

Sentence walkabout



ACTIVITY TYPE

group matching, syntax awareness

LANGUAGE FOCUS

present tenses

LEVEL

2

AGE RANGE

9–10

SKILLS

reading, speaking, writing

TIME

30–45 minutes

MATERIALS

a copy of the *Sentence walkabout* worksheet per pupil, enlarged copies of the word cards

Before class

Make an enlarged copy of the *Sentence walkabout* worksheet and cut out the 24 cards. If you have fewer than 24 pupils, select the appropriate number of cards, ensuring that they make up complete sentences. Make a copy of the *Sentence walkabout* worksheet for each pupil.

In class

- 1 Give each pupil a card with a word or phrase. If you have more than 24 pupils in your class, put some in pairs, putting stronger pupils with weaker ones so that they can help them.
- 2 Each pupil writes their word onto even larger pieces of card or paper (A4).
- 3 Draw four similar 'cards' or phrases on the board, e.g. 'a bike.' 'ride' 'I' 'can'
- 4 Explain that the activity involves forming sentences, and that each sentence consists of four elements. Pupils should use the punctuation to help them (full stop and capital letter). Elicit the sentence *I can ride a bike.*
- 5 Ask pupils to walk around to find their other sentence members to form correct sentences. Set a time limit of five or ten minutes. Circulate to monitor and help. If groups form correct sentences that are not included in the key (*She likes her jumper. We go to the cinema on Saturdays, etc.*), praise them and ask them to regroup with other members to form an alternative sentence.
- 6 When all the pupils have found their sentences, they line up holding their cards in front of them for correction by the other members of the class. Encourage discussion about why certain combinations are correct or incorrect. If necessary, regroup your pupils into the six sentences in the key.
- 7 Collect the cards.
- 8 Give your pupils the worksheets. They must put the words into the boxes to form the six complete sentences. They can do this by:
 - a Cutting out the words and gluing them in the boxes below.
 - b Writing the words in the boxes on the worksheet.
 - c Copying the sentences into their notebooks.
- 9 Correct collectively on the board.

Key

| | | | |
|----------|-------------|---------------|----------------|
| She | isn't | going to | play tennis. |
| They | go | to the cinema | on Saturdays. |
| He | likes | his | computer game. |
| She's | putting on | her | jumper. |
| We | haven't got | our | coats. |
| A spider | has got | eight | legs. |



You read, I write

ACTIVITY TYPE

pairwork dictation

LANGUAGE FOCUS

present simple and continuous
verbs of the daily routine
adverbs of frequency

LEVEL

2

AGE RANGE

9–10

SKILLS

reading, listening, speaking,
writing

TIME

30 minutes

MATERIALS

a copy of both *You read, I write* worksheets per two pupils

Before class

Make a copy of both *You read, I write* worksheets, A and B, for every two pupils.

In class

- 1 Revise or pre-teach the questions *Can you repeat that, please? Can you spell that, please?* and write them on the board.
- 2 Explain how the activity works by example. Select a pupil and sit facing him or her. Give the pupil the 'B' dictation and you keep the 'A' dictation.
- 3 Ask the pupil to read his or her text while you write the missing words. Once you have filled in the spaces in your text, read your text so that your partner can write his or her missing words. Demonstrate or explain that you need to say *Blank* or *Mmmm* to indicate where there is a gap. Take turns to read and write. After one or two lines, check that the class understand the task.
- 4 Arrange the class in pairs: A and B. Give pupils their worksheet, A or B, and ask them to face their partners. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 5 Pupils read and write to complete their sheets.
- 6 Circulate to monitor and correct.
- 7 When pupils have finished, either they can check their answers in pairs, or ask them to dictate the text for you to write on the board.

Key

Stella Star

Stella is the intellectual of the family. She loves reading, studying and playing on her computer. She also enjoys playing the piano and listening to classical music. She doesn't really like sport or doing physical exercise.

During the week she always goes to school in the morning, and in the afternoon she does her homework. She doesn't often play, but she occasionally writes computer programs or reads books. Her favourite books are in English, French and German. She can speak all three languages perfectly.

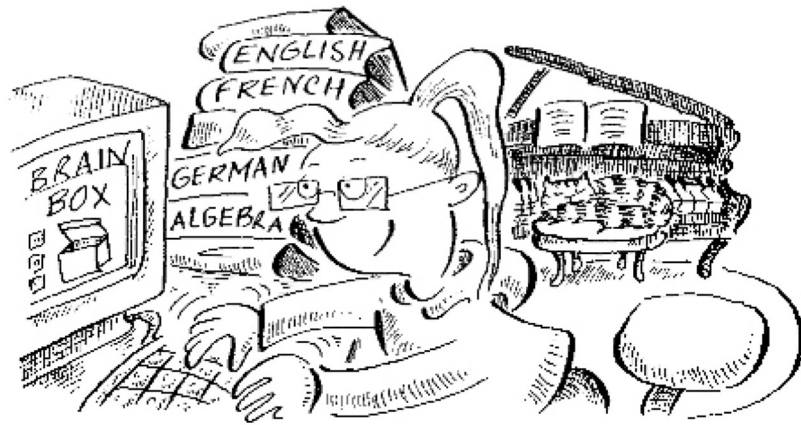
At the weekend she normally wakes up early and studies. She doesn't go to school, but she reads and writes a lot at home. She sometimes helps her parents with their problems.

Today is Saturday and she is at home. At the moment Stella is reading a book about algebra. She is also good at algebra. She isn't writing on her computer because her brother Simon is playing games on it. He always plays with her computer. Stella likes her brother, but she is never happy when he plays on her computer. Simon plays a lot.

- 8 Finally ask some comprehension questions to make sure that everyone understands the text, e.g. *Who is the intellectual of the family? What does Stella enjoy doing? Does Stella like sport?*

A

Stella Star



Stella _____ intellectual of the family. _____
 _____, studying and playing _____
 _____. She also enjoys _____
 _____ listening to classical music. _____ really
 like sport or _____ physical _____.
 During the week _____ to school in the
 _____, _____ she does
 her homework. _____, but she
 occasionally writes _____
 _____. Her favourite books are in _____
 _____. She can speak all _____ perfectly.
 _____ she normally wakes up early
 _____ go to school, _____
 _____ writes a lot at home. _____
 _____ helps her parents _____.
 Today is Saturday and _____.
 At the moment Stella _____
 about algebra. She is also _____. She isn't writing
 _____ because her brother Simon _____
 _____. He always plays
 _____. Stella likes _____,
 _____ she is never happy _____ on her
 computer. _____ a lot.

Use

- Can you repeat that, please?
- Can you spell that, please?

B

Stella Star



Stella is the intellectual _____ . She loves reading,
 _____ on her computer. _____
 _____ enjoys playing the piano and _____
 _____ . She doesn't really _____ doing
 physical exercise.

_____ she always goes _____
 _____ morning, and in the afternoon
 _____ . She doesn't often play,
 _____ computer programs or
 reads books. _____
 English, French and German. _____ all three
 languages perfectly.

At the weekend _____ early
 and studies. She doesn't _____ , but she reads and
 _____ . She
 sometimes _____ with their problems.
 _____ she is at home.
 _____ is reading a book about
 algebra. _____ good at algebra. _____

_____ on her computer because _____
 Simon is playing games on it. _____ with her
 computer. _____ her brother, but _____
 _____ when he plays _____
 _____ . Simon plays _____ .

Use

Can you repeat that, please?
 Can you spell that, please?