

## Reinforcement worksheet 1 **F** towards

- Tell pupils they are going to play a game to test their memory. Pupils study the picture for two minutes. Then they cover the picture and read the sentences. From memory, they decide if the sentences are true or false (they can't look at the picture). They write T or F next to each sentence. Don't check answers with pupils. Let them uncover the picture and check their own answers.

**Key:** 2 T, 3 F, 4 F, 5 F, 6 T, 7 T, 8 F.

- Pupils correct all the false sentences. Help them with number 1 (*There are some clouds in the sky*). Encourage them to use words like: *no / some / someone / nowhere / anyone*, etc. in their answers.

**Key:** 3 There isn't anyone in the car park / There is no-one in the car park. 4 There is something in the grey car. 5 There is somewhere to camp. 8 No-one is eating.

- Finally, pupils complete the sentences about the activities that can be done on the day out.

**Key:** 3 There's somewhere to swim. It's the sea. 4 There's somewhere to eat lunch. It's the restaurant. 5 There's nowhere to watch TV.

- **Optional follow-up activity:** Pupils prepare true/false questions about the picture for their partner. They exchange papers and answer them without looking at the picture.

## Reinforcement worksheet 2

- Pupils look at the spellings and correct them.

**Key:** 1 chess, 2 beatbox, 3 skateboard, 4 board games, 5 free running, 6 clothes design, 7 racing bike.

- Pupils look at the word grid. They cross out words as instructed to leave four words which form a message. Ask pupils what new things they have tried.

**Key:** Always try something new.

- **Optional follow-up activity:** Pupils write a definition for four free time activities e.g. *It's something you do in the living room. You often do it in the evening (watch TV)*. They form small groups. Pupils read out their definitions to the others in the group, who have to guess what the activity is. Award one point for each correct answer.

## Extension worksheet 1

- Pupils look at the results of Tom's survey. Ask them if anything surprises them. Give them some help before they do this, e.g. ask them how many people in Tom's class have got a mountain bike (19). Is that a lot, in their opinion? Finally, ask pupils to match the halves of the sentences about Tom's class.

**Key:** 2 a, 3 d, 4 e, 5 b, 6 c

- Pupils write sentences about clothes design and beatbox following the models in Activity 2.

**Key:** Some pupils can design clothes. Nearly everyone would like to try beatbox.

- Next, ask pupils to think about Tom's questions and make predictions about their classmates in pairs. How many people in their class can design clothes, for example? (Everyone? No-one? Some people?) How many people can do tricks on a skateboard? Encourage pupils to guess.

- If you intend to do the follow-up activity, ask pupils to hand in their predictions to you, with their name on the sheet. Keep the predictions and find out after the follow-up activity who was right.

- **Optional follow-up activity:** Pupils carry out their own survey. First, they write the questions that Tom asked his classmates.

**Key:** Have you ever tried free running? Have you got a racing bike? Can you do tricks on a skateboard? Do you like playing board games? Do you know how to design clothes? Would you like to try beatbox? Would you like to try a dangerous sport? Have you planned to go anywhere this weekend?

- Now they work in groups and ask each other these questions. They should note the answers on paper, as Tom has done, so they can write sentences about them later. They then compare their results with their predictions.

## Extension worksheet 2

- Make one photocopy for every three pupils. They need one dice for the group and a token for each player (e.g. an eraser or coin). The players put their tokens on START! Player 1 throws the dice and moves that number of spaces. When he/she arrives at the space, the person to his/her left asks the question in that space. If Player 1 is correct, he/she stays there. If not, he/she goes back one place and wait for their next turn. Next it is the turn of Player 2. The first player to reach FINISH! is the winner.

- **Optional follow-up activity:** In groups of three, pupils discuss five things: something they like to listen to / do at weekends / read / watch on TV / eat. Are their interests and tastes similar?

## Song worksheet

- Begin by looking at the box. On the left-hand side there are definitions and on the right-hand side there are words. Pupils match the definitions with the words.

**Key:** b friends, c clothes, d hills, e films, f skateboard, g snow, h sail.

- Pupils put the words into the song (they should look at the context for clues). Finally, pupils listen to the song (Track 1.11) and check their answers. Then sing the song.

**Key:** 2 skateboard, 3 snow, 4 clothes, 5 sail, 6 films, 7 hills, 8 friends.

- **Optional follow-up activity:** In pairs, pupils write a hobby for each letter of the alphabet (*aerobics, beatbox, chess*, etc.).

## Topic worksheet

- Introduce the topic by asking the class if anyone collects anything. Pre-teach the words *expensive, crisp packets, allergic* and *physically handicapped*. Pupils read the texts and find the answers.

**Key:** a 3, b 1, c 4, d 2.

- Pupils read the sentences and complete them using 1, 2, 3 or 4 words.

**Key:** 1 is allergic (to them), 2 use his right hand, 3 is made of, 4 different countries.

- **Optional follow-up activity:** Pupils write an email to one of the people mentioned in the worksheet, asking them some questions about their hobby.