

Common Animals

Directions: Fill in the boxes with the names of the animals in the photos.

1 down



2 down



3 down



4 down



5 down



6 down



7 down



8 down



9 down



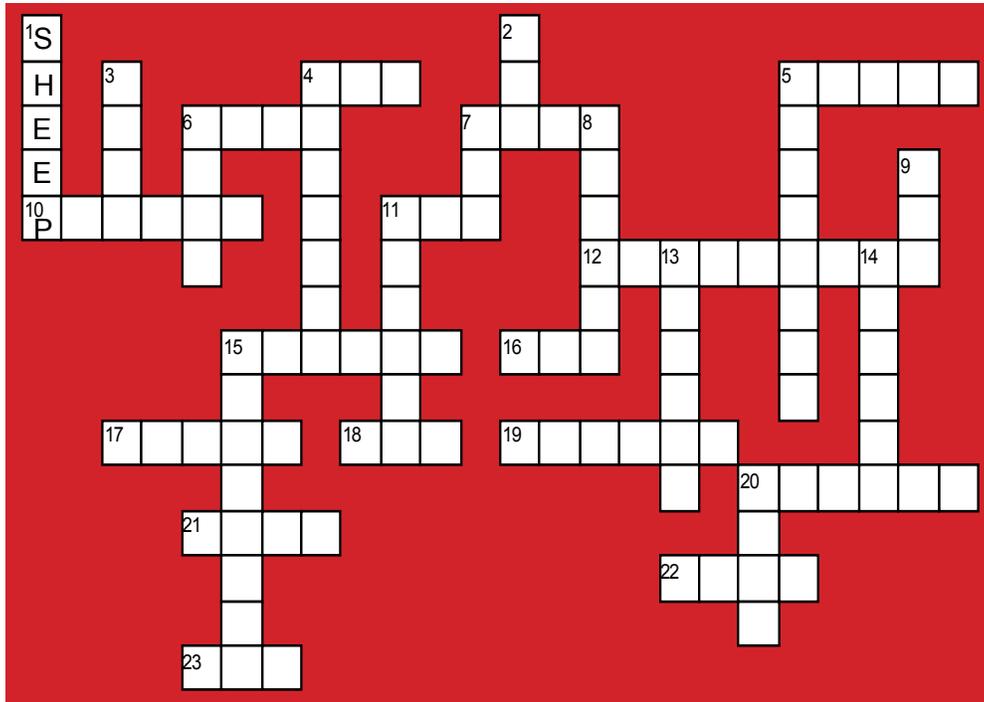
11 down



13 down



14 down



15 down



20 down



4 across



5 across



6 across



7 across



10 across



11 across



12 across



15 across



16 across



17 across



18 across



19 across



20 across



21 across



22 across



23 across

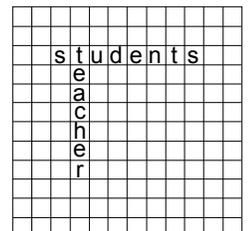


Teacher's Notes

- 1 Before distributing the worksheet, begin the lesson with a conversation. Ask your students general questions about common animal names such as pets, farm animals, birds, and pests. Ask them to name and describe as many as they can. List them on the board. Make sure that the lists include some of the following animals:

bear	chicken	donkey	frog	mosquito	rabbit	sheep	turkey
bee	cow	duck	goat	parrot	rat	snake	
butterfly	deer	fish	horse	pig	seal	spider	
cat	dog	fly	monkey	pigeon	lizard	squirrel	

- 2 Distribute the worksheet and identify and discuss each animal item. Ask simple questions about their shapes, sizes, colors, sounds, where they are found, and any other distinguishing features.
- 3 Working from the board, show your students how to form the plural of the names. Spelling Rules: Note that both the singular and plural of "**deer**," "**fish**," and "**sheep**" are the same. In the words "**butterfly**," "**fly**," and "**turkey**" the final "**y**" changes to "**ies**."
- 4 Demonstrate how to do a crossword puzzle. Explain the concept of **DOWN** and **ACROSS**. Then, show the students how to fill in the puzzle using the visual clues. Do a few examples with the whole class.
- 5 Allow some time for your students to complete the crossword puzzle. You may want to have students work in pairs or assigning it as a homework assignment.
- 6 Correct the answers by projecting an overhead transparency image directly onto the board on which students can take turns writing the answers on the board. See solution below.
- 7 Encourage the students to think of as many other animals that they can name such as those that are found in the wild, in zoos, or on the farms of other cultures.
- 8 Play a crossword puzzle game. Draw or project a grid onto the board or screen as well as a list of the new animal names. Divide the class into two teams and flip a coin to determine which team goes first. Have the first student of the first team go to the chalkboard and write a word that uses one letter of an existing word in the crossword. If the word fits and is correctly spelled, then give one point for every letter of the new word. Then, go on to the first student of the other team. If the word is incorrect, erase it and go to the opposite team.
- 9 As an additional activity, play Tic-tac-toe: Draw a tic-tac-toe grid and fill it in with animal names. Divide the class into two teams, each team assigned the symbol "X" or "O." Then flip a coin to determine which team begins. Have the students take turns in an orderly fashion by going down the rows. Tell the first student of the first team to use any word from the grid in a sentence. If the sentence is correct, replace the word with the team's symbol (X or O), otherwise, leave the word. Go on to the first person on the other team. Continue in this manner until one team wins by having three consecutive X's or O's in a row vertically, horizontally or diagonally. Keep score by giving one point for each game won. After each game, replace all the words in the grid with a different group of animal names each time.



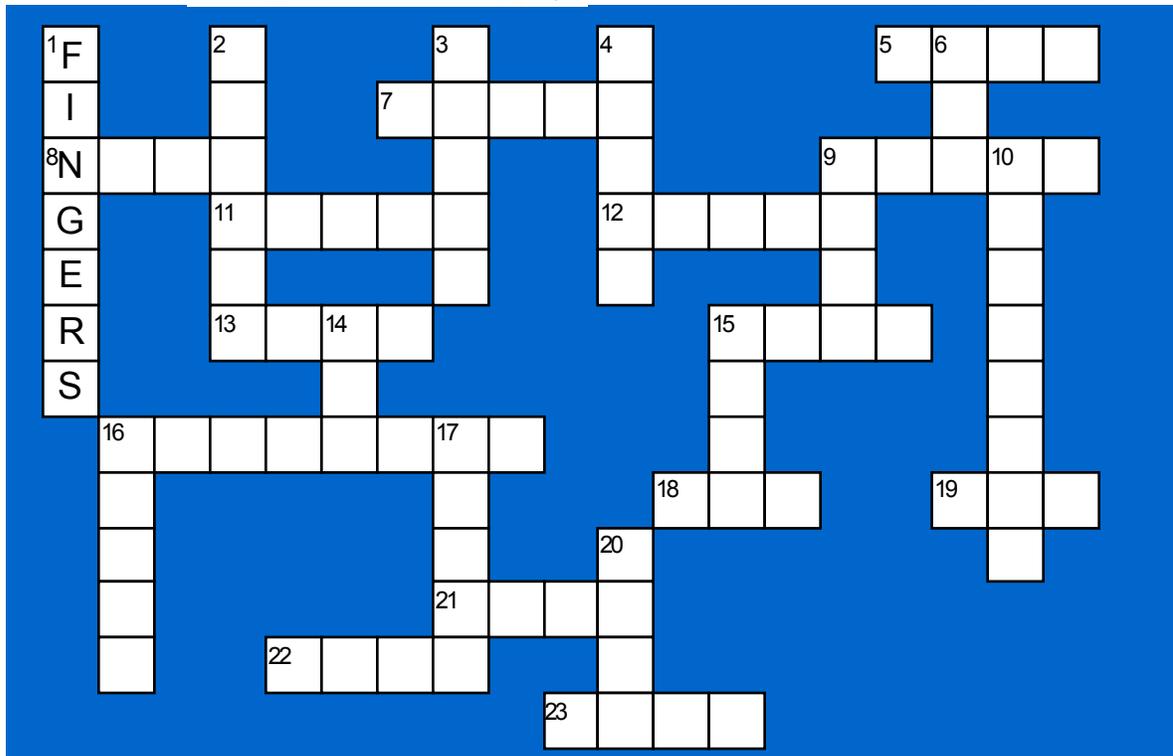
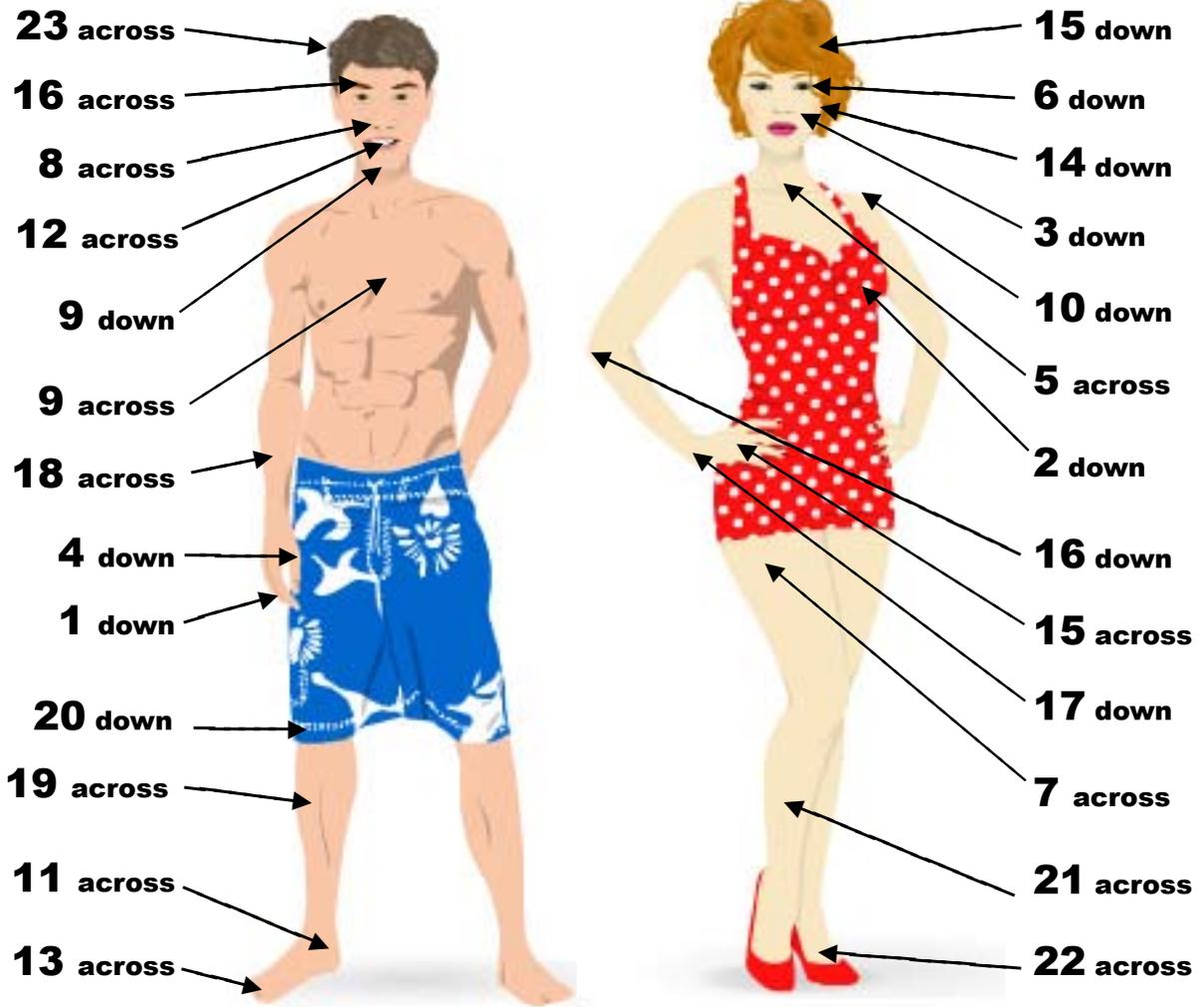
CROSSWORD PUZZLE SOLUTION:

DOWN: 1 sheep, 2 bee, 3 bear, 4 chicken, 5 squirrel, 6 frog, 7 dog, 8 rabbit, 9 fly, 11 pigeon, 13 turkey, 14 lizard, 15 mosquito, 20 seal

ACROSS: 4 cat, 5 snake, 6 fish, 7 deer, 10 parrot, 11 pig, 12 butterfly, 15 monkey, 16 rat, 17 horse, 18 ant, 19 donkey, 20 spider, 21 duck, 22 goat, 23 cow

Body Parts

Directions: Fill in the boxes in the crossword puzzle with the names of the body parts in the pictures.



Teacher's Notes

- 1 Before distributing the worksheet, begin the lesson with a conversation. Ask your students to name common body parts. Ask them to name and point out as many body parts that they can. List them on the board. Make sure that the lists include some of the following:

ankle	chest	eye	hair	leg	shin	toes
arm	chin	eyebrows	hand	mouth	shoulder	wrist
breast	ear	fingers	head	Neck	thigh	
cheek	elbow	foot	knee	Nose	thumb	

- 2 You may want to teach lesson 0019 (Vocabulary: Body Parts) before handing out this worksheet.
- 3 Distribute the worksheet and identify each body part.
- 4 Demonstrate how to do a crossword puzzle. Explain the concept of **DOWN** and **ACROSS**. Then, show the students how to fill in the puzzle using the visual clues. Do a few examples with the whole class.
- 5 Allow some time for your students to complete the crossword puzzle. You may want to have students work in pairs or assigning it as a homework assignment.
- 6 Correct the answers by projecting an overhead transparency image directly onto the board on which students can take turns writing the answers on the board. See solution below.
- 7 As a follow-up activity, you might want to teach some additional body parts.

Body: face, forehead, armpit, waist, abdomen, buttocks, hip, calf

Hand: knuckle, fingernail, index finger, middle finger, ring finger, little finger, palm

Head: sideburns, nostril, beard, mustache, tongue, tooth/teeth, lip

Eye: eyelid, eyelashes, iris, pupil

Foot: heel, instep, ball, big toe, little toe, toenail

- 8 Play a crossword puzzle game. Draw or project a grid onto the board or screen as well as a list of the new body parts. Divide the class into two teams and flip a coin to determine which team goes first. Have the first student of the first team go to the chalkboard and write a word that uses one letter of an existing word in the crossword. If the word fits and is correctly spelled, then give one point for every letter of the new word. Then, go on to the first student of the other team. If the word is incorrect, erase it and go to the opposite team.
- 9 Play "**Simon Says**." Have all the students stand up. The leader says, "**Simon says to touch your**." The students have to obey. If the order is not preceded by the words "**Simon says**," then the students must not move. If they do, they are out of the game and have to sit down. The person who remains standing wins. Make the game more challenging by having the leader touch one part of the body and call another.
- 10 As a follow-up activity, drill the following mini dialogs to practice using the new vocabulary. Have your students point to the appropriate body part. Examples:

Student 1: **Where does it hurt?** Student 2: **My _____ hurts.**

Student 1: **What's the matter?** Student 2: **I have a pain in my _____.**

CROSSWORD PUZZLE SOLUTION:

ACROSS: 5 neck, 7 thigh, 8 nose, 9 chest, 11 ankle, 12 mouth, 13 toes, 15 hand, 16 eyebrows, 18 arm, 19 leg, 21 shin, 22 foot, 23 head;

DOWN: 1 fingers, 2 breast, 3 cheek, 4 thumb, 6 eye, 9 chin, 10 shoulder, 14 ear, 15 hair, 16 elbow, 17 wrist, 20 knee

Parts of a Car

Directions: Fill in the boxes with the names of the car parts in the photos.

- 24 down
- 23 down
- 15 down
- 20 across
- 26 across



- 9 across (two words)
- 22 down
- 10 across
- 7 down

- 11 across (two words)
- 19 down
- 13 down
- 18 down (two words)
- 27 across



- 2 down (two words)
- 8 down
- 14 across
- 4 down (two words)

- 1 across
- 1 down
- 17 across
- 3 down
- 5 across (two words)



- 25 across
- 16 down
- 21 across
- 12 down
- 6 across

W I N D S H I E L D

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Teacher's Notes

- 1 Before distributing the worksheet, begin the lesson with a conversation. Ask your students general questions about the parts of a car. Ask your students to name and describe as many as they can. List them on the board. Make sure that the lists include some of the following items:

wipers	gas cap	tail light	bumper	glove box	gas pedal
trunk	tire	turn signal light	license plate	brake	speedometer
hubcap	headlights	hood	gear shift	mirror	dashboard
grill	windshield	fenders	arm rest	vent	steering wheel

- 2 Distribute the worksheet and identify and discuss each item indicated by an arrow. Ask simple questions about their location on or in the car, what the parts are used for, and any other distinguishing features.

- 3 This activity lends itself well to role playing in which you act as a car salesperson and the students respond as customers. Such role playing presents an excellent opportunity to introduce common questions asked in car shopping for a used car:

<i>How many miles does the vehicle have on the odometer?</i>	<i>Has the vehicle ever been involved in an accident?</i>
<i>Is the seller the original owner?</i>	<i>Can I take the car on a test drive?</i>
<i>Does the seller have records of repairs and maintenance?</i>	<i>How many miles does the car get per gallon of gas?</i>
<i>Does it have air conditioning, power windows, a CD?</i>	<i>How much is the asking price?</i>
<i>Why is the owner selling the car?</i>	<i>Was the owner happy with the car?</i>

- 4 Discuss other parts of the car not mentioned in the puzzle:

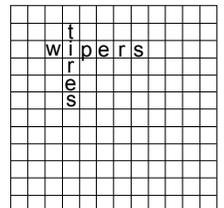
engine	head rest	door lock	sun visor
horn	door handle	gas gauge	antenna
gas tank	floor mat	stick shift	seat belt
bucket seats	brake light	radio	heater

- 5 Demonstrate how to do a crossword puzzle. Explain the concept of **DOWN** and **ACROSS**. Then, show the students how to fill in the puzzle using the visual clues. Do a few examples with the whole class.

- 6 Allow some time for your students to complete the crossword puzzle. You may want to have students work in pairs or assigning it as a homework assignment.

- 7 Correct the answers by projecting an overhead transparency image directly onto the board on which students can take turns writing the answers on the board. See solution below.

- 8 Play a crossword puzzle game. Draw or project a grid onto the board or screen as well as a list of the new car part names. Divide the class into two teams and flip a coin to determine which team goes first. Have the first student of the first team go to the chalkboard and write a word that uses one letter of an existing word in the crossword. If the word fits and is correctly spelled, then give one point for every letter of the new word. Then, go on to the first student of the other team. If the word is incorrect, erase it and go to the opposite team.



Cultural Note:

- 9 You may want to explain that British English use different words for some parts of the car: **hood/bonnet**, **trunk/boot**, and **gas/petrol**.

CROSSWORD PUZZLE SOLUTION:

ACROSS: 1 windshield, 5 turn signal, 6 bumper, 9 gas cap, 10 door, 11 steering wheel, 14 dashboard, 17 grill, 20 tire, 21 taillight, 25 trunk, 26 speedometer, 27 break;

DOWN: 1 wiper, 2 glove box, 3 headlight, 4 gas pedal, 7 mirror, 8 armrest, 12 exhaust, 13 gearshift, 15 hubcap, 16 licence, 18 floor mat, 19 airbag, 22 handle, 23 fender, 24 hood

Clothing & Accessories

Directions: Fill in the boxes with the names of the clothes and accessories in the photos.

1 down



2 down



3 down



5 down



6 down



7 down



8 down



12 down



14 down



19 down



21 down



22 down



24 down



25 down



4 across



10 across



11 across



15 across



17 across



18 across



20 across



23 across



26 across



27 across



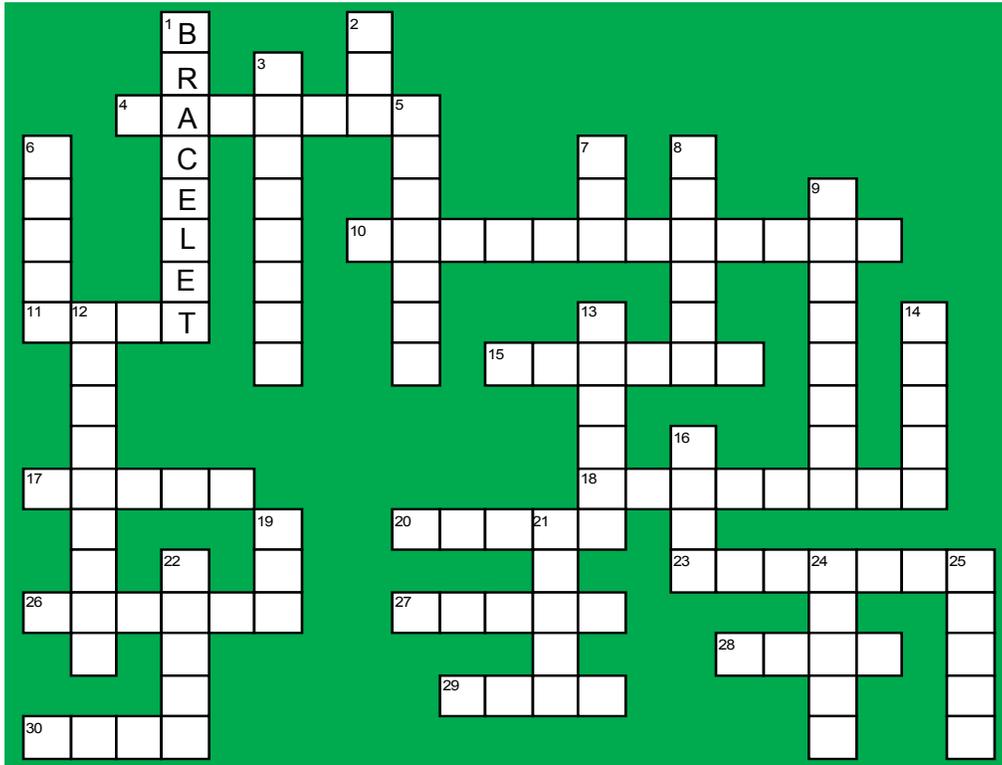
28 across



29 across



30 across



9 down



13 down



16 down



Teacher's Notes

- 1 Before distributing the worksheet, begin the lesson with a conversation. Ask your students general questions about common clothing and accessories. Ask them to name and describe as many as they can. List them on the board. Make sure that the lists include some of the following items:

belt	buckle	glasses	necklace	ring	skirt	sweater	wallet
blouse	coat	handkerchief	pajamas	scarf	slippers	tie	watch
bra	dress	hat	pants	shirt	socks	underwear	
bracelet	earrings	jacket	purse	shoes	suit	vest	

- 2 Distribute the worksheet and identify and discuss each clothing and accessory item. Ask simple questions about shapes, sizes, colors, cost, where they are bought, worn, and any other distinguishing features.

- 3 Review and practice the following phrases:

What are you wearing?

Are you wearing _____?

Who is wearing _____?

Who has a _____?

What color is/are the _____?

What kind of _____ are you wearing?

- 4 As a class discussion have your students practice asking and answering questions about the information collected. (*Introduce the words **nobody** and **no one** if necessary.*)

Who is wearing _____?

Who has a _____ at home?

What color is your _____?

- 5 Expand the activity by practicing the general sequence of adjectives: **size**, **color**, then **object**.

Examples: small white shirt • short blue skirt • long black belt

Have students describe some of the following:

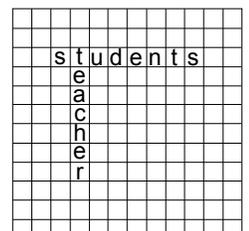
- their favorite outfits
- their country's traditional clothing
- appropriate outfits for work
- appropriate outfits for a wedding and other events

- 6 Demonstrate how to do a crossword puzzle. Explain the concept of **DOWN** and **ACROSS**. Then, show the students how to fill in the puzzle using the visual clues. Do a few examples with the whole class.

- 7 Allow some time for your students to complete the crossword puzzle. You may want to have students work in pairs or assigning it as a homework assignment.

- 8 Correct the answers by projecting an overhead transparency image directly onto the board on which students can take turns writing the answers on the board. See solution below.

- 9 Play a crossword puzzle game. Draw or project a grid onto the board or screen as well as a list of the new clothing and accessories. Divide the class into two teams and flip a coin to determine which team goes first. Have the first student of the first team go to the chalkboard and write a word that uses one letter of an existing word in the crossword. If the word fits and is correctly spelled, then give one point for every letter of the new word. Then, go on to the first student of the other team. If the word is incorrect, erase it and go to the opposite team.



CROSSWORD PUZZLE SOLUTION:

DOWN: 1 bracelet, 2 bra, 3 earrings, 5 sweater, 6 shoes, 7 tie, 8 buckle, 9 necklace, 12 underwear, 13 blouse, 14 pants, 16 ring, 19 hat, 21 socks, 22 skirt, 24 scarf, 25 shirt;

ACROSS: 4 pajamas, 10 handkerchief, 11 suit, 15 wallet, 17 dress, 18 slippers, 20 purse, 23 glasses, 26 jacket, 27 watch, 28 coat, 29 vest, 30 belt

Teacher's Notes

- Before distributing the worksheet, begin the lesson with a conversation to assess your students' knowledge of some commonly used verbs. Ask questions using the present continuous tense such as:

What are you doing?

Is [a student's name] sitting/standing?

What are they doing? (pointing to someone)?

Are you sitting/standing?

Are [two student's names] listening?

What am I (the teacher) doing now?

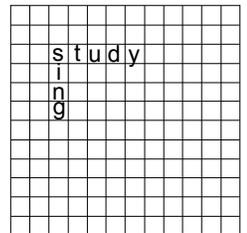
- Distribute the worksheet. Identify the people and what they are doing in the photos. Ask the question, "**What's _____ doing?**" Model the response, "**He/She's _____.**" Have the students repeat both question and answer. Continue asking similar questions about the people in the photos. For variety, have students ask each other questions with the word "**where**" such as "**Where's _____?**" Students should reply, "**He/she's _____.**"

- Ask your students general questions about other common activities. Ask them to name and describe as many as they can. List them on the board. Make sure that the lists include some of the following items:

ask	eat	listen	ride	study	wait
count	exercise	look	shop	take	walk
cut	help	play	show	tie	watch
drive	laugh	read	sing	touch	write

- Demonstrate how to do a crossword puzzle. Explain the concept of **DOWN** and **ACROSS**. Then, show the students how to fill in the puzzle using the visual clues. Do a few examples with the whole class.
- Allow some time for your students to complete the crossword puzzle. You may want to have students work in pairs or assigning it as a homework assignment.
- Correct the answers by projecting an overhead transparency image directly onto the board on which students can take turns writing the answers on the board. See solution below.

- Play a crossword puzzle game. Draw or project a grid onto the board or screen as well as a list of the common verbs. Divide the class into two teams and flip a coin to determine which team goes first. Have the first student of the first team go to the board and write a word that uses one letter of an existing word in the crossword. If the word fits and is correctly spelled, then give one point for every letter of the new word. Then, go on to the first student of the other team. If the word is incorrect, erase it and go to the opposite team.



- As an additional activity, play Tic-Tac-Toe: Draw a Tic-Tac-Toe grid and fill it in with common verbs. Divide the class into two teams, each team assigned the symbol "X" or "O." Then flip a coin to determine which team begins. Have the students take turns in an orderly fashion by going down the rows. Tell the first student of the first team to use any word from the grid in a sentence. If the sentence is correct, replace the word with the team's symbol (X or O), otherwise, leave the word. Go on to the first person on the other team. Continue in this manner until one team wins by having three consecutive X's or O's in a row vertically, horizontally or diagonally. Keep score by giving one point for each game won. After each game, replace all the words in the grid with a different group of verbs.

- Expand the activity by teaching additional common verbs: *drink, write, sit, run, work, swim, stand, speak, make, wear, smile, hold, hear, understand, visit, turn, need, see, steal, type, read, relax, and meet.*

CROSSWORD PUZZLE SOLUTION:

ACROSS: 1 walk, 4 look, 5 show, 7 ride, 10 take, 12 study, 13 cut, 14 listen, 16 shop, 17 touch, 18 drive, 19 help; **DOWN:** 1 watch, 2 play, 3 count, 6 wait, 7 read, 8 exercise, 9 ask, 11 eat, 12 sing, 14 laugh, 15 write, 17 tie