the sun but it doesn't have a moon. It has birds but it doesn't have insect life.

The Bargians have 2 heads, 4 arms and 2 legs. They don't have any teeth, so they don't eat food. They drink milk, though!

4

You live on Planet Warg. Your planet has trees and grass but it doesn't have water or mountains. It has insects but doesn't have any birds. It goes round the sun and has a moon.

The Wargians have 2 heads, 4 arms and 2 legs. They don't have any ears, so they don't speak – they communicate with sign language. They certainly don't need radios or telephones on Warg.

5

You live on Planet Karg. Your planet has trees, water and mountains but it doesn't have grass. It has bird life and insect life. It doesn't have a moon and it doesn't go round the sun.

The Kargians have 2 heads, 4 arms and 2 legs. They don't have any eyes, so they need 'guide beetles'! They don't need lights on Karg!

6

You live on Planet Plarg. Your planet has mountains and grass but it doesn't have trees or water. It has bird life but doesn't have any insects. It goes round the sun and has two moons.

The Plargians have 2 heads, 4 arms and 2 legs. They don't have any feet, so they don't walk anywhere. They travel in flying chairs!

7

You live on Planet Sparg. Your planet has trees and water but doesn't have mountains or grass. It has insect life but doesn't have any birds. It goes round the sun and has a moon.

The Spargians have 2 heads, 4 arms and 2 legs. They don't have any hair, so they wear woolly hats. It's cold on Sparg.

8

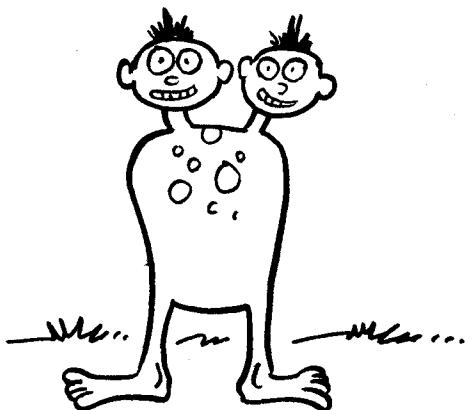
You live on Planet Drarg. Your planet has trees, water and grass but doesn't have mountains. It has bird life but doesn't have insects. It goes round the sun but doesn't have a moon.

The Drargians don't have a brain, so they don't move, eat, talk or drink. They stay in one place. They need sunlight in order to grow.

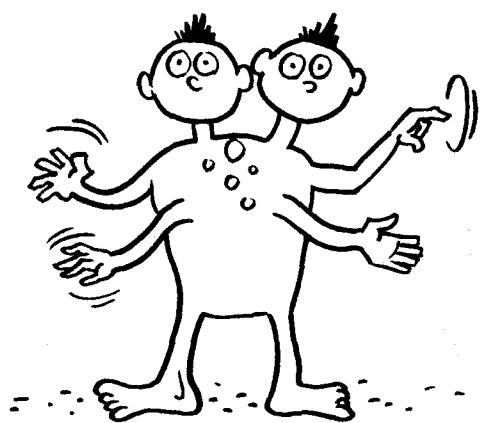
## 21 Present simple: affirmative and negative

### INHABITANTS CARDS

1



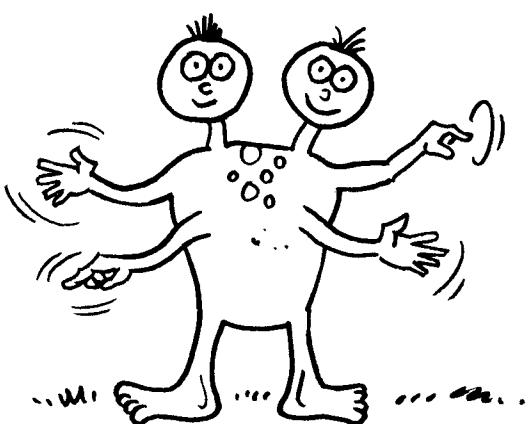
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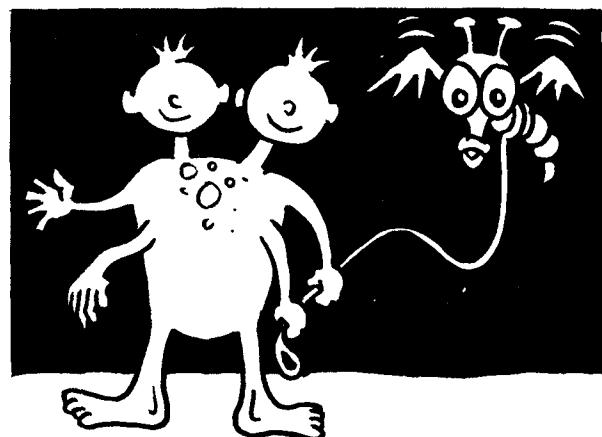
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4



5



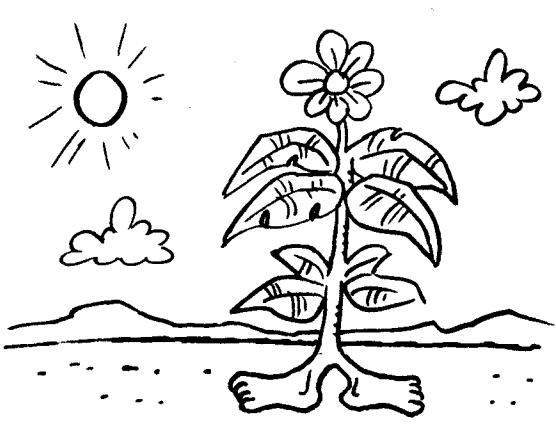
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7



8



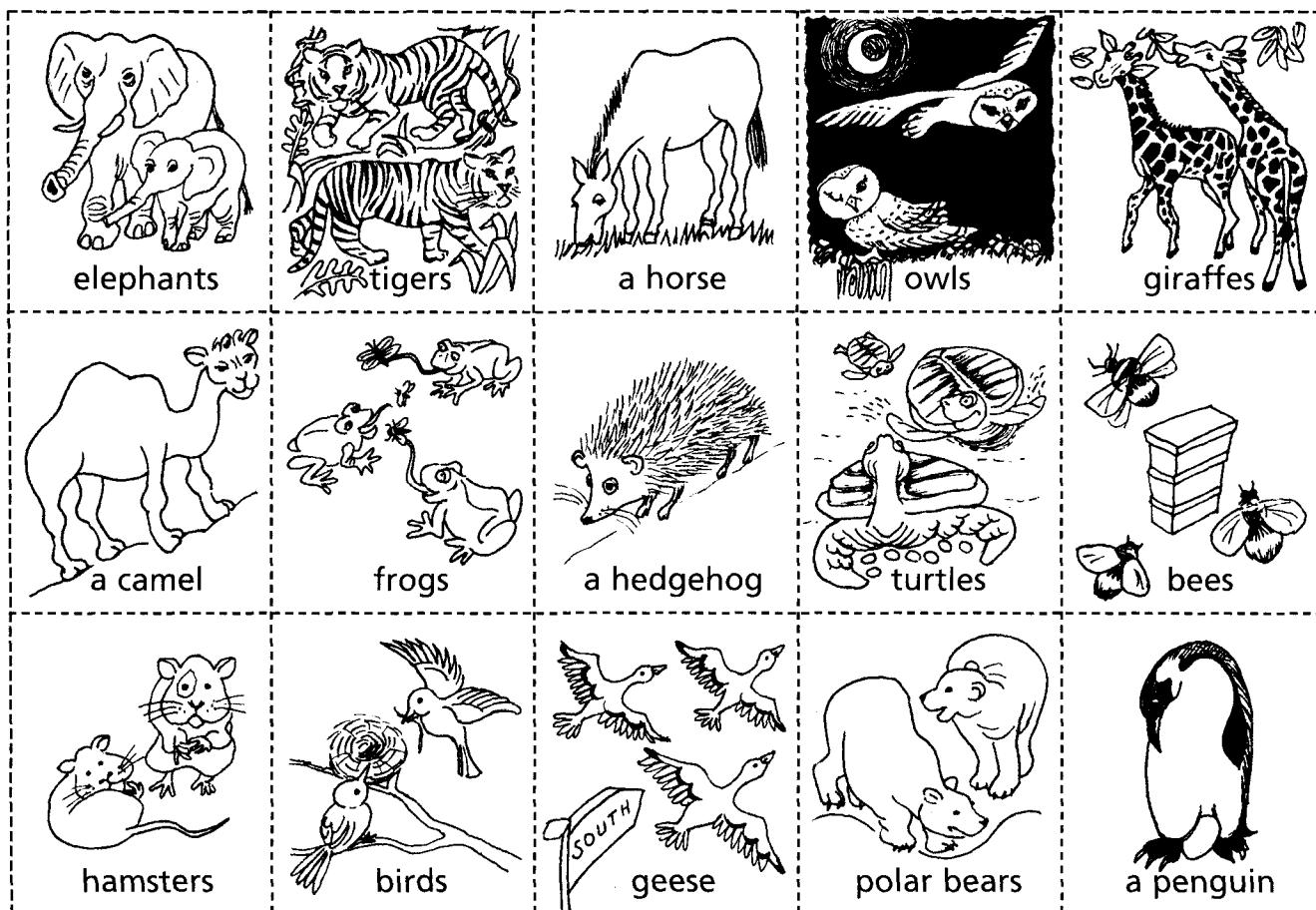
## 22 Present simple: yes/no questions

### CUE CARDS



## 23 Present simple: wh- questions

### ANIMAL PICTURES



### ANIMAL ANSWERS

In India and Africa	India	Hay and grass
To see in the dark	To reach leaves high up in the trees	To store water
To catch flies	It rolls into a ball	In a hole on the beach
Honey	To store food	In the spring
In the autumn	So that they can't be seen against the snow	Between its feet

## 24 some and any

### PACKING PICTURES

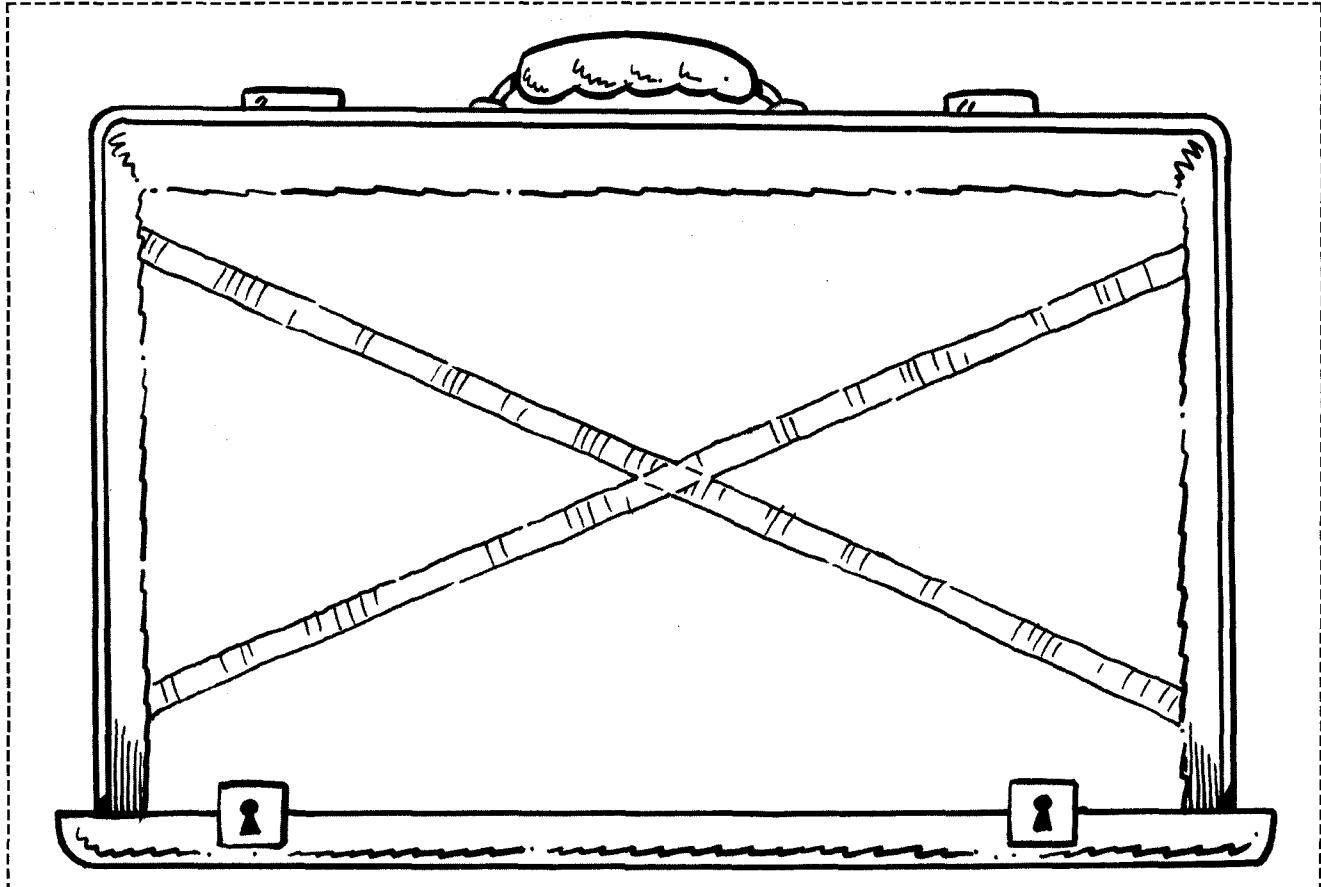


### CHECKLIST

**Checklist**

film  
suncream  
insect repellent  
money  
plasters  
batteries  
shampoo  
toothpaste  
soap  
travel pills  
aspirin  
tissues

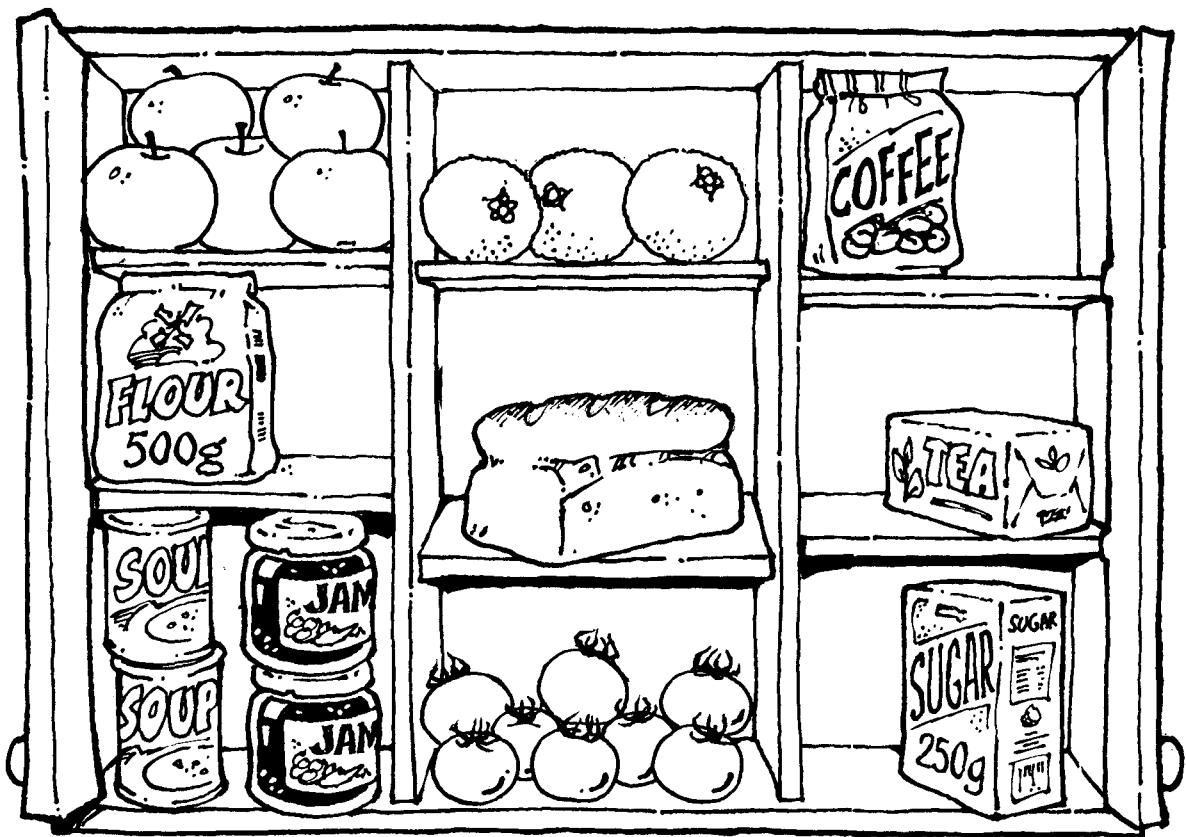
### SUITCASE



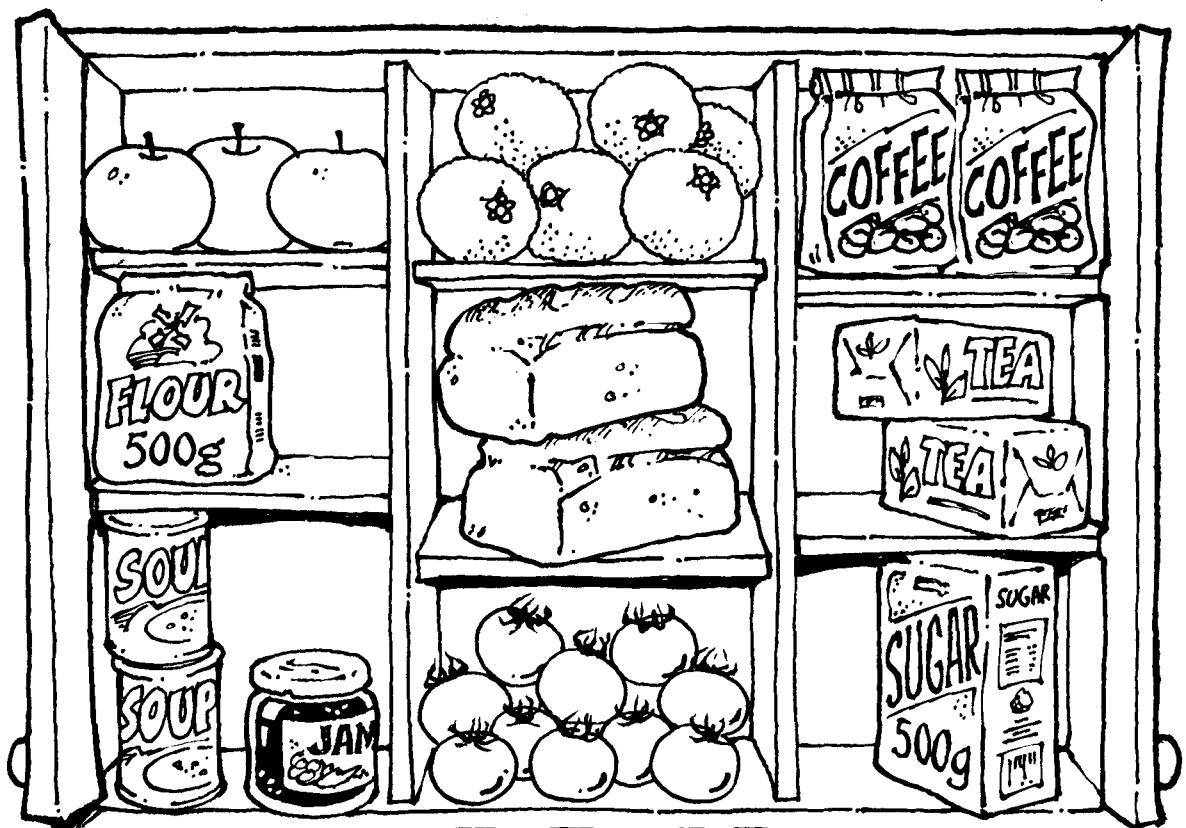
## 25 How much ...? and How many ...?

### CUPBOARD PICTURES

A



B



## 26 Quantifiers: *much, many, a lot of, a few, etc.*

### QUESTIONS BOARD



## 26 Quantifiers: *much, many, a lot of, a few, etc.*

### MUCH OR MANY CARDS

How many	How many	How many	How many
How many	How many	How many	How many
How many	How many	How many	How many
How many	How many	How many	How many
How many	How many	How much	How much
How much	How much	How much	How much
How much	How much	How much	How much

## 27 Frequency adverbs: *always, sometimes, etc.*

### PEOPLE CARDS

I	You	My brother
My sister	My aunt	My uncle
My parents	My cousin	My friend
My friend and I	A lot of my friends	My neighbours
My boss	My teacher	Small children
Politicians	Babies	The people in this group
A lot of people in my country	All of us in this group	Some of us in this group
The British	Dogs	Sheep
My cat		

## 27 Frequency adverbs: *always, sometimes, etc.*

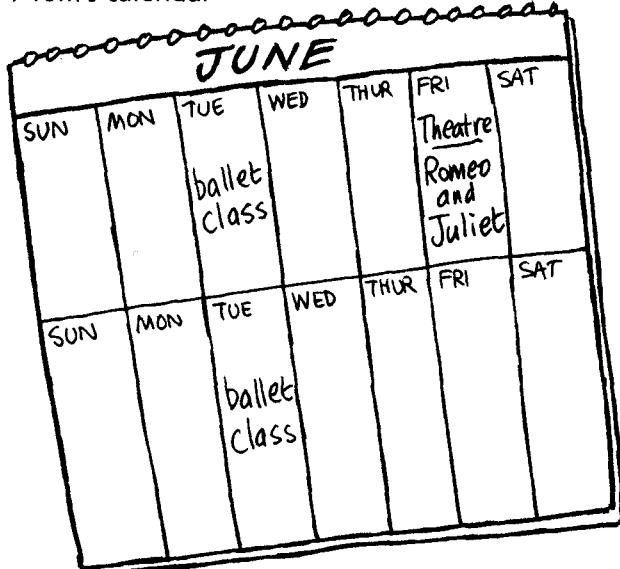
### FREQUENCY CARDS

always	often	frequently
usually	sometimes	occasionally
rarely	never	on Saturday nights
on Friday nights	at weekends	on Monday mornings
in the evenings	in the mornings	after work
every day	once a week	when it's sunny
in the winter	in the summer	when it's raining
at Christmas	twice a week	once a year
at New Year		

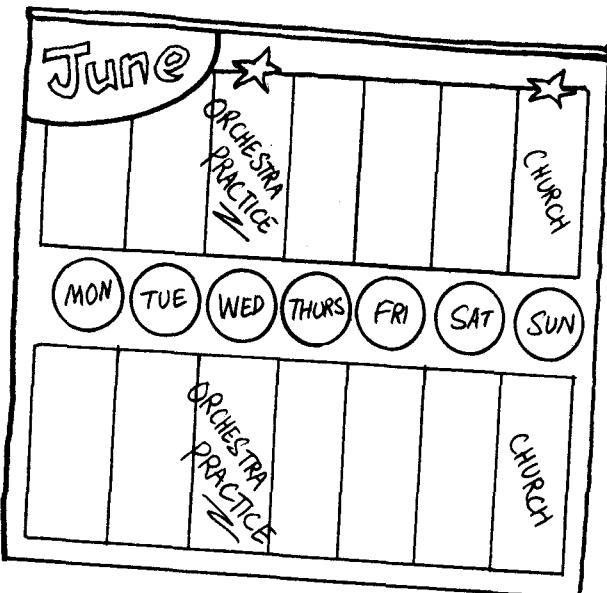
## 27 Frequency adverbs: *always, sometimes, etc.*

### CALENDARS

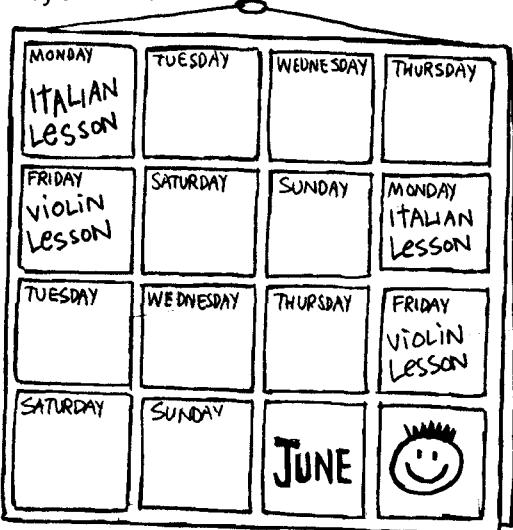
1 Tom's calendar



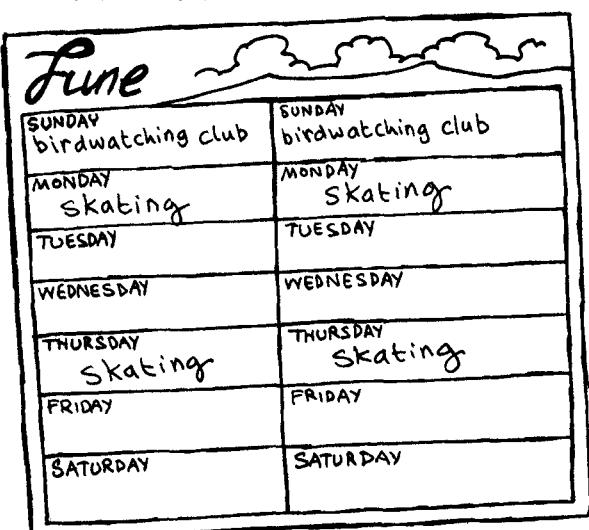
2 Jane's calendar



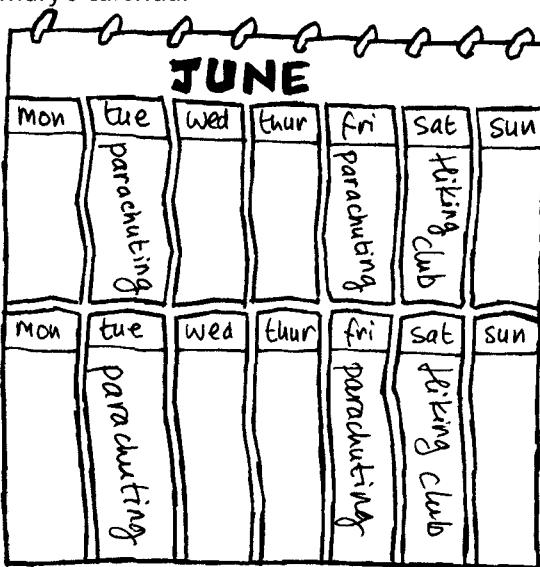
3 Harry's calendar



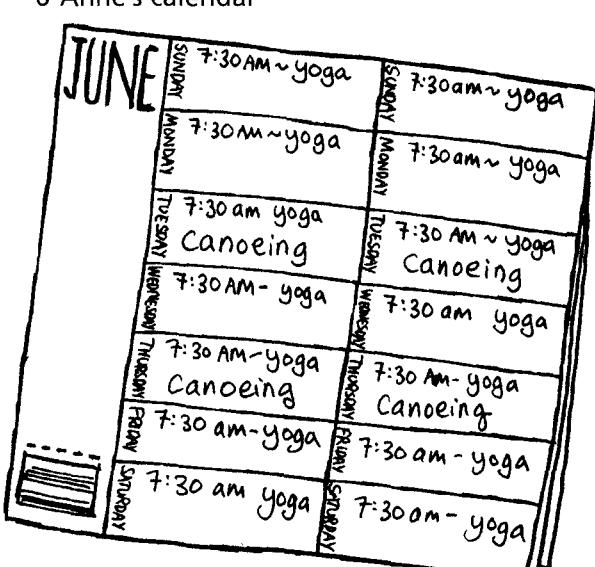
4 Richard's calendar



5 Mary's calendar



6 Anne's calendar



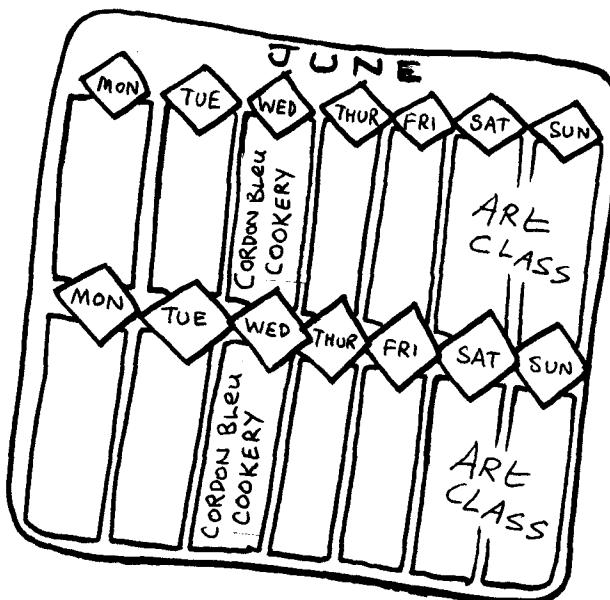
## 27 Frequency adverbs: *always, sometimes, etc.*

### CALENDARS (continued)

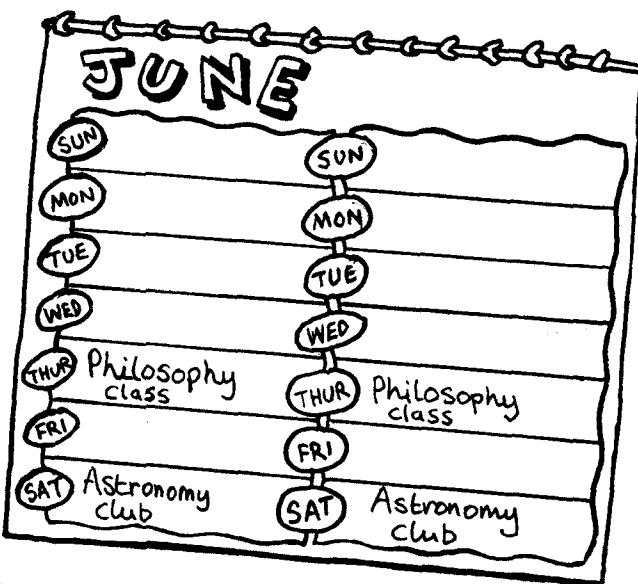
7 Elizabeth's calendar

JUNE						
SUN	MON	TUE	WED	THUR	FRI	SAT
Football Match 8pm	Football Match 8pm	Boxing	Football Match 8pm	Football Match 8pm		Football Match 8pm
Football Match 8pm	Football Match 8pm	Boxing	Football Match 8pm	Football Match 8pm		Football Match 8pm

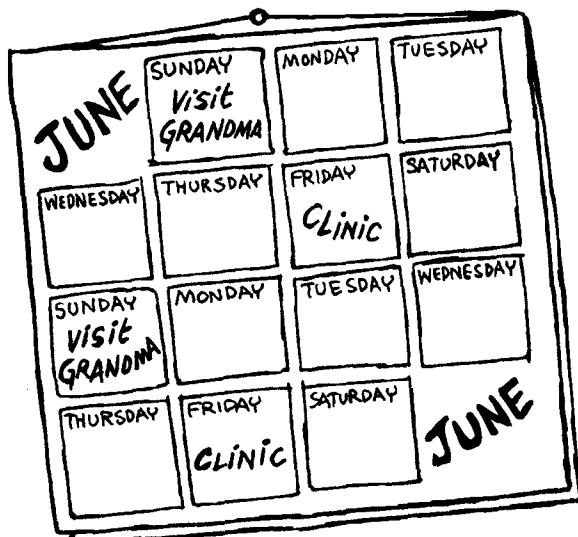
8 Mark's calendar



9 John's calendar



10 David's calendar



11 Philip's calendar

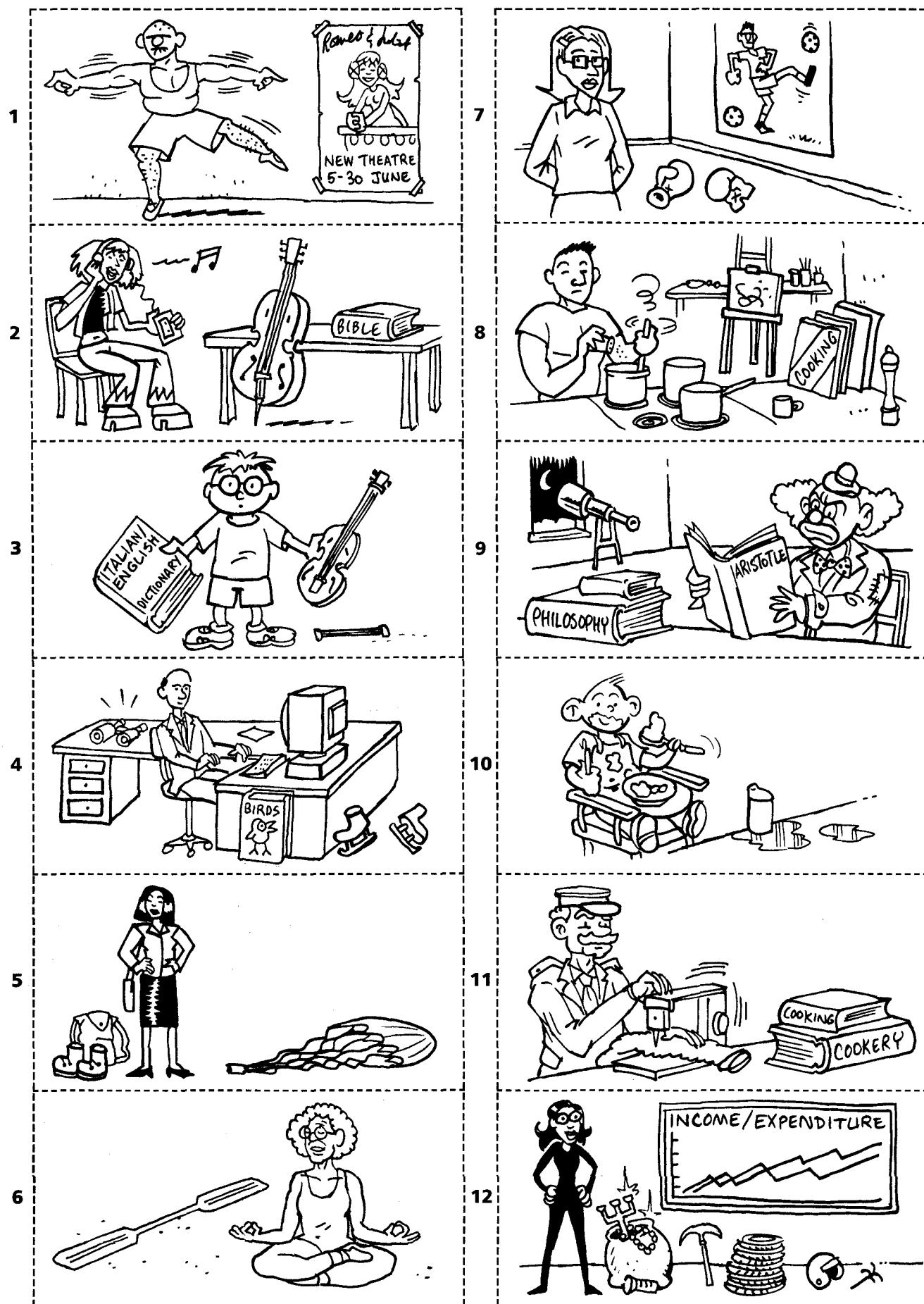
JUNE						
SUN	MON	TUE	WED	THUR	FRI	SAT
			Cookery class		Sewing class	
SUN	MON	TUE	WED	THUR	FRI	SAT

12 Alice's calendar



## 27 Frequency adverbs: *always, sometimes, etc.*

### PEOPLE PICTURES



## 28 Present continuous: affirmative and negative

### CAPTION CARDS

#### PEOPLE CARDS

We
I
Sharon
Sharon
Tom
Tom
Anne
Mike
Mike
Anne and Mike
Anne and Mike
Anne and Mike
Sharon and Tom
All of us

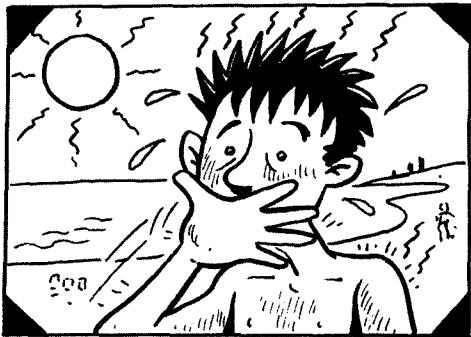
#### VERB CARDS

are	arriving in Spain.
am not	feeling very well!
is	trying to learn Spanish.
is	practising her Spanish in the market.
isn't	feeling very happy this morning!
is	having a siesta.
is	spending all her money.
is	learning to windsurf.
is	enjoying Spanish food!
are	playing volleyball.
are	burying Tom.
aren't	enjoying the tour.
are	learning to ride bikes.
are	feeling sad to leave.

## 28 Present continuous: affirmative and negative

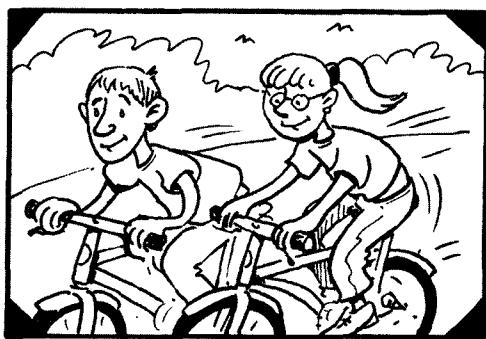
### PHOTO ALBUM (left page)

Tom Me Mike Anne Sharon



## 28 Present continuous: affirmative and negative

### PHOTO ALBUM (right page)



## 29 Present continuous: yes/no questions

### LOTTO BOARDS

Cut into four boards only!



## 29 Present continuous: yes/no questions

### LOTTO PICTURES



## 30 Present continuous: wh- questions

### PICTURE QUESTIONS



## 30 Present continuous: wh- questions

### PICTURE ANSWERS



## 30 Present continuous: *wh*- questions

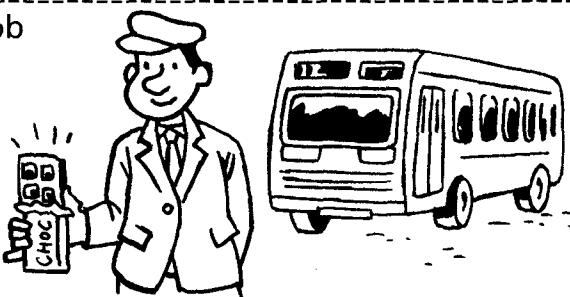
### WORD CARDS

Why	is	he	crying?
Why	is	she	smiling?
What	are	they	looking at?
Who	is	he	talking to?
Why	is	he	running?
What	is	she	thinking?
What	is	he	buying?
Who	is	she	writing to?
What	is	he	cooking?
Why	is	she	standing on a chair?
What	are	they	screaming at?
Where	are	they	going?

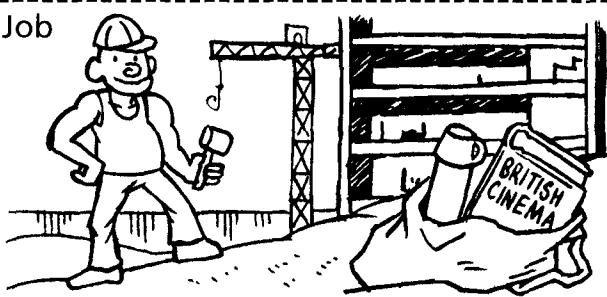
## 31 Present simple or present continuous

### JOB CARDS

Job



Job



Job



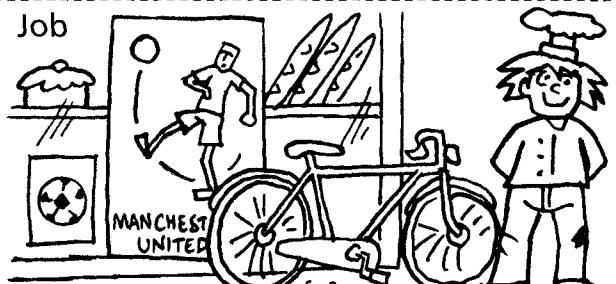
Job



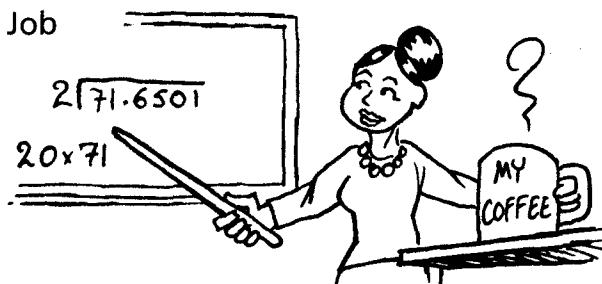
Job



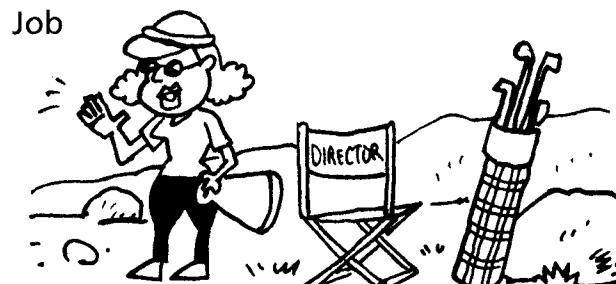
Job



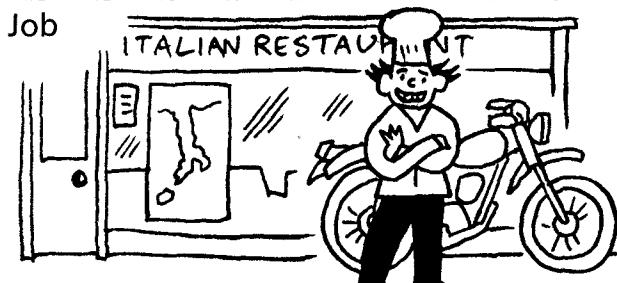
Job



Job



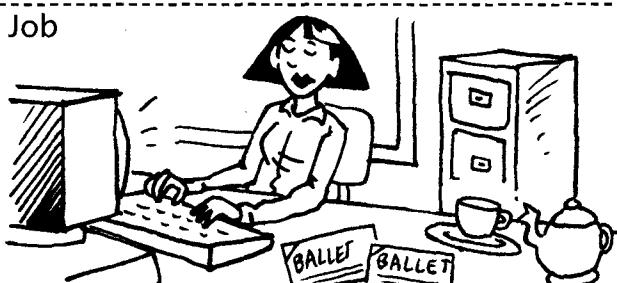
Job



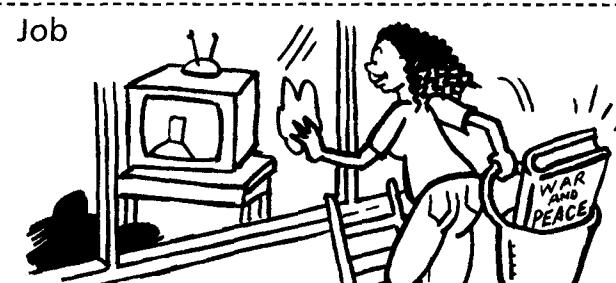
Job



Job



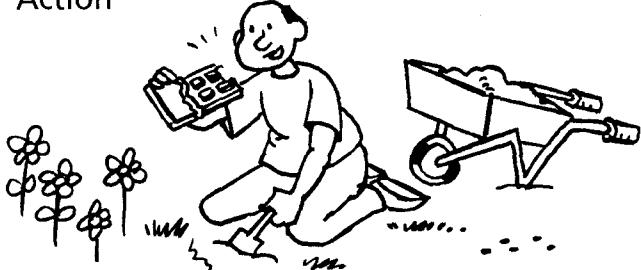
Job



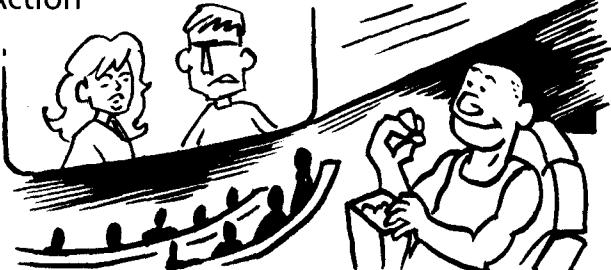
## 31 Present simple or present continuous

### ACTION PICTURES

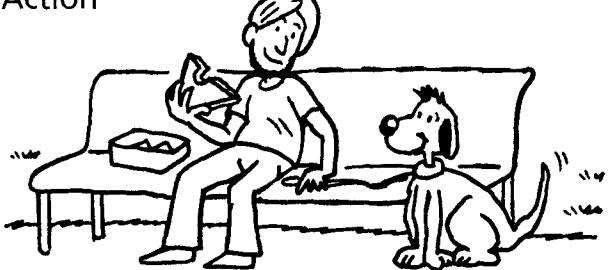
Action



Action



Action



Action



Action



Action



Action



Action



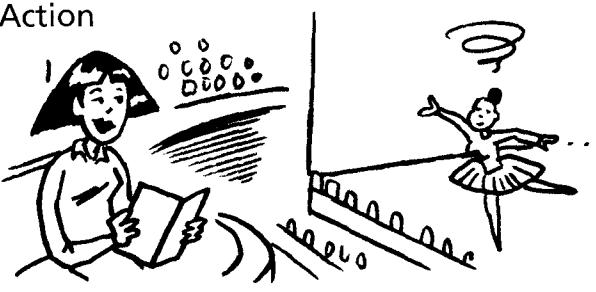
Action



Action



Action



Action



## 32 can and can't

### TEAM CARDS

#### CIRCUS TEAM

You want to form a circus.

Find people who can:

- juggle
- ride a horse
- turn somersaults
- walk the tightrope
- eat fire
- lift weights

#### SPORTS TEAM

You want to form a sports team.

Find people who can:

- run fast
- do the long jump
- do the high jump
- swim
- throw the javelin
- do gymnastics

#### CONCERT TEAM

You want to put on a concert.

Find people who can:

- play the violin
- play the piano
- play the guitar
- conduct
- sing
- dance

#### CASTAWAYS TEAM

You want to form a group to live for a year on a desert island.

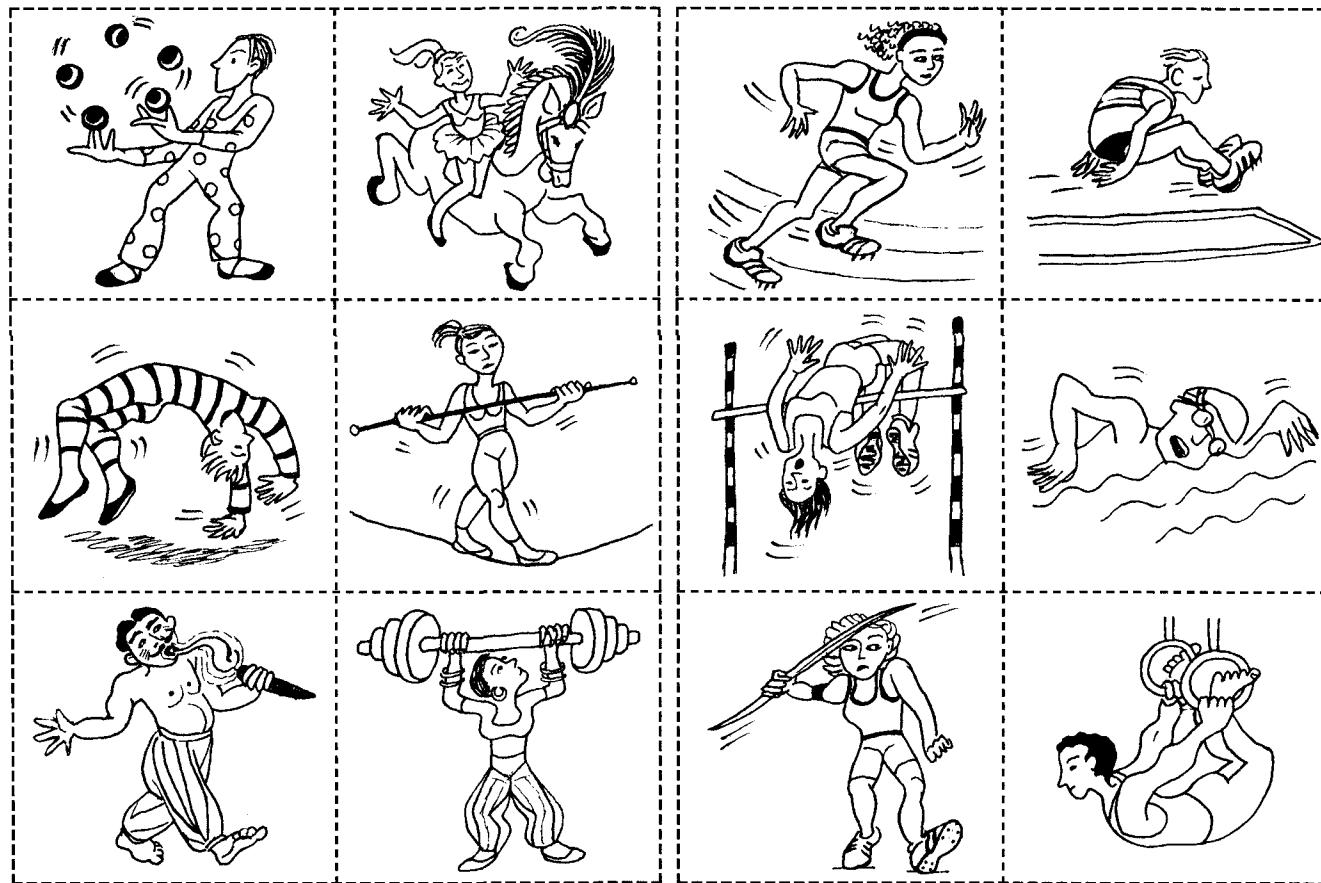
Find people who can:

- cook
- sew
- make furniture
- sail a boat
- spin and weave
- give first aid

## 32 can and can't

### TALENT PICTURES

#### CIRCUS



#### CONCERT



#### SPORTS



#### CASTAWAYS



## 33 **must, mustn't and needn't**

### NECESSITY CARDS

I must	I must	I must	You must					
			You must	I mustn't	I mustn't	You mustn't		
				I mustn't	I mustn't	You mustn't		
					I mustn't	I mustn't	I needn't	
						You mustn't	I needn't	
							You needn't	You needn't
								You needn't

## 33 **must, mustn't and needn't**

### ACTION CARDS

do my homework	clean the house	cut the grass	go on a diet	do the shopping		
see my bank manager	go to the dentist	have a holiday	have a good night's sleep	do more exercise	fall asleep in the meeting	park on that yellow line again
eat more	wash my hair	get up early today	rush	take warm clothes	lose my temper	burn the dinner
go to the bank	be late again	forget to phone the travel agent			lose the keys	spend a lot of time watching TV
spend a lot of money on holiday						

## 34 was and were

### SOAP OPERA CARDS (WORDS)

They	were	in love.	The meeting place	was	under the clock.
He	was	there at 7 o'clock.	She	wasn't	there.
Where	was	she?	He	wasn't	happy.
She	was	late.	He	was	angry.
She	was	angry.	He	was	rude.
She	was	rude.	She	wasn't	happy.
He	was	sorry.	She still	wasn't	happy.
He	was	very sorry.	They	were	in love again.

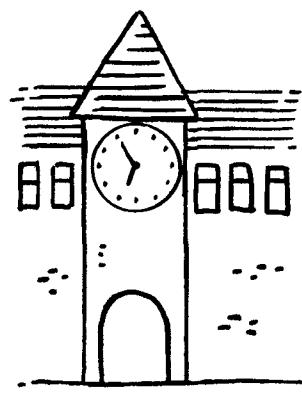
## 34 was and were

### SOAP OPERA CARDS (PICTURES)

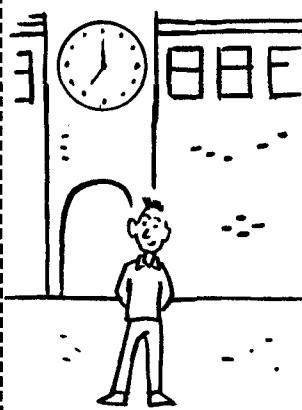
1



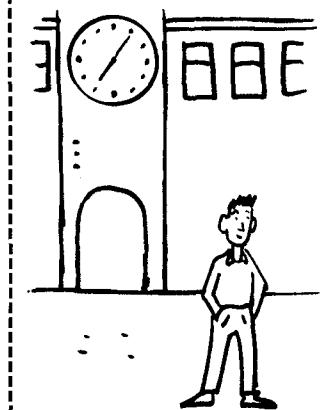
2



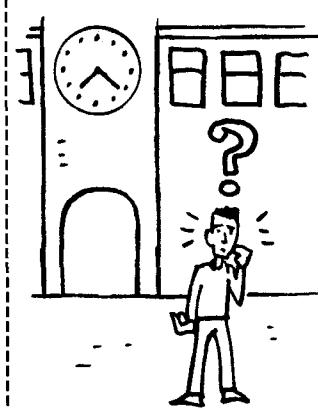
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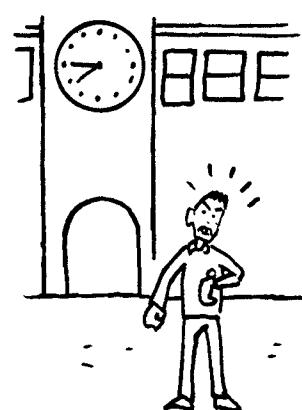
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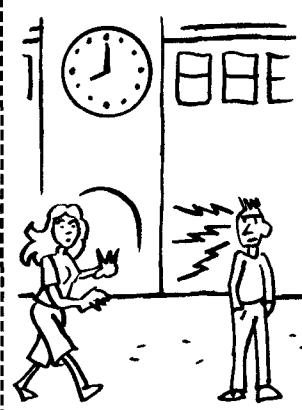
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12



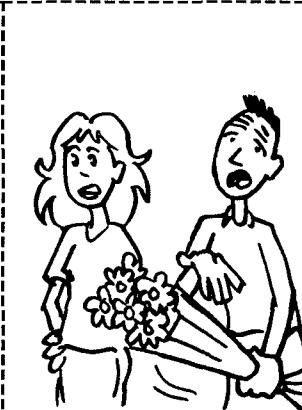
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14

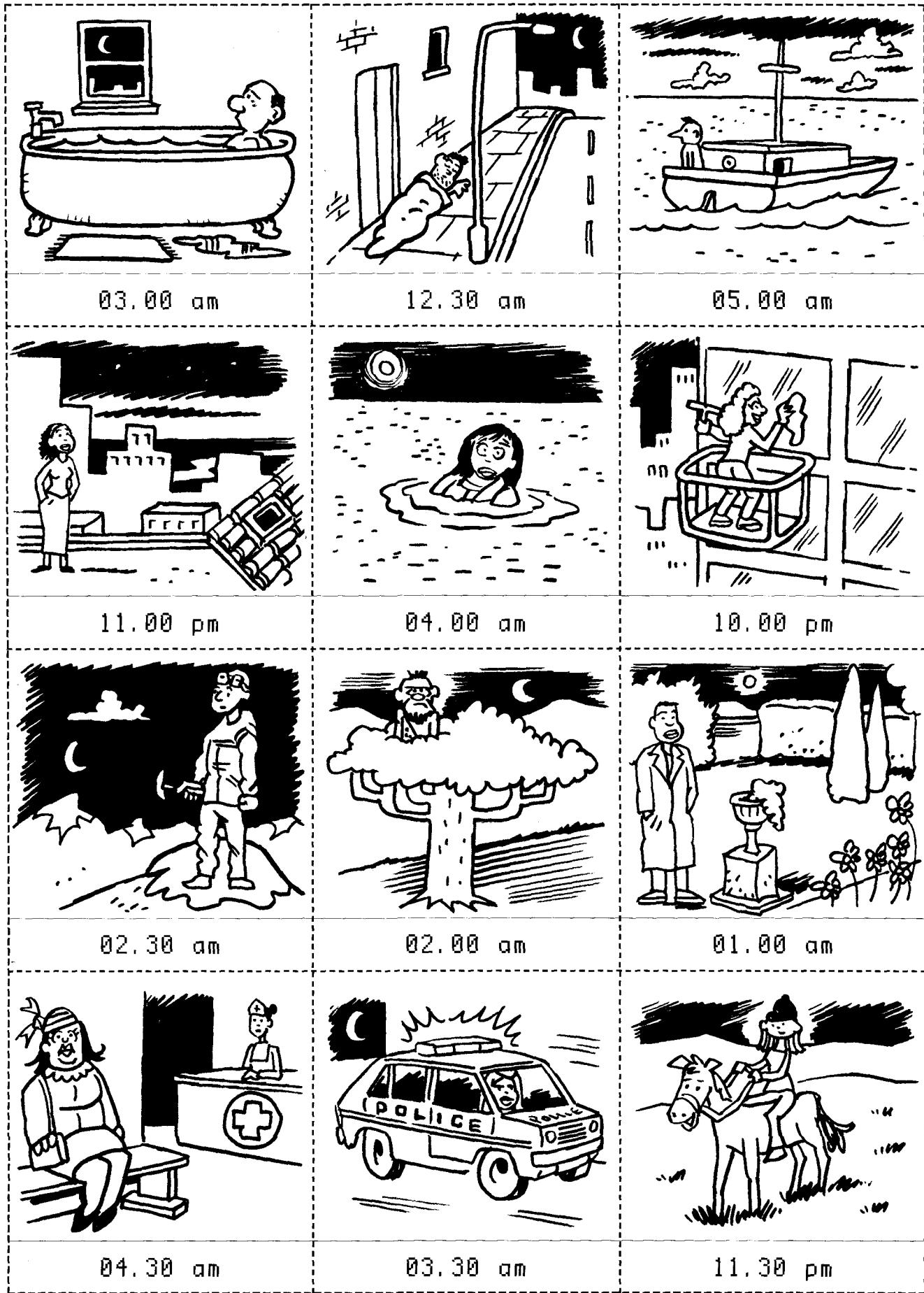


15



## 34 was and were

### STRANGE BUT TRUE



## 35 Past simple: affirmative and negative

### VERB MATCH (PRESENT)

begin	break	bring	build
buy	catch	come	drink
eat	fall	find	fly
forget	get	give	go
have	hear	leave	lose
make	meet	pay	put
read	ring	say	see
sell	sit	sleep	speak
spill	stand	stick	take
tell	think	win	write

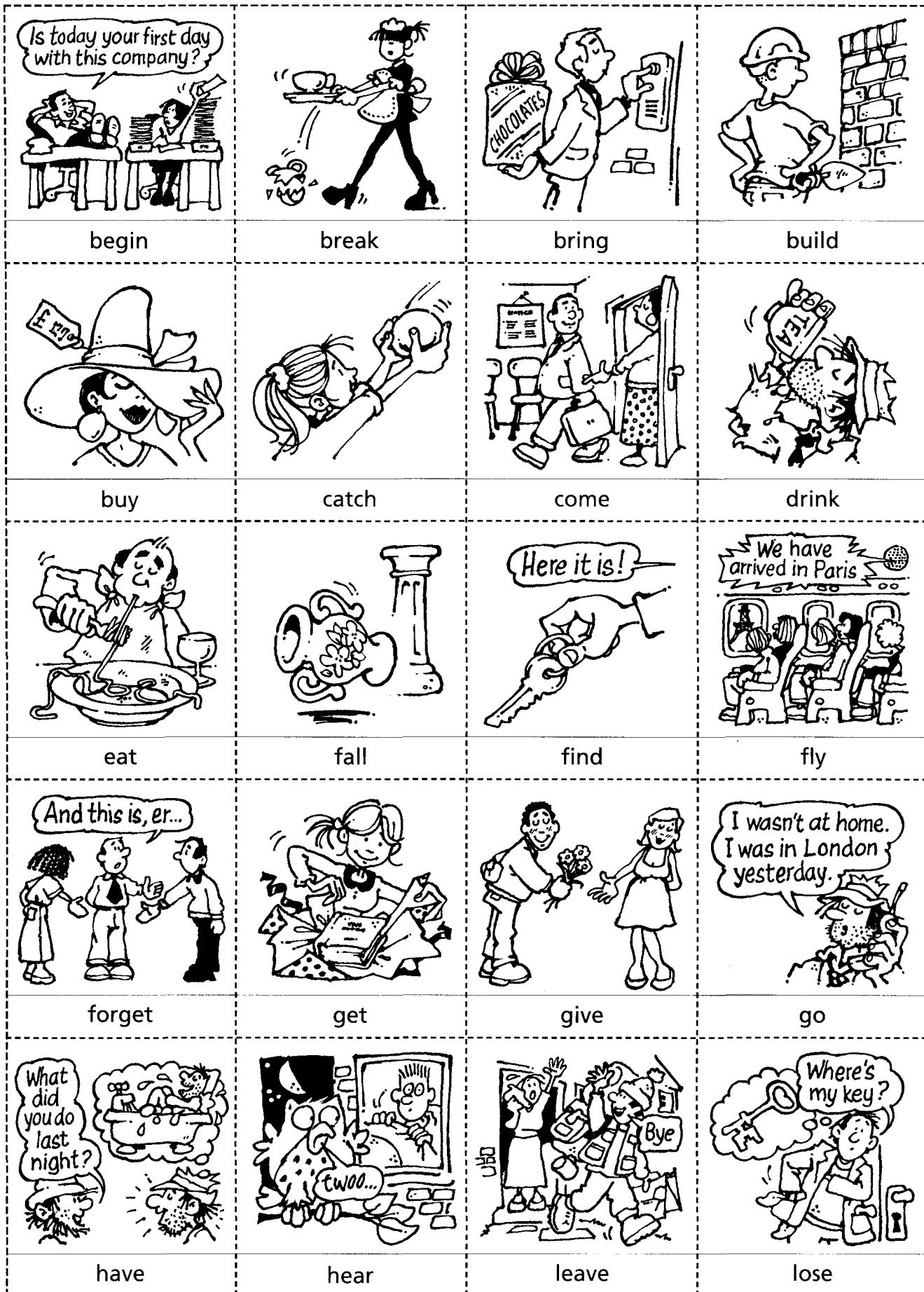
## 35 Past simple: affirmative and negative

### VERB MATCH (PAST)

began	broke	brought	built
bought	caught	came	drank
ate	fell	found	flew
forgot	got	gave	went
had	heard	left	lost
made	met	paid	put
read	rang	said	saw
sold	sat	slept	spoke
spilt	stood	stuck	took
told	thought	won	wrote

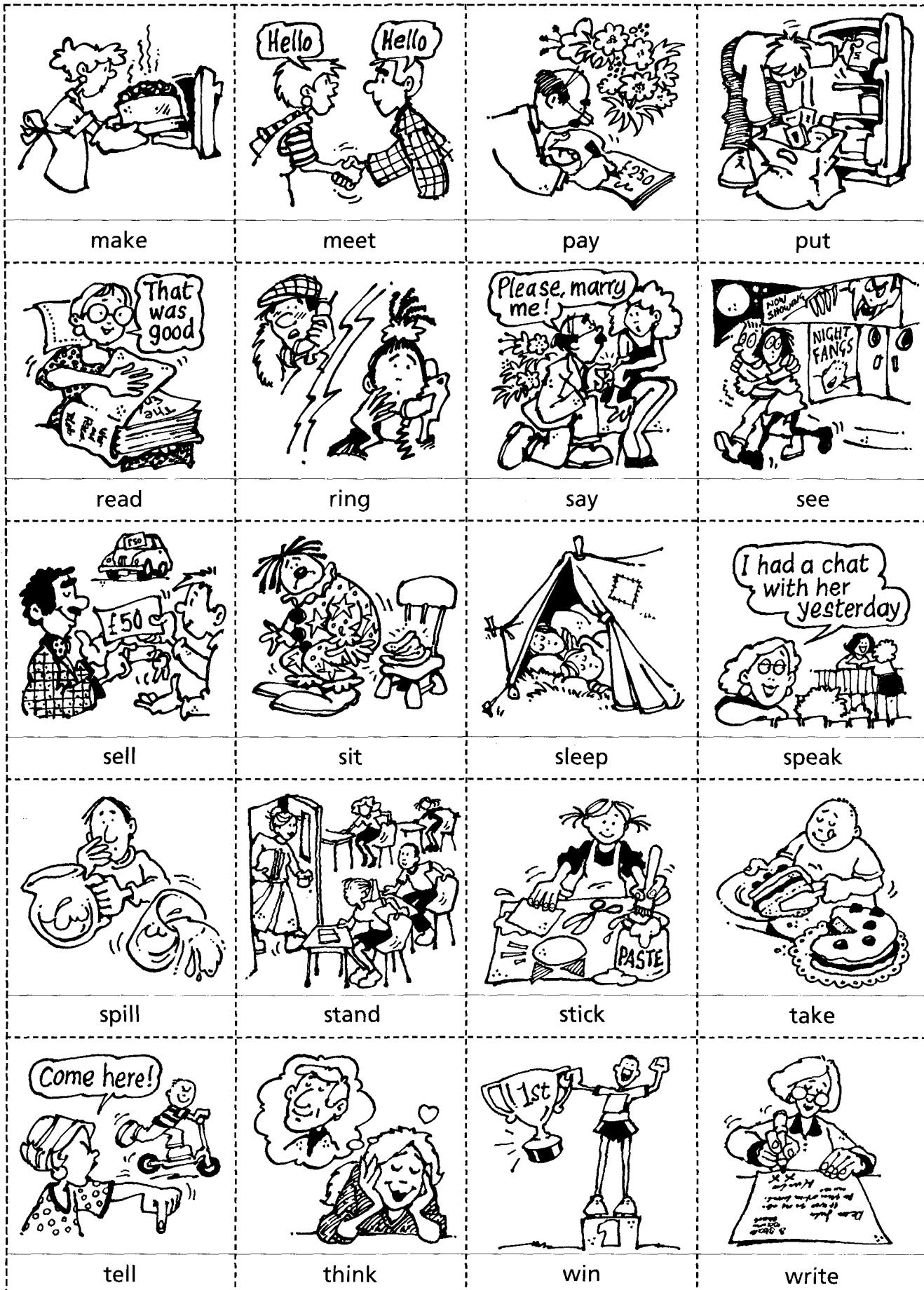
## 35 Past simple: affirmative and negative

### ACTION PICTURES (1)



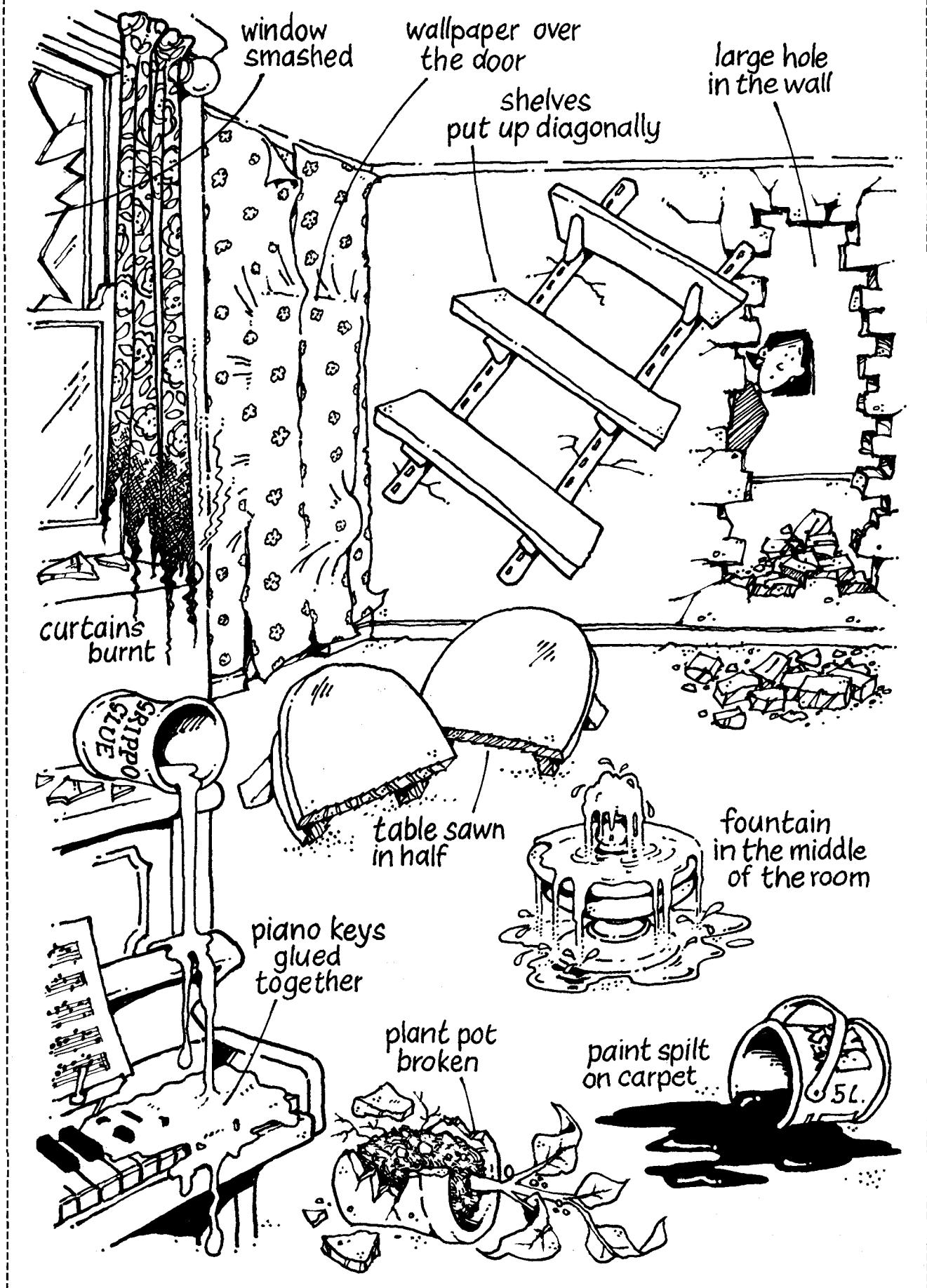
## 35 Past simple: affirmative and negative

### ACTION PICTURES (2)



## 35 Past simple: affirmative and negative

DAVE THE BUILDER PICTURE



## 35 Past simple: affirmative and negative

### CULPRIT CARDS

#### DAVE

You made the hole in the wall.  
It was a mistake. You thought they  
needed another door.  
But don't admit anything.  
Only tell them what you DIDN'T do!

#### BERT

You spilt the paint on the carpet.  
You walked backwards into the paint pot.  
Yes, it was a silly thing to do and  
you're sorry.  
But don't admit anything.  
Only tell them what you DIDN'T do!

#### TED

You broke the plant pot.  
It was an accident! You dropped your  
hammer on it.  
But don't admit anything.  
Only tell them what you DIDN'T do!

#### BOB

You sawed the table in half.  
It was an accident! The saw went through  
it by mistake.  
But don't admit anything.  
Only tell them what you DIDN'T do!

#### NED

You glued the piano keys together.  
It was an accident! You spilt the glue on  
the piano.  
But don't admit anything.  
Only tell them what you DIDN'T do!

#### NICK

You put the shelves up.  
OK, so they aren't quite straight.  
They look nice though, don't they?  
But don't admit anything.  
Only tell them what you DIDN'T do!

#### PETE

You burned the curtains.  
It was an accident! They got in the way  
of your blowtorch.  
But don't admit anything.  
Only tell them what you DIDN'T do!

#### JIM

You put the fountain in the middle of  
the room.  
You had the plans back to front.  
You thought they wanted the fountain  
in the living room, not the garden.  
But don't admit anything.  
Only tell them what you DIDN'T do!

#### BILL

You smashed the window by leaning  
against it.  
It was an accident! And the glass was  
very thin.  
But don't admit anything.  
Only tell them what you DIDN'T do!

#### RAY

You stuck wallpaper over the door.  
It was a mistake. You didn't notice  
the door.  
But don't admit anything.  
Only tell them what you DIDN'T do!

## 36 Past simple: yes/no questions

### CROSSED PATHS

#### SAM

Yesterday evening:

- you walked down Main Street to the Odeon Cinema
- you saw *Star Wars 5*
- you went to eat at Chompers after the film
- you walked down South Street to Marco's café
- you had a coffee in Marco's

#### TAMMY

Yesterday evening:

- you walked down Main Street
- you went to the ballet (*Swan Lake*)
- you walked down Market Street
- you went to your friend Martha's party
- you caught a No 17 bus home

#### BRAD

Yesterday evening:

- you had a pizza at Luigi's restaurant
- you went to the cinema to see *Star Wars 5*
- you queued for a taxi in Fore Street
- you went to Martha's party
- you got a lift home with a man called Tim

#### ANNIE

Yesterday evening:

- you went to the pub (*The Wild Goose*)
- you went to the ballet (*Swan Lake*)
- you went to Chompers restaurant
- you walked down Fore Street
- and went to the Atlantis nightclub

#### PAUL

Yesterday evening:

- you walked down Market Street
- you went to the pub (*The Wild Goose*)
- you went to a folk concert (by Bootlace and Ash)
- you walked down South Street until ...
- a friend of yours called Tim stopped and offered you a lift home

#### MEGAN

Yesterday evening:

- you went for a pizza at Luigi's restaurant
- you went to a folk concert (by Bootlace and Ash)
- you had a coffee at Marco's café
- you got a No 17 bus
- you went to the Atlantis nightclub

## 37 Past simple: *wh*- questions

**LOTTO BOARDS (four copies)**

Cut into four boards only! 

WHAT	WHERE	WHAT	WHERE
WHO	WHEN	WHO	WHEN
HOW	WHY	HOW	WHY
WHICH	WHAT COLOUR	WHICH	WHAT COLOUR
HOW MANY	10110	HOW MANY	10110
WHAT	WHERE	WHAT	WHERE
WHEN	WHO	WHEN	WHO
HOW	WHY	HOW	WHY
WHICH	WHAT COLOUR	WHICH	WHAT COLOUR
HOW MANY	10110	HOW MANY	10110

## 37 Past simple: wh- questions

### ANSWER CARDS

Toast and coffee	In my pocket	A cup	Italy
Tarzan	When I was seven	Anna	Last year
By bike	Because I was scared	By plane	Because it was funny
I bought the red one	Red	I caught the 8.15	Red, white and blue
	2	100	
I went to the theatre	At a party	Pizza	In a restaurant
My mother	Last night	My best friend	Last week
On foot	Because I wanted to see you	By train	Because I love you
I chose vanilla	Orange with black stripes	The nice one	Black and white
	1000	10	

## 38 Time prepositions: *in*, *at*, *on*

### TIME BOARD



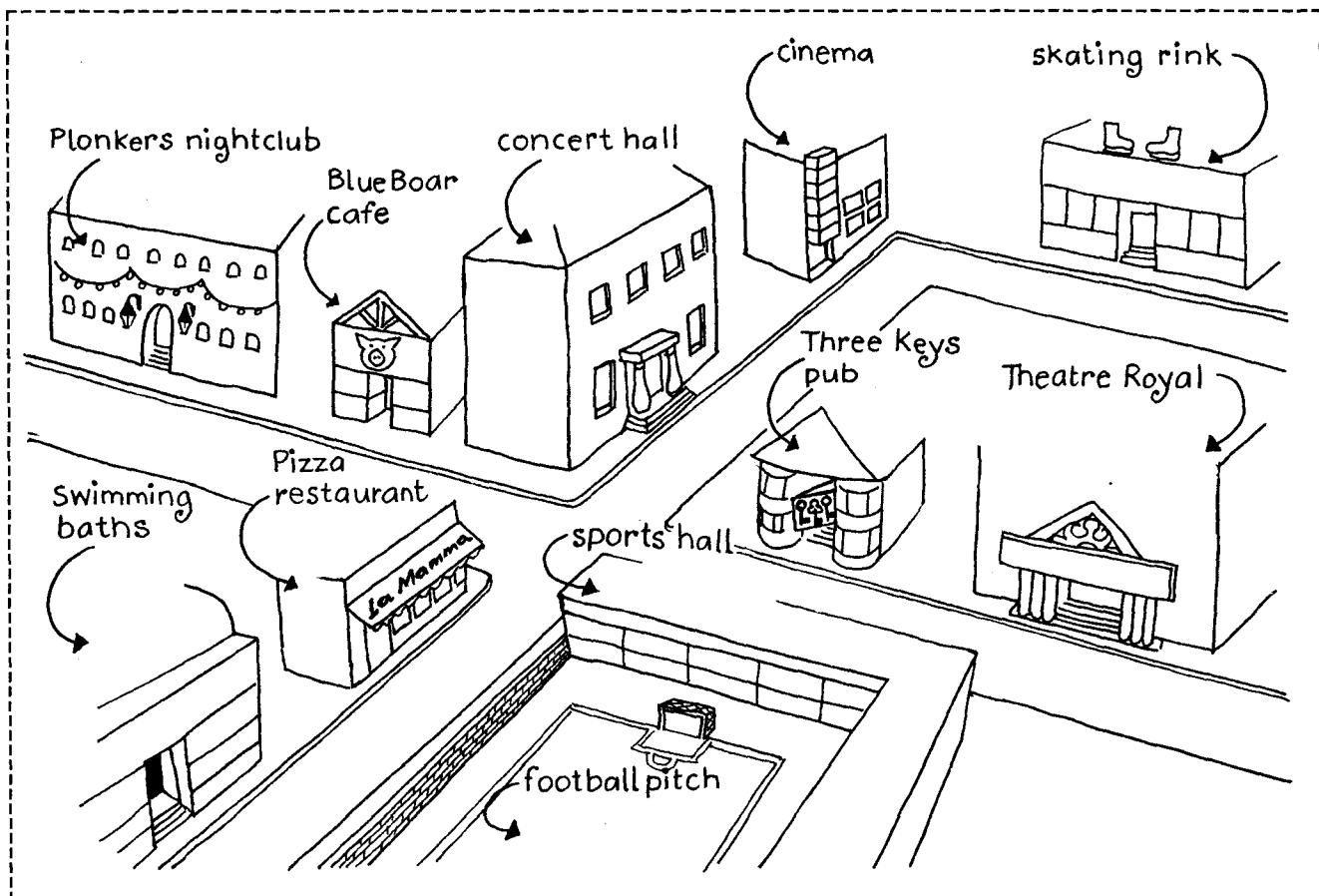
## 38 Time prepositions: *in, at, on*

### PREPOSITION CARDS

IN	IN	IN
AT	AT	AT
AT	AT	AT
ON	ON	ON
ON	ON	ON
ON	ON	ON

## 39 Present continuous with future meaning

### MAP



### ROLE CARDS

SAM

You are going for an Italian meal tonight.

SANJAY

You are having a meeting in the Blue Boar café tonight.

AMY

You are going for an Italian meal tonight.

FRAN

You are going to the cinema tonight.

SELWYN

You are going to a piano recital tonight.

TIM

You are going to the pub tonight.

PETE

You are going to the theatre to see *Macbeth* tonight.

LUCY

You are playing badminton tonight.

SUE

You are going to Plonkers nightclub tonight.

JO

You are going swimming tonight.

YASMIN

You are going skating tonight.

FRED

You are playing in a football match tonight.

## 40 *going to*

### ROLE CARDS

THE BROWNS



Mrs Brown Mr Brown Tim Alice

THE BROWNS



Mrs Brown Mr Brown Tim Alice

THE BROWNS



Mrs Brown Mr Brown Tim Alice

THE BROWNS



Mrs Brown Mr Brown Tim Alice

THE BLACKS



Mrs Black Mr Black Susie Pete

THE BLACKS



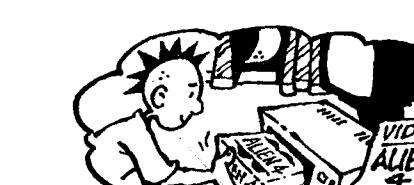
Mrs Black Mr Black Susie Pete

THE BLACKS



Mrs Black Mr Black Susie Pete

THE BLACKS

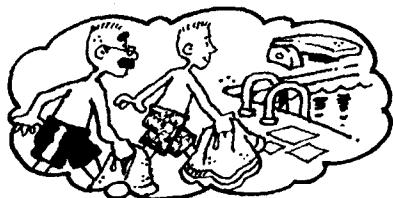


Mrs Black Mr Black Susie Pete

## 40 going to

### ROLE CARDS (continued)

THE GREENS



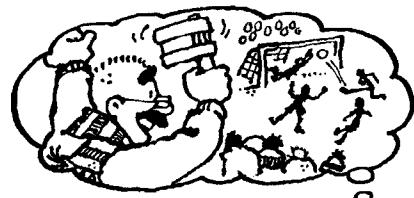
Toby Anna Mr Green Mrs Green

THE GREENS



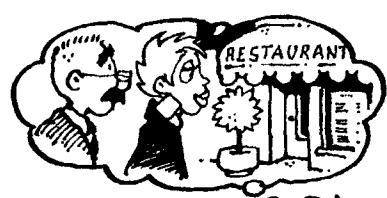
Toby Anna Mr Green Mrs Green

THE GREENS



Toby Anna Mr Green Mrs Green

THE GREENS



Toby Anna Mr Green Mrs Green

# Rules sheets

## 2 *a/an* or *the* (1)

### Rules

- 1 There are two sets of cards: PICTURE CARDS and ARTICLE CARDS.
- 2 Put the PICTURE CARDS face down in a pile in the centre of the table.
- 3 Deal out the ARTICLE CARDS to all players.
- 4 You can look at your ARTICLE CARDS.
- 5 Player 1 begins. Take the top card from the pile.
- 6 If it goes with one in your hand, put them both on the table and say the words, e.g. 'The moon.' 'An apple.'
- 7 If not, put the PICTURE CARD down on the table, face up.
- 8 The first player to match it with one in his hand and say the words can lay both cards down.
- 9 The player who gets rid of her ARTICLE CARDS first is the winner.

## 5 Personal pronouns: subject and object (1)

### Rules for the card game

- 1 There are two sets of cards: PICTURE cards and WORDS cards.
- 2 Spread the twelve PICTURE cards face up on the table.
- 3 Deal out seven WORDS cards to each player.
- 4 Put the rest in a pile, face down on the table.
- 5 Look at your cards.
- 6 Player 1 begins. Can you make a sentence about one of the PICTURES, using the WORDS in your hand? Each PICTURE needs three WORDS cards.
- 7 If you can make a sentence, put the three WORDS cards down, next to the PICTURE. Say the sentence.
- 8 The others can agree or disagree. If they agree, you take another three WORDS cards from the pile.
- 9 If you can't make a sentence, you can exchange any cards in your hand with ones in the pile.
- 10 Then it is the next player's turn.
- 11 When each picture has its sentence, arrange them to make a story.

## 12 *be: wh-* questions

### Rules for Part 1

- 1 There are two sets of cards: BEGINNINGS and ENDINGS.
- 2 One player deals out the ENDINGS cards to all players.
- 3 Put the BEGINNINGS cards face down in a pile in the centre of the table.
- 4 You can look at your cards.
- 5 Player 1 begins. Take the top card from the BEGINNINGS pile and place it face up on the table so everyone can see it.
- 6 Look at your ENDINGS cards to see if any go with the BEGINNINGS card to make a question.
- 7 To make a question, put down an ENDINGS card beside the BEGINNINGS card. The first person to make a question can ask each of the other players the question, in turn.
- 8 They must answer!
- 9 At the end, look at all the questions you have made. Can you move the cards to make any more questions, or better questions?

## 14 *have got: affirmative and negative*

### Rules for Game 1

- 1 Deal out seven WORD CARDS to each player.
- 2 Put the rest in a paper bag.
- 3 Look at your words.
- 4 Player 1 begins. Try to make a sentence that is true about people in your group, e.g. 'He has got brown hair.' 'We have blue jumpers.'
- 5 Put the sentence down on the table.
- 6 If you can't make a sentence, you can put any of your WORD CARDS back in the bag and take the same number of new ones.
- 7 Then it is the next player's turn.
- 8 The winner is the player who makes the most sentences.

## Rules sheets

### 19 Place prepositions: *in, at, under, etc.*

#### Rules

- 1 You will have a board, a dice, a cat token and a mouse token.
- 2 Decide who is the cat and who is the mouse.
- 3 Place your tokens on START.
- 4 Your teacher will give the 'cats' a CAT PICTURE and the 'mice' a MOUSE PICTURE and another mouse token.
- 5 The 'mice' should place their second token anywhere they like on their picture (keeping it carefully hidden from the cat)!
- 6 **The object of the game is for the 'cat' to try to catch the 'mouse' and the 'mouse' to try to escape from the 'cat'.**
- 7 The mouse begins. Shake the dice and move that number of squares round the board, missing out the POUNCE squares. (Mice don't pounce!)
- 8 If you land on a SCURRY square, you can, if you want, move the second mouse token to another place on your picture. (Keep it hidden from the 'cat').
- 9 Then it is the 'cat's' turn. Roll the dice and move that number of squares, missing out the SCURRY squares. (Cats don't scurry!)
- 10 If you land on a POUNCE square, you can ask the 'mouse' a question, e.g. *'Are you in the box near the sink?' 'Are you on the chair on the right of the table?'* etc.
- 11 The game ends when the 'cat' catches the 'mouse' by finding its hiding place or when the mouse gets to the mousehole.

### 20 Imperatives

#### Rules

- 1 Play this game in a group of 6–8 players.
- 2 Within each group, organise yourselves into pairs.
- 3 Each pair is playing against the other pairs in the group.
- 4 You will have a board and a set of instructions, a counter for each pair, and a dice.
- 5 Put your counters on START.
- 6 Begin playing normally, by shaking the dice and moving the counters round the board.
- 7 When you land on a shape (triangle, circle, square or diamond), you must obey the instruction for that square.
- 8 Each time your pair lands on a square marked '!', you can change one of the four other instructions in any way you want. But you cannot make a rule that allows a pair to move more than four squares forward, or straight to FINISH.
- 9 You can change rules to help your team win, or just to have fun!
- 10 The winners are the pair who get their counter to the end of the board first.

### 21 Present simple: affirmative and negative

#### Rules for Game 1

- 1 You will have a set of FREAKY FACTS CARDS and a set of VERB CARDS.
- 2 Deal out eight FREAKY FACTS CARDS to each player and spread the rest face down on the table.
- 3 Place the VERB CARDS face down in a pile on the table.
- 4 **The object of the game is to make sentences using a verb from a VERB CARD to join two of the FREAKY FACTS CARDS. You can add other words to make the sentence if necessary.**
- 5 Player 1 begins. Pick up a VERB CARD from the pile.
- 6 Take two FREAKY FACTS CARDS from your hand and make a sentence with them and the verb, e.g. *'Tigers have stripes.'*
- 7 **Warning:** To make some sentences you will need an extra S or ES card.
- 8 Sometimes you will have the right cards to make a fact easily, e.g. *'Cats eat fish.'* But sometimes you will not have the right cards to make a fact that you know. Then you can 'invent' (or guess) a fact, e.g. *'Tigers eat fish.'*
- 9 If the others disagree with your fact, try to persuade them that it is true.
- 10 If the group agree, you can throw away your cards and take another two FREAKY FACTS CARDS from those on the table.
- 11 If the group still disagree with your fact, you must keep the cards, but you may change any FREAKY FACTS CARDS in your hand with cards on the table. The cards that you are putting down on the table must be face down.
- 12 Then it is the next player's turn.
- 13 The winner is the player who gets rid of all her cards first.

# Rules sheets

## 23 Present simple: wh- questions

### Rules

- 1 There are two sets of cards: ANIMAL PICTURES and ANIMAL ANSWERS.
- 2 Spread the ANIMAL ANSWERS out face up on the table.
- 3 Put the ANIMAL PICTURES face down in a pile.
- 4 Take it in turns to turn up a PICTURE from the pile and lay it on the table.
- 5 **The object of the game is to find a question for the PICTURE that matches one of the ANSWERS on the table. Questions must begin with a wh- word (e.g. *What* or *Where*) and use *do* or *does*.**
- 6 The first player who can do this correctly, e.g. by matching a picture of a tiger with the answer *India* and asking '*Where do tigers live?*' may keep both cards.
- 7 The player with most cards at the end is the winner.

## 24 some and any

### Rules

- 1 Imagine that your group is a family, going on holiday.
- 2 Your teacher will give you a SUITCASE and a CHECKLIST and twelve PACKING PICTURES.
- 3 Two players in each group take the SUITCASE. The other two take the CHECKLIST.
- 4 The players with the SUITCASE take the twelve PACKING PICTURES. Spread them out where you can both see them, but hide them from the other two players.
- 5 The players with the CHECKLIST should ask the other players if they have the things on the list, e.g. '*We need some suncream. Have we got any (suncream)?*'
- 6 The other players should look at the PACKING PICTURES and answer, e.g. '*Yes, we've got some.*' or '*No, we haven't got any.*'
- 7 If they have the thing, they can put the PACKING PICTURE in the SUITCASE and the players with the CHECKLIST can tick it off.
- 8 If they haven't got the thing, the players with the CHECKLIST should underline or circle it.
- 9 If they have more than one of a thing, they should put one in the SUITCASE, but keep the other on the table.
- 10 When you have finished going through the CHECKLIST, you should decide what you need to get, e.g. '*We haven't got any batteries. We need to get some.*' ~ '*Yes, and we need some plasters too.*'
- 11 Your group can then send out two players to visit other groups and ask for things: '*We need some shampoo. Have you got any?*'
- 12 You can give away any of the things not in your SUITCASE.
- 13 The group to finish packing first are the winners.

## 26 Quantifiers: much, many, a lot of, a few, etc.

### Rules

- 1 Your group will have a QUESTIONS BOARD, a dice, a set of MUCH OR MANY CARDS and a counter for each player.
- 2 Place your counters on START and deal out five cards each.
- 3 Put the rest in a pile face down.
- 4 Player 1 throws the dice and moves forward that number of squares.
- 5 When you land on a square, look at the cards in your hand to see if you can make a question.
- 6 For example, if you land on 'books' and you have a 'How many' card you can make a question such as '*How many books have you got?*' or '*How many books do you read every month?*'
- 7 If you can make a question, ask any of the other players.
- 8 The player must reply, e.g. '*I don't have many books.*' or '*Not many!*' or '*I read two books every month.*' or '*Two books.*'
- 9 If Player 1 only has 'How much' cards in his hand, he cannot make a question with 'books'. He should take a card from the pile and miss a go.
- 10 Then it is the next player's turn.
- 11 The player who uses all the cards in his hand first is the winner.

## 27 Frequency adverbs: always, sometimes, etc.

### Rules for Game 1

- 1 There are two sets of cards: PEOPLE CARDS and FREQUENCY CARDS.
- 2 Put them in two separate piles, face down on the table.
- 3 Player 1 begins. Take the top card from each pile and put the two cards face up on the table.
- 4 **The object of the game is to make a true or false sentence with the two cards. You can add any other words you need.**
- 5 Try to make a sentence such as: '*A lot of my friends go skating on Friday nights.*' '*My boss often shouts.*' Say the sentence.
- 6 Then it is the other player's turn.
- 7 Keep a list of all the sentences.
- 8 Then work with another pair. Take it in turns to read your sentences out.
- 9 Each pair should guess whether the other pair's sentences are true or false.
- 10 If they are right they get a point.
- 11 If they are wrong, the other pair get a point.
- 12 The pair with most points at the end wins the game.

# Rules sheets

## 28 Present continuous: affirmative and negative

### Rules

- 1 You will have a PHOTO ALBUM (two pages), a set of PEOPLE CARDS and a set of VERB CARDS.
- 2 Put the PHOTO ALBUM face up on the table where you can all see it.
- 3 Take the PEOPLE CARDS and spread them out face up on the table.
- 4 Take the VERB CARDS and spread them out face down on the table.
- 5 Take it in turns to turn up the VERB CARDS, one at a time.
- 6 **The object of the game is to make a caption for each photo, using the PEOPLE CARDS and VERB CARDS.**
- 7 Look at the cards on the table. Try to find words that go together to describe one of the photos, e.g. for Photo 1: *We are arriving in Spain.*
- 8 If you find a caption, say the words and point to the photo it describes.
- 9 Then you can put the caption under the photo and claim a point.
- 10 The player with the most points at the end is the winner.

## 29 Present continuous: yes/no questions

### Rules

- 1 You will have a set of LOTTO BOARDS and a set of LOTTO PICTURES.
- 2 Take one BOARD each.
- 3 Put the PICTURES face down in a pile.
- 4 Player 1 begins. Take a PICTURE from the pile and, without showing it to the others, tell them three things that aren't happening in the picture, e.g. *'He isn't dancing. He's not eating. He isn't laughing.'*
- 5 The other players ask questions to find if the card is the same as one on their BOARDS, e.g. *'Is he cooking?' 'Is he writing?' 'Is he driving?'*
- 6 The player who gets the answer 'Yes' may take the PICTURE and place it on her BOARD, on the matching square.
- 7 Then it is the next player's turn to pick up a PICTURE.
- 8 If any player picks up a PICTURE that matches one on her own BOARD, she should put it back at the bottom of the pile and take another.
- 9 The player who finishes his BOARD first is the winner.

## 30 Present continuous: wh- questions

### Rules for Part 1

- 1 You will have a set of PICTURE QUESTIONS and a set of WORD CARDS.
- 2 Spread the WORD CARDS face up on the table where you can all see them.
- 3 Put the PICTURE QUESTIONS face down in a pile on the table.
- 4 **The object of this part of the game is to make a question using four WORD CARDS for each PICTURE.**
- 5 Player 1 begins. Turn up the first PICTURE QUESTION and put it face up on the table where everyone can see it.
- 6 The first player to find the four WORD CARDS that make a question for the picture should say the question.
- 7 If the others agree it is correct, the player can take the four WORD CARDS and the PICTURE QUESTION. He puts the picture in front of him with the four WORD CARDS underneath.
- 8 Then it is the next player's turn to turn up a PICTURE QUESTION.
- 9 The player with most cards at the end is the winner.

## 30 Present continuous: wh- questions

### Rules for Part 2

- 1 When you have made all the questions correctly, put away the WORD CARDS and take a set of PICTURE ANSWERS.
- 2 Put the PICTURE QUESTIONS face down in a pile on the table and deal out all the PICTURE ANSWERS to the players.
- 3 **The object of this part of the game is to match question and answer.**
- 4 Player 1 takes the first PICTURE QUESTION from the pile and asks the question, without showing the others the card.
- 5 The player who thinks she has the right PICTURE ANSWER can reply, e.g. *'He's crying because he's watching a sad film.'* The other players can check that the question and answer cards match; if they do, she can keep the pair of cards.
- 6 Then it is the next player's turn to turn up a PICTURE QUESTION from the pile and ask the question.
- 7 The player with most cards at the end is the winner.

# Rules sheets

## 31 Present simple or present continuous

### Rules

- 1 There are two sets of cards: a set of JOB CARDS and a set of ACTION PICTURES.
- 2 Place the JOBS CARDS face down in a pile in the centre.
- 3 Deal out the ACTION PICTURES to each player.
- 4 **The object of the game is to match JOB CARDS and ACTION PICTURES.**
- 5 Player 1 begins. Take a card from the pile and look at it, without showing the others.
- 6 Give the others three clues about the person's job and any likes, hobbies or habits you can see, e.g. 'He wears a uniform. He drives a bus. He likes chocolate.' Then ask 'What is he doing now?'
- 7 The player with the matching ACTION PICTURE can tell you, e.g. 'He's doing some gardening.' and show the card.
- 8 If she is correct, she can keep both matching cards (JOB CARD and ACTION PICTURE). If she is wrong, she must give her ACTION PICTURE to Player 1.
- 9 Then it is the next player's turn to draw a JOB CARD from the pile.
- 10 The player with most cards at the end is the winner.

## 34 was and were

### Rules for Game 2

- 1 Your teacher will give you a set of STRANGE BUT TRUE cards.
- 2 Deal them out equally to all players.
- 3 Now you will get another set of STRANGE BUT TRUE cards, with times on.
- 4 Put this set in a pile face down in the middle of the table.
- 5 **The object of the game is to match the two sets of cards.**
- 6 Player 1 begins. Take a card from the pile.
- 7 Look at the card, but don't show it to the others.
- 8 If it matches one in your hand, replace it at the bottom of the pile and take another.
- 9 If it doesn't match one in your hand, ask the rest of the group: 'Guess where I was at ... a.m./p.m. yesterday. I wasn't ..... and I wasn't in .....' (Say the time on the card and name two places not pictured on the card.)
- 10 The rest of the group have to guess where you were, using the pictures they hold, e.g. 'Were you in the bath?'
- 11 The player with the matching picture, who guesses correctly, can take both cards and put them down on the table.
- 12 Then it is the next player's turn.
- 13 The player who gets rid of her cards first is the winner.

## 34 was and were

### Rules for the card game

- 1 There are two sets of SOAP OPERA CARDS: WORDS cards and PICTURE cards.
- 2 Spread the PICTURES out face up in the centre of the table, in any order.
- 3 Deal out seven WORDS cards each and put the rest face down in a pile.
- 4 You can look at the WORDS in your hands but not show them to the others.
- 5 **The object of the game is to find three WORDS cards to make a sentence that tells what is happening in one of the PICTURES.**
- 6 Player 1 goes first. Look at your cards. Have you got the right words in your hand to make a sentence about any of the pictures? Each picture needs three WORDS cards. Lay them down underneath the PICTURE and say the sentence.
- 7 The others can agree or disagree with your sentence.
- 8 If they agree, Player 1 can take three new WORDS cards from the pile on the table.
- 9 If Player 1 cannot find the right WORDS, or if his sentence is wrong, he can exchange as many WORDS cards as he likes from the cards on the table.
- 10 Then it is the next player's turn.
- 11 When every PICTURE has its sentence, put them in order to make a story.

## 35 Past simple: affirmative and negative

### Rules for Game 1 Part 2

- 1 You will have two sets of cards: VERB MATCH cards (PAST) and ACTION PICTURE cards.
- 2 Put the ACTION PICTURE cards face down in a pile in the centre.
- 3 Deal out the PAST cards equally to all players.
- 4 You can look at your cards.
- 5 **The object of the game is to match pictures and verbs, and to make a sentence describing the picture.**
- 6 Player 1 begins. Take a card from the pile and lay it face up on the table so that everyone can see it.
- 7 All players must try to match the correct verb to the picture and say, e.g. 'She broke the cup.'
- 8 The first player to do this collects the PICTURE card and puts her PAST card down on the table.
- 9 The player with most PICTURE cards at the end is the winner.

When you think you know all the PAST forms on the cards, this game can be played without the PAST cards.

- 1 Put the PICTURES in a pile face down.
- 2 Turn up a PICTURE from the pile.
- 3 The first one to describe it correctly gets the card.

# Rules sheets

## 37 Past simple: *wh*- questions

### Rules

- 1 You will have a set of LOTTO BOARDS, a set of ANSWER CARDS, and a paper bag.
- 2 Put the ANSWER CARDS in the paper bag.
- 3 Take a LOTTO BOARD each.
- 4 **The object of the game is to make questions that match the answers on the ANSWER CARDS.**
- 5 Player 1 begins. Take an ANSWER CARD from the paper bag and read it out, e.g. 'Pizza.'
- 6 Players try to make a question for that answer, using the past simple with one of the words or phrases on their LOTTO BOARD. For example, a player could use *WHAT* on the board, and say 'What did you eat for dinner?'
- 7 The first player to do this correctly takes the ANSWER CARD and puts it on the right space on his LOTTO BOARD.
- 8 If two or more players ask a question at the same time, the other players can decide which is the best.
- 9 Then it is the next player's turn to dip in the bag and read out an ANSWER CARD.
- 10 Once you have covered a space on your LOTTO BOARD, you cannot use that question word or phrase any more.
- 11 The winner is the player who fills in her LOTTO BOARD first.

## 38 Time prepositions: *in*, *at*, *on*

### Rules

- 1 Your group will have a TIME BOARD, a dice, a set of PREPOSITION CARDS and one counter for each player.
- 2 Place your counters on START.
- 3 Deal out four PREPOSITION CARDS to each player.
- 4 Put the rest of the cards in a pile on the board, face down.
- 5 Player 1 throws the dice and moves forward that number of squares.
- 6 If you land on a 'time' square, look at the cards in your hand to see if you have a preposition that matches the time, e.g. *AT Christmas* or *ON Monday*.
- 7 Use the phrase to make a question to ask one of the other players, e.g. 'What do you eat at Christmas, François?'
- 8 When the other player replies, put your PREPOSITION CARD at the bottom of the pile and take another from the top.
- 9 If you can't make a question, you must take a card from the pile and miss a go.
- 10 Then it is the next player's turn.
- 11 The player who gets to FINISH first is the winner.

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