

Classroom Language

Exercise 6

Fill in the missing words.

- 1 I'd like you to work IN pairs.
- 2 Please get INTO groups of four.
- 3 Now I want you to work ON your own.
- 4 Please pay attention TO what I am saying.
- 5 We'll do the first activity together AS a class.
- 6 Please take one copy of the handout and pass the rest AROUND the class.
- 7 This is a picture matching activity. For example, picture A goes WITH this word.
- 8 Please read the text out LOUD so that we can all hear you.
- 9 Please don't call OUT the answer. Just put up your hand if you know.
- 10 Please turn to page 63 of ^{ENTRANCE} IN your books.
- 11 Match the words WITH the pictures.
- 12 If you know the answer, shout it OUT.
- 13 If you make a mistake, rub it OUT with an eraser.
- 14 Swap papers WITH your partner.
- 15 It's the end of the lesson so please put AWAY your books.

Fruit and vegetables

Student A

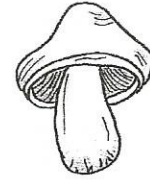
Describe the objects below. Your partner must guess what they are.



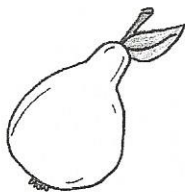
tomato



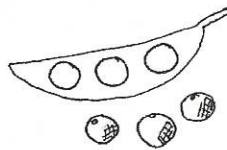
banana



mushroom



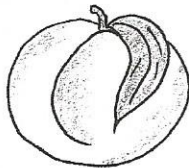
pear



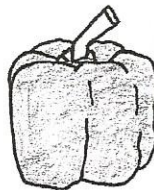
peas



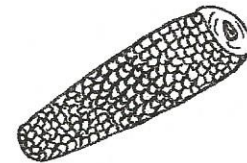
cabbage



peach



pepper



sweetcorn

Useful language

It's a fruit / vegetable.

It's green ...

It's big / small.

It's small / big / long / round.

It grows on trees / on the ground / under the ground.

It tastes sweet / sour.

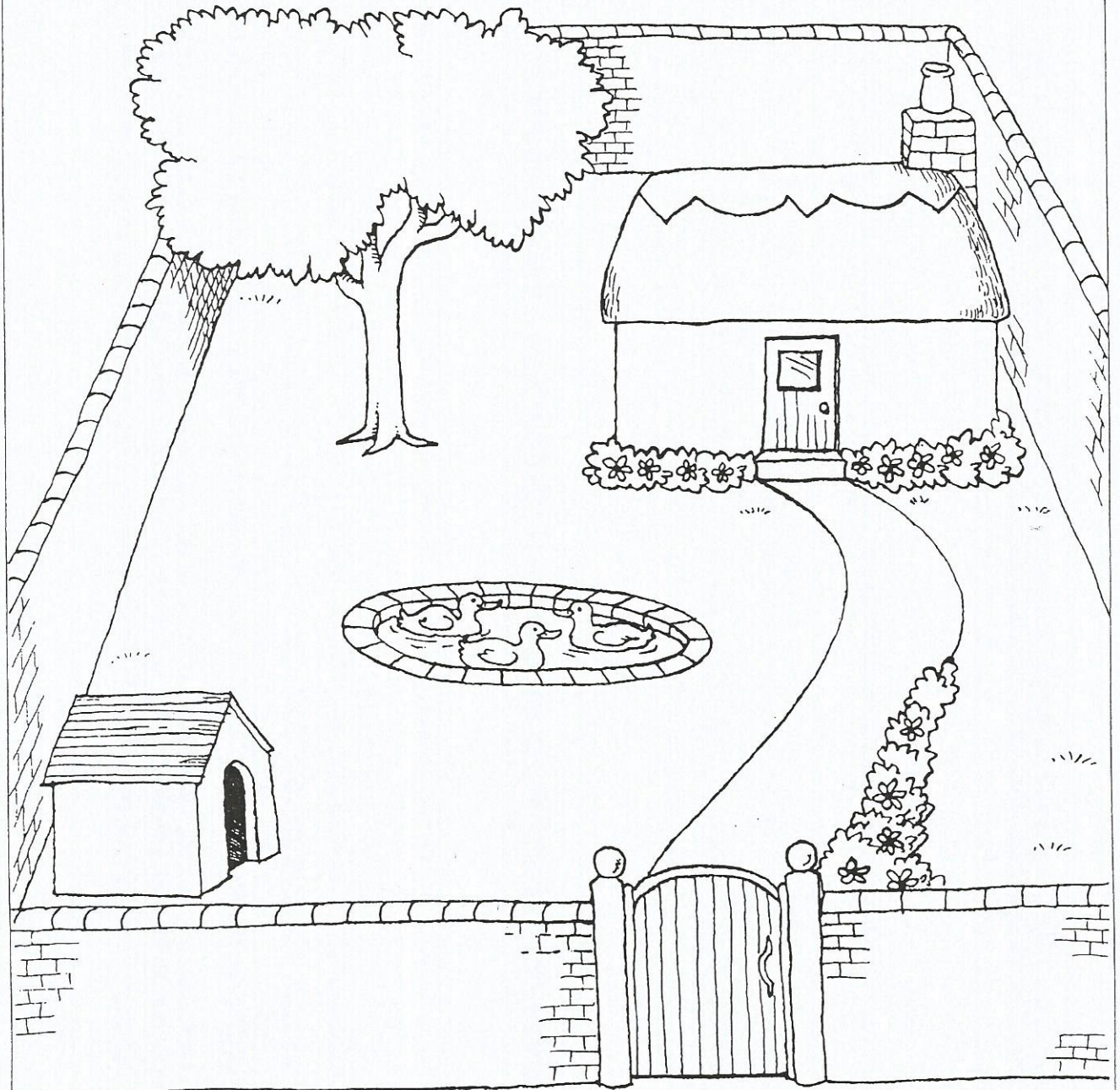
It's got pips / a stone inside it.

You can peel it.

You eat it cooked / raw.

Name _____ Class _____ Date _____

Read and draw



This is my grandma's garden. There's a pond in the middle of the garden. There are three ducks in the pond. Behind the pond there's an apple tree. There are five big apples under the tree! Today, there are two big birds in the tree. Look at my grandma's house. It's got two small windows. Ginger, her cat, is on the roof and Spot, her dog, is sitting in front of the door.

Animal Habitats



Language Focus

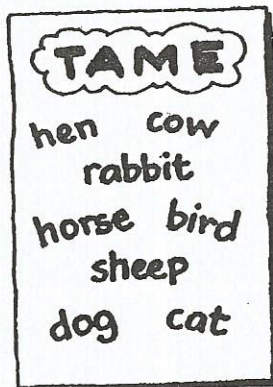
- ★ present simple with *lives*

Materials

- ★ a copy of AN/11 for each pupil
- ★ poster paper for each team
- ★ a thick felt pen for each team

Warm-up

- 1 Divide the class into 2 teams (or more if your class is large).
- 2 Give each team a sheet of poster paper and a name: Team T (Tame) or Team W (Wild).
- 3 Each team chooses a leader who pins their poster on the wall and stands next to it ready to write down the answers.
- 4 Now give them a time limit (say 5 minutes) to suggest and write down as many animal names as possible. Remind them that Team T want tame animals and Team W want wild ones. It is a good idea to have a selection of animal/nature books and encyclopaedias in the room for pupils to refer to.
- 5 At the end of the time limit the team with the most correct names on their poster wins.



Procedure

- 1 Give each pupil a copy of the worksheet. Explain the different animal habitats if necessary. Ask pupils to suggest whether tame or wild animals live in them.
- 2 Pupils now choose 10 animals to write in the boxes on the left hand side of their chart. They can select names from the posters around the room.
- 3 They tick the correct box in the chart stating where the animal lives (as in the example). If they don't know the correct answer, encourage them to look up a nature encyclopaedia, ask you or another pupil (in English).
- 4 They now write 5 sentences about where the animals live (as in the example). Go round the class helping where necessary.
- 5 Feedback can be done as a class activity or in pairs.

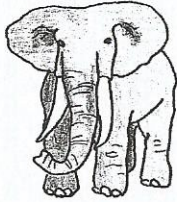
Follow-up

- 1 Pupils get into groups of 4 or 5 to make a book. Each pupil chooses one animal and draws a picture of it (or cuts a picture from a magazine), then writes 2 or 3 sentences underneath e.g. *The cow lives on a farm; It eats grass.* Pupils then staple the pages together and prepare a cover with pictures/drawings of the animals inside and a title e.g. *Our Book of Animals.*
- 2 Alternatively, in pairs they could prepare a poster showing how animals differ from each other e.g. *The cow lives on a farm but the lion lives in the jungle. The crocodile eats meat but the monkey eats fruit.*

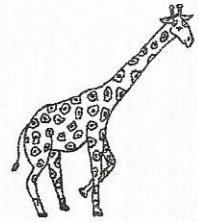
N.B. Si danno indizi attraverso la descrizione e si deve indovinare
re. → ASK: WHAT IS IT? WHAT AM I DESCRIBING?

Animal parts

Now stand up and do the things that I do.
It's easy and it won't take very long.



An elephant has got a trunk that's big and strong.



A giraffe has got a neck that's very long.



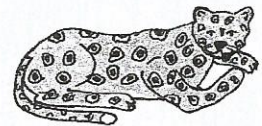
A butterfly has got wings so it can fly.



A bird has got feathers so it's warm and dry.



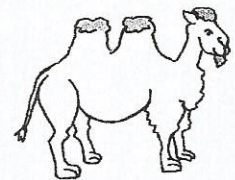
A rabbit has got long ears and hops around.



A leopard has got spots and moves without sound.



A spider has got eight legs and moves like this.



A camel has got two humps and looks like this.



A zebra has got stripes that are black and white.



A reindeer has got antlers so it can fight.



A peacock has got a tail that's very large.



A cow has got horns – be careful, it can charge!

That's great. Well done. Now sit down on your chair.

Collocation Quiz**A**

- 1 Romeo and ... Juliet
- 2 Laurel and ... Hardy
- 3 Tom and ... Jerry
- 4 bread and ... butter/jam
- 5 salt and ... pepper
- 6 bed and ... breakfast

- 7 a soft ... drink
- 8 a comfortable ... bed/chair
- 9 a silk ... tie/scarf
- 10 a single ... bed/ticket/room
- 11 a double ... bed/whiskey/room
- 12 a flat ... tyre/battery

- 13 an alarm ... clock
- 14 a credit ... card
- 15 a baby ... sitter
- 16 a hair ... dryer/brush
- 17 a washing ... machine
- 18 a safety ... belt/pin

- 19 to tell a ... joke/story
- 20 to tell the ... truth/time
- 21 to make a ... mistake
- 22 to put on your ... clothes/shoes
- 23 to pay the ... bill/rent
- 24 to book a ... holiday/flight/taxi

- 25 Graham ... Workman

Collocation Quiz**B**

- 26 a pair of ... shoes/jeans/scissors
- 27 a bottle of ... wine/milk/water
- 28 a box of ... chocolates/tissues
- 29 a tube of ... toothpaste
- 30 a bunch of ... flowers/grapes/keys
- 31 a loaf of ... bread

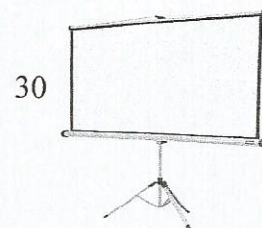
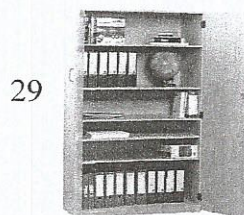
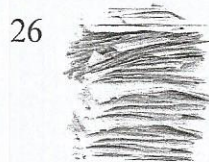
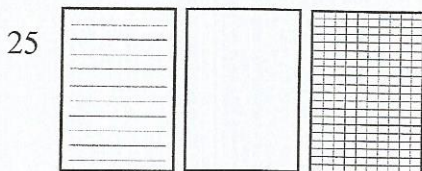
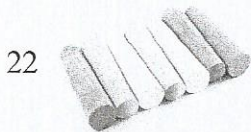
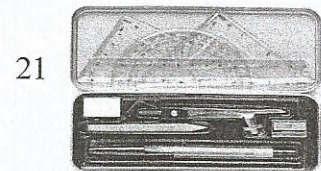
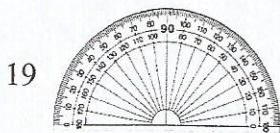
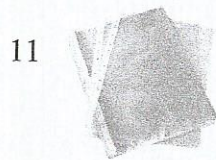
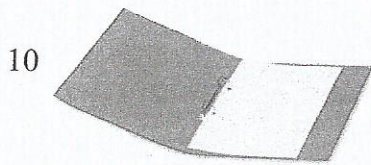
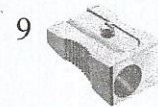
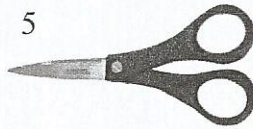
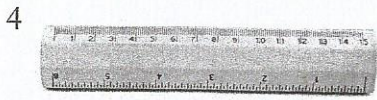
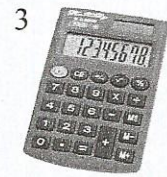
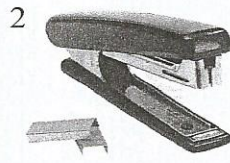
- 32 roast ... chicken/beef
- 33 sliced ... bread
- 34 classical ... music
- 35 heavy ... rain/traffic/metal
- 36 a delicious ... meal/cake
- 37 a dry white ... wine

- 38 to catch a ... bus/train/a cold
- 39 to climb a ... tree/mountain
- 40 to ride a ... bike/horse
- 41 to brush your ... hair/teeth
- 42 to park a ... car
- 43 to ask a ... question/favour




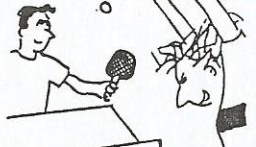






- 44 to speak English ... fluently
- 45 to sleep ... soundly/well
- 46 to listen ... carefully
- 47 to drive ... carefully/slowly
- 48 to breathe ... deeply
- 49 to whisper ... softly

- 50 Well ... done!

Classroom objects

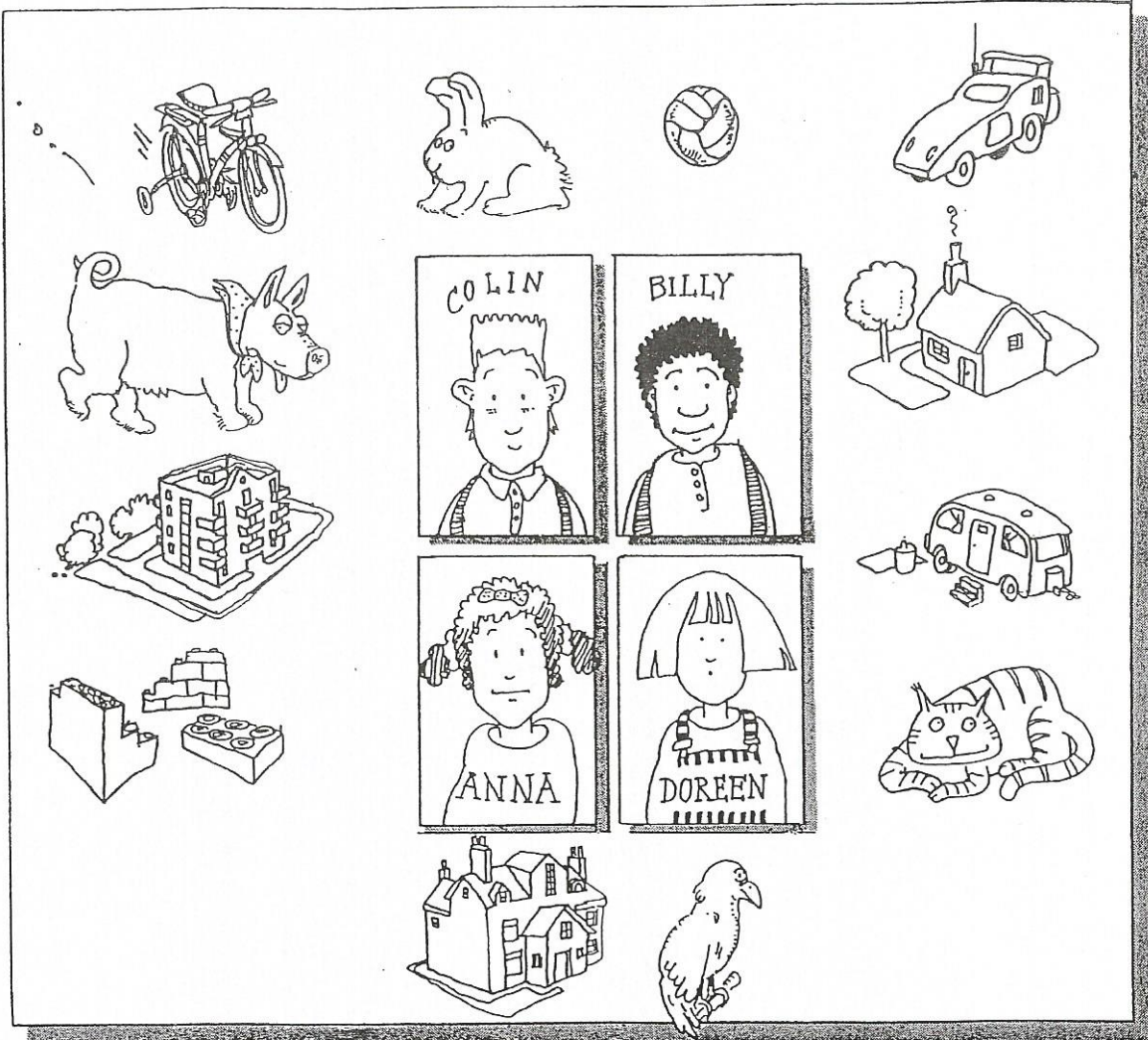


4.4 Find someone who ...

Find someone who plays ...	You? ✓ or ✗	Your classmates' names
		
		
		
		
		
		
		
		
		
		

Listen and match

Name _____



Tape Text

Listen to some children telling you about themselves. They are going to tell you about their brothers and sisters, where they live, about their pets and what they like doing. Draw a line between the correct pictures.

Hello, my name is Anna. I've got 2 sisters. I live in a little house. I've got a pet cat. I like playing with my Lego.

My name is Billy. I've got 1 brother. I live in a caravan. I've got a pet rabbit. I like playing football.

I'm Colin. I've got no brothers or sisters. I live in a flat. I've got a pet parrot. I like playing with my cars.

Hello, my name is Doreen. I've got 1 brother and 1 sister. I live in a big house. I've got a pet dog. I like riding my bike.

Elmer, the patchwork elephant

Substitution table

My elephant's	head	is are	green
	legs		blue
	tusks		red
	eyes		pink
	ears		purple
	tail		yellow
	trunk		brown
	feet		orange
	body		black
	mouth		white

My fantasy elephant

My elephant's head is light green and dark green.

My elephant's legs are light blue, red and yellow.

My elephant's eyes are orange.

My elephant's ears are light blue and dark blue.

My elephant's tail is purple.

My elephant's trunk is orange and purple.

My elephant's body is orange, red, pink ~~and~~, brown and black.

My elephant's mouth is red and orange.

Computer Collocation Quiz 1**A**

- | | | |
|----|--------------------------|--------------------|
| 1 | to surf the ... | internet |
| 2 | the hard ... | drive / disk |
| 3 | a removable ... | disk |
| 4 | to connect to the ... | internet |
| 5 | to burn a ... | CD / disc |
| 6 | to send an ... | email / attachment |
| 7 | to browse the ... | web / Internet |
| 8 | to forward a/an ... | message / email |
| 9 | to make a hard ... | copy |
| 10 | to save it to a hard ... | disk |
| 11 | to visit a chat ... | room |
| 12 | electronic ... | mail / banking |

FOLD

Computer Collocation Quiz 1**B**

- | | | |
|----|----------------------------|-------------------|
| 13 | a search ... | engine |
| 14 | to attach a ... | file / document |
| 15 | to hack into someone's ... | computer |
| 16 | silicon ... | valley / chip |
| 17 | to back up your ... | work / files |
| 18 | to download a ... | program / game |
| 19 | to erase or delete a ... | program / file |
| 20 | to hold records on ... | computer / file |
| 21 | to access your ... | emails / messages |
| 22 | to re-install a ... | program |
| 23 | computers often ... | crash |
| 24 | a broadband ... | connection |

VOWEL AND DIPHTHONG CHART

<p>1</p> <p>tree</p> <p>tri:</p>	<p>5</p> <p>bath</p> <p>bai:θ</p>	<p>9</p> <p>boots</p> <p>bʊ:ts</p>	<p>13</p> <p>sneɪk</p>	<p>17</p> <p>bɔɪ</p>
<p>2</p> <p>insect</p> <p>ɪnsekt</p>	<p>6</p> <p>dog</p> <p>dbɒg</p>	<p>10</p> <p>hut</p> <p>hʌt</p>	<p>14</p> <p>postman</p> <p>pəʊstmən</p>	<p>18</p> <p>ɪə</p>
<p>3</p> <p>egg</p> <p>eg</p>	<p>7</p> <p>horns</p> <p>hɔːnz</p>	<p>11</p> <p>third</p> <p>θɜːd</p>	<p>15</p> <p>bike</p> <p>baɪk</p>	<p>19</p> <p>pears</p> <p>peəz</p>
<p>4</p> <p>cat</p> <p>kæt</p>	<p>8</p> <p>foot</p> <p>fʊt</p>	<p>12</p> <p>bə'lʊn</p>	<p>16</p> <p>cow</p> <p>kəʊ</p>	<p>20</p> <p>tʊərɪst</p>

i:	I	U	u:	Iə	eI	!:	X
e	ə	ɜ:	ɔ:	ʊə	ɔI	əʊ	oe
æ	ʌ	d:	ɒ	ee	aI	aʊ	oa
P	b	t	d	ts	ds	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

101 Dalmatians

(Dir. Stephen Herek, 1996, 99 mins, Rated U)

Orientation

- 1 Who gets up first in the morning in your house?
- 2 What do you do every morning?
- 3 What do the other people in your house do?
- 4 What do your pets do?

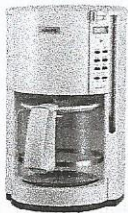
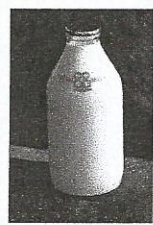


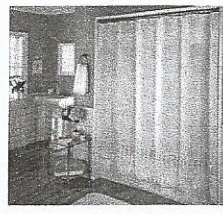


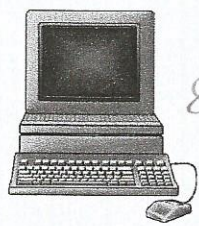

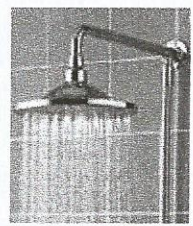


Extract 1 The start of the day (00mins 58secs – 2mins 35secs)

Viewing Task 1

- 1 Which four rooms does the dog visit?
- 2 What does the dog do in each room?

Language Task Match the words in the box to the pictures below.

opens the front door	closes the shower curtain	turns on the computer
dog wakes up	brings in the milk	barks and wakes up the man
alarm clock rings	licks the man's ear	pulls the duvet off the bed
turns on the shower	reads his name and barks	switches on the coffee machine

 7	 11	 2	 6
a) _____	b) _____	c) _____	d) _____
 4	 10	 1	 8
e) _____	f) _____	g) _____	h) _____
 5	 3	 6	 9
i) _____	j) _____	k) _____	l) _____











Viewing Task 2

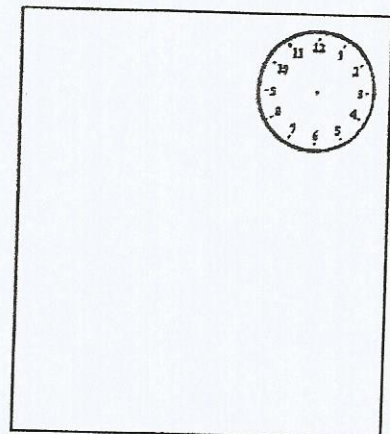
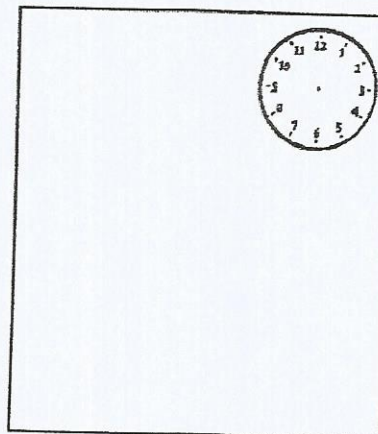
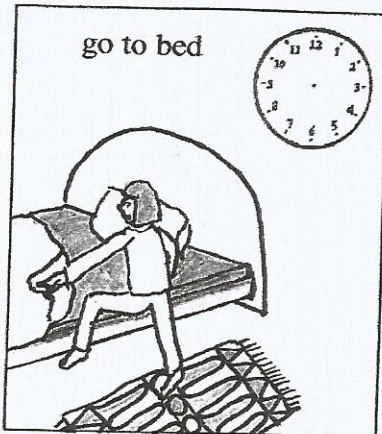
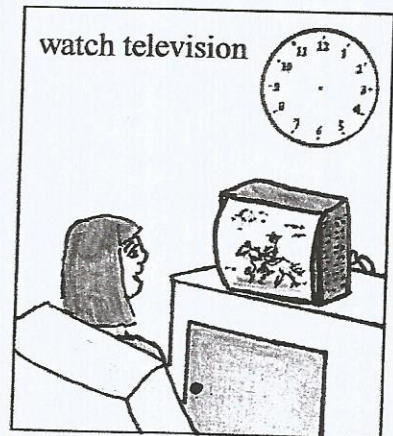
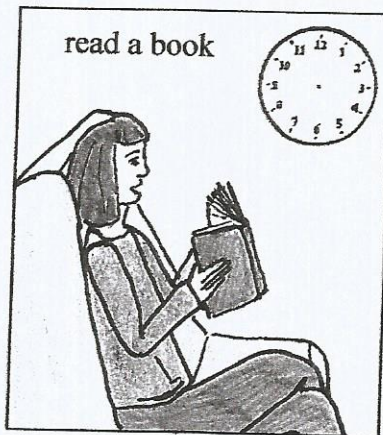
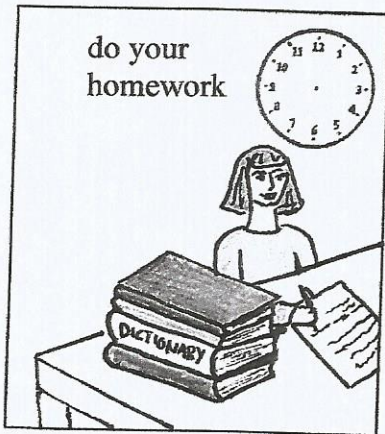
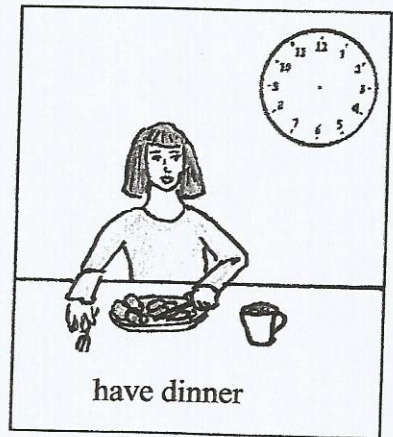
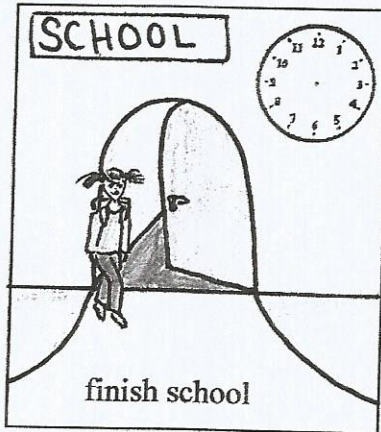
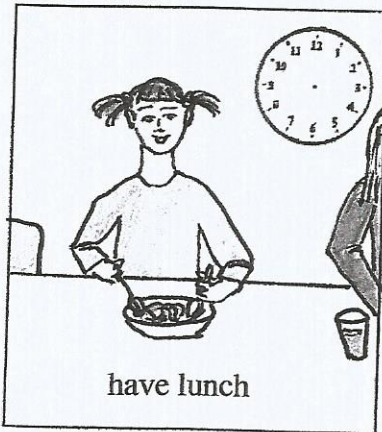
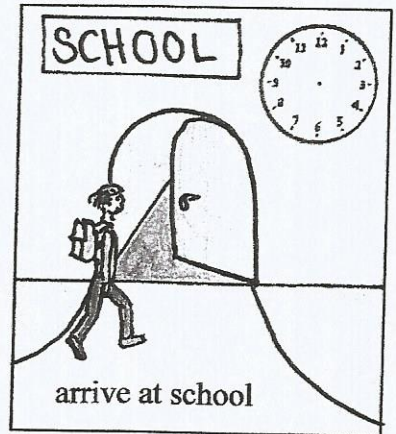
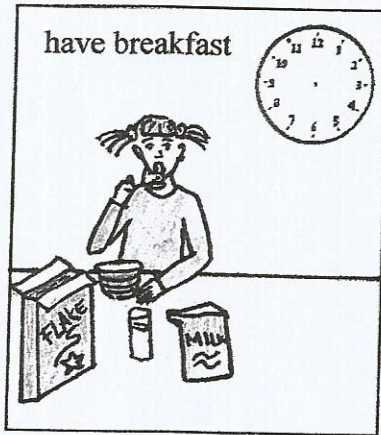
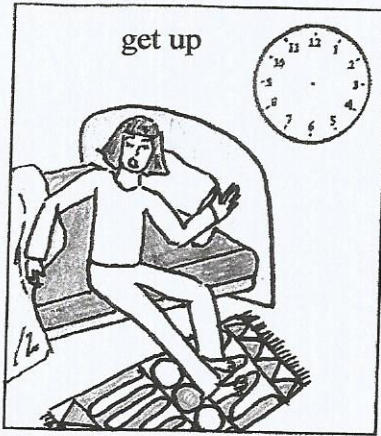
Watch the extract again and number the pictures in the order in which the dog does them.

- 1 C 2 G 3 J 4 E 5 I 6 D 7 K 8 A 9 H 10 L 11 F 12 B

DAILY ROUTINES

Fill in the times you do the things below, and then find other people who do them at the same time as you.

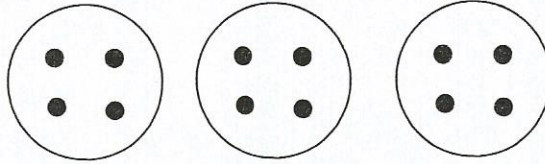
What time do you...	You	Your classmate
get up?	 _____	_____
have breakfast?	 _____	_____
leave home?	 _____	_____
arrive at school/work?	 _____	_____
have lunch?	 _____	_____
finish school/work?	 _____	_____
arrive home?	 _____	_____
go to bed?	 _____	_____
Now think of two more questions to ask and write the answers.		
.....?	 _____	_____
.....?	 _____	_____



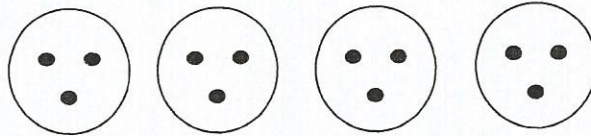
Year 1

Grouping

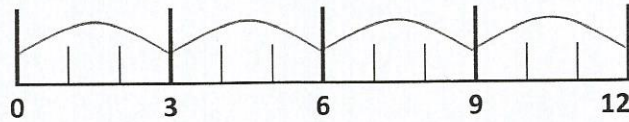
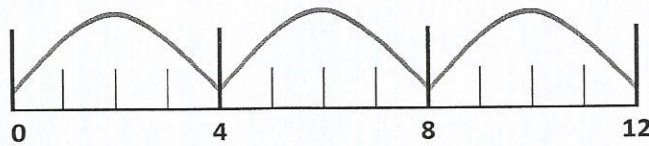
3×4



4×3



Number Line Jumps



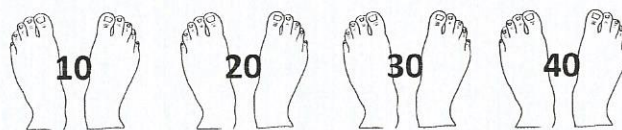
Counting up in Twos, Fives and Tens

2, 4, 6, 8, 10, 12, 14, 16, 18, 20

Alternate **LOUD** and **SOFT**



Counting in fives using hands



Counting in tens with pairs of feet



Year 3

Year 4

Partition in Grid

14 x 8

x	10	4
8	80	32

$$\begin{array}{r} 80 \\ + 32 \\ \hline 112 \\ 1 \end{array}$$

Partition in Grid TU x TU

14 x 32

x	10	4
30	300	120
2	20	8

$$\begin{array}{r} 300 \\ 120 \\ 20 \\ + 8 \\ \hline 448 \end{array}$$

Expanded Method TU x U

$$\begin{array}{r} 14 \\ \times 8 \\ \hline 32 \quad (8 \times 4) \\ + 80 \quad (8 \times 10) \\ \hline 112 \\ 1 \end{array}$$

Expanded Method TU x TU

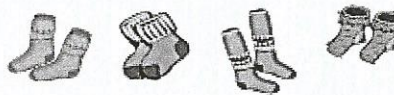
$$\begin{array}{r} 14 \\ \times 32 \\ \hline 8 \quad (2 \times 4) \\ 20 \quad (2 \times 10) \\ 120 \quad (30 \times 4) \\ + 300 \quad (30 \times 10) \\ \hline 448 \end{array}$$

Year 1

Informal grouping and sharing of objects into equal groups

Grouping

Sorting objects into 2s, 3s, 4s etc
How many pairs of socks are there?



Practical Grouping

For example, in PE 12 children get into teams of 4 to play a game. How many teams are there?



Sharing

Six sweets are shared between two people.
How many do they have each?





Year 3

Year 4

Progression in Calculations

TU ÷ U where divisor is 2, 3, 4, 5 or 6

TU multiple of 10 ÷ 10

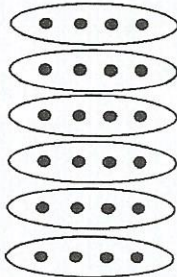
HTU multiple of 10 ÷ 10



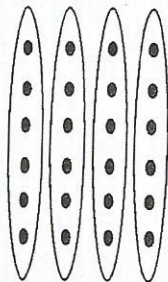
Strategies

Grouping using arrays

$$24 \div 4 = 6$$

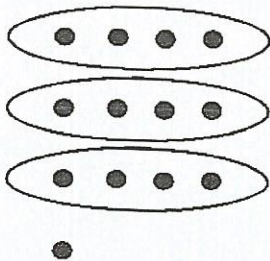


$$24 \div 6 = 4$$



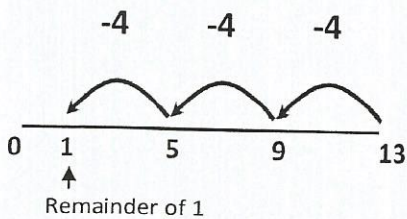
Moving onto calculations involving remainders

$$13 \div 4 = 3 \text{ r } 1$$



Grouping using the number line

$$13 \div 4 = 3 \text{ r } 1$$



Finding missing numbers, using inverse operation

$$26 \div 2 = \square \quad 24 \div \square = 12 \quad \square \div 10 = 8$$

$$2 \times \square = 26 \quad \square \times 12 = 24 \quad 10 \times 8 = \square$$

Progression in calculations

TU ÷ U

HTU multiple of 10 ÷ 10 or 100

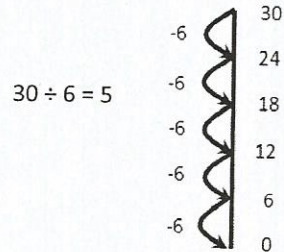
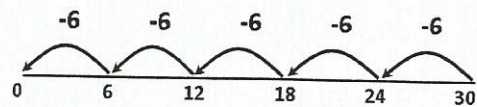
Give a remainder as a whole number



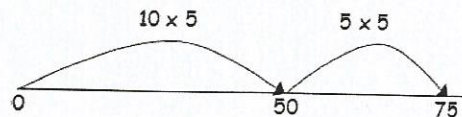
Strategies

Informal written methods

Abstracting the idea of arrays and recording on a number line



$$75 \div 5 = 15$$



For $75 \div 5$, the dividend of 75 is partitioned into 50 (the highest multiple of 5 that is also a multiple of 10) and 25.

Each number is then divided by 5.

$$75 \div 5 = (50 + 25) \div 5$$

$$= (50 \div 5) + (25 \div 5)$$

$$= 10 + 5$$

$$= 15$$

Deciding whether to round up or down after division depending on the context; e.g.

Rounding up: I have £ 62. Tickets cost £ 8 each. How many people can I take?

$£62 \div 8 = 7 \text{ r } 6$. I can take 7 people and I have £6 left over.

Rounding down: Mr Smith has 40 eggs. He can put 6 eggs in each egg box. How many egg boxes does he need for all his eggs?

$$40 \div 6 = 6 \text{ r } 4$$

He needs 7 boxes.

Types of number

2, 4, 6, 8, 10, etc. are _____ numbers.

1, 3, 5, 7, 9, etc. are _____ or _____ numbers.

Number sequences

What are the next two numbers in the sequences? Explain why to your partner.

1, 2, 4, 8, 16, _____

1, 2, 4, 7, 11, _____

0, 1, 1, 2, 3, 5, 8, 13, _____

2, 6, 18, 54, 162, _____

1, 4, 9, 16, 25, _____

Number boxes

Use each number in the box only ONCE to produce a result of 24.

9	4
10	7

=24

Answer: $10-9=1, 7-1=6, 6 \times 4=24$, or $9-7=2, 2 \times 10=20, 20+4=24$,
or $4 \times 10=40, 40-9=31, 31-7=24$

4	5
10	7

=24

4	8
9	10

=24

1	10
4	3

=24

9	5
2	6

=24

Favourite things

Student A

Task 1

Imagine you are your partner. Complete the sentences below without speaking to him/her.

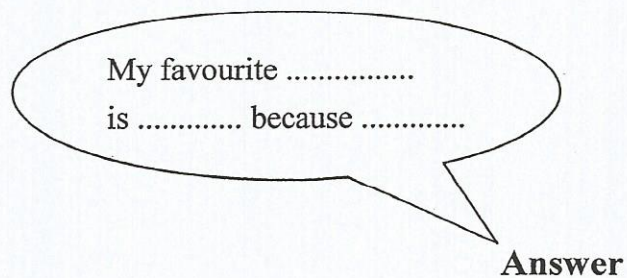
- | | | |
|---|---|---|
| 1 | My favourite colour is _____ . | <input style="width: 40px; height: 20px;" type="checkbox"/> |
| 2 | My favourite day of the week is _____ . | <input style="width: 40px; height: 20px;" type="checkbox"/> |
| 3 | My favourite sport is _____ . | <input style="width: 40px; height: 20px;" type="checkbox"/> |
| 4 | My favourite fruit is _____ . | <input style="width: 40px; height: 20px;" type="checkbox"/> |
| 5 | My favourite animal is a/an _____ . | <input style="width: 40px; height: 20px;" type="checkbox"/> |
| 6 | My favourite drink is _____ . | <input style="width: 40px; height: 20px;" type="checkbox"/> |
| 7 | My favourite film is _____ . | <input style="width: 40px; height: 20px;" type="checkbox"/> |
| 8 | My favourite singer is _____ . | <input style="width: 40px; height: 20px;" type="checkbox"/> |

Now think of your own examples:

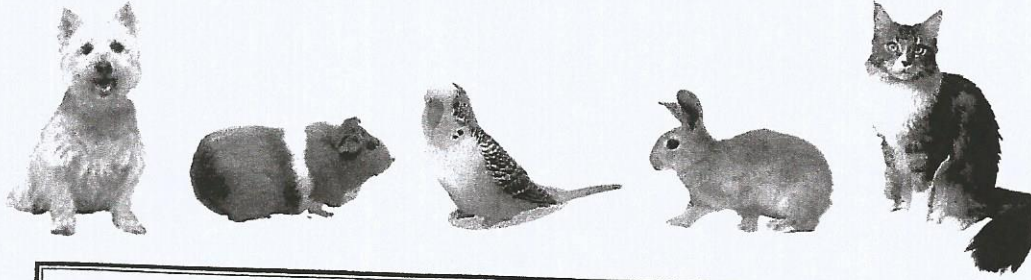
- | | | |
|----|-------------------------------|---|
| 9 | My favourite _____ is _____ . | <input style="width: 40px; height: 20px;" type="checkbox"/> |
| 10 | My favourite _____ is _____ . | <input style="width: 40px; height: 20px;" type="checkbox"/> |

Task 2

Now ask your partner questions to find out if you are right or wrong .



Tell me about your pet



1 How many? _____

2 Type? _____

3 Male/female? _____

4 Name? _____

5 Age? _____

6 Colour? _____

7 Food? _____

8 Where/sleep? _____

9 Daily routine? _____

10 What do you like most about your pet?

