

Grammar

Up and down

Activity: Gap-fill board game in pairs

Language: Countable/uncountable nouns and quantifiers

Preparation: Make one copy of the worksheet for each pair. Provide a die and two counters for each pair.

Procedure

- Divide the class into pairs. Give each pair a worksheet, a die and two counters. Tell them to place their counters on the *Start* spaces.
- Explain that the sentences in the grid have one of the following words/phrases missing: *a, an, some, much, many, any, a lot of*.
- Students take turns to roll the die, move their counter the corresponding number of spaces and complete the sentence they land on. They can only move their counter in one direction per turn (either up or down), unless they reach the top or bottom of the grid, in which case they can 'bounce back'. For example, if a student is three spaces away from the top of the grid and they throw a five, they can move three spaces up and two spaces down. If they land on a sentence they have already completed, they must wait until their next turn.
- When a student has completed all of their sentences and returned to the *Start* space, check their sentences. If they have mistakes, point out which sentences are wrong (without giving the answers) and tell them to continue playing.
- The first student in each pair to correctly complete their sentences and return to the *Start* space is the winner.

Extension

In pairs, students discuss an ideal menu for a picnic or dinner party. They should say what they would and wouldn't like, using the quantifiers from the unit. Then have a whole-class discussion to agree on a menu to suit the whole class.

Key

Student 1: 1 some/a lot of 2 any 3 a 4 any 5 some/
a lot of/many 6 much 7 an 8 any 9 a lot of/
many
10 many

Student 2: 1 many/a lot of 2 any 3 an
4 some/a lot of 5 a lot of 6 some
7 much/a lot of 8 any 9 a 10 any

Communication

You are what you eat

Activity: Whole-class speaking activity

Language: Asking about quantities:
How much/many ...?

Preparation: Make one copy of the worksheet for each group of twelve. Cut out the 12 cards.

Procedure

- If there are more than 12 students in the class, divide them into groups of 12. Give one card to each student in the class.
- Students read their card and work out what question they need to ask to find out the information, e.g. *On a typical day, how many people eat some red meat?* → *On a typical day, do you eat **any** red meat?*
- Ask students to stand up and move around the room, asking their question to everyone in their group/the class. They should put a tick on their card each time someone answers *Yes, I do* and a cross each time they answer *No, I don't*.
- When they have asked everyone their question, students sit down and add up their ticks and crosses. They then take it in turns to report back to the class or group on their findings, e.g. *Seven people eat some red meat on a typical day. Five people don't eat any red meat on a typical day.*
- Discuss the results of the survey with the class. Ask students to say how healthy they think their class/group is.

Extension

- Ask each group to collate the information they gathered. Then they present the results on a poster using graphs, charts and illustrations. Display the posters in the classroom.

CLIL (Biology)

Healthy eating

Activity: Jigsaw sentences and discussion in pairs/groups of six

Language: Present simple and food vocabulary

Preparation: Make a copy of the worksheet for each pair. Cut each one into three.

Procedure

- Write *Healthy eating* on the board and elicit any words that the students know related to this topic, e.g. foods, nutritional groups, meals, body parts, etc.
- Divide the class into pairs: Student A and Student B. Give Part A of the worksheet to Student A and Part B to Student B. Explain that each sentence on their worksheet has a word missing. Below their sentences are the five words their partner needs to complete their sentences.
- Student A reads out their first sentence. Student B looks at the words in their box and says which one they think correctly completes the sentence. If Student A doesn't agree, he/she can ask for another word. Student B then reads out their first sentence and repeats the process. When they have completed all their sentences, check the answers with the class.
- Divide the class into groups of six and give each group Part C of the worksheet. Ask students what they understand by the term *balanced diet* (eating the correct amounts of each type of food to stay fit and healthy). They should refer to the food pyramid on page 70 of the Student's Book if they need to. Ask the students to discuss the questions as a group and decide whether their group has a balanced diet.

Extension

In their groups, students design a menu for a day (breakfast, lunch, dinner and snacks) that provides a balanced diet. Ask students to illustrate their menus and display them around the classroom. Award a prize to the group who you feel came up with the most well balanced menu.

Key

Student A: a calories b carbohydrates c dairy
d vitamin e ingredients

Student B: a balanced b Protein c fruit
d energy e meals