

**Timesaver**

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# Raps!

**For learning English**



 **SCHOLASTIC**

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**MARY GLASGOW MAGAZINES**



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See contents page for details

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# Contents

Title	Vocabulary	Page
<b>Home and Possessions</b>		
🎧 Animal House	animals, rooms in a house, furniture	4
🎧 The Best Friend Rap	personal possessions, food	6
🎧 The Mobile Phone Rap	mobile phones	8
🎧 Junk Food	food	10
<b>People</b>		
🎧 American Cousin	British English vs American English	12
🎧 Your Music is Absurd	music styles	14
🎧 In Trouble	prepositions of place	16
🎧 The Alien Rap	personal description	18
🎧 Friends and Family	family members, personality adjectives	20
🎧 We're going to ...	jobs	22
<b>School</b>		
🎧 School Uniform Rap	clothes	24
🎧 Poor Bobby	illness, days of the week, school subjects	26
🎧 Super Students	adjectives, school activities	28
🎧 School Rules Blues	school rules	30
<b>Out and About</b>		
🎧 The World Cup Rap	football	32
🎧 The Active Rap!	free time activities	34
🎧 Have you ever ... ?	country and city names	36
🎧 The Transport Rap	transport	38
🎧 The Weatherman Rap	weather	40
<b>Festivals and Special Days</b>		
🎧 Pancake Rap	food and cooking	42
🎧 The Trick or Treat Rap	numbers, food	44
🎧 Halloween Rap	Halloween words	46
🎧 The Christmas Rap	prepositions of place, furniture	48
🎧 Bank Holiday Rap	free time activities	50
🎧 Guy Fawkes Night	history	52
<b>Teacher's Notes</b>		54
<b>Lexical and Grammatical Indexes</b>		64

# Animal house

**Help!**

**This is an animal house**

**I said, help!**

**This is an animal house**

**I said help me!**

**I've got monkeys in my kitchen**

**They're dancing on the floor**

**I've got a cheetah in the bathroom**

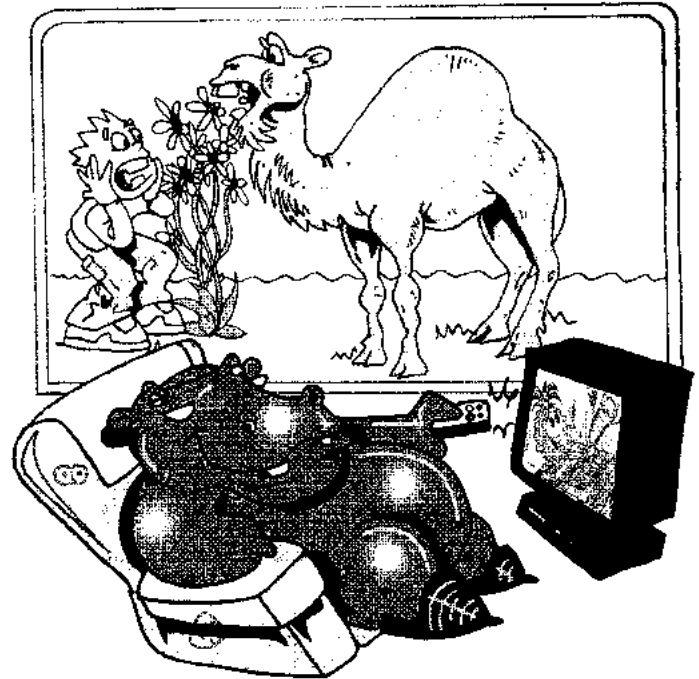
**He's washing his paws!**

**I've got beetles in my bedroom**

**And mice under the stairs**

**I've got turtles watching tv**

**And a hippo in dad's chair**



**Help!**

**This is an animal house**

**I said, help!**

**This is an animal house**

**I said help me!**

**I've got a snake under the sofa**

**And penguins in the shower**

**I've got camels in the garden**

**And they're eating all the flowers**

**Help!**

**This is an animal house**

**I said, help!**

**This is an animal house**

**Help!**

**This is an animal house**

**I said, help!**

**This is an animal house**

**I said help me!**



1

Listen to the rap. Which animals from the rap can you see in the pictures?  
Tick (✓) the animals you can see.

monkeys	<input type="checkbox"/>	beetles	<input type="checkbox"/>	turtles	<input type="checkbox"/>	snake	<input type="checkbox"/>	camel	<input type="checkbox"/>
cheetah	<input type="checkbox"/>	mice	<input type="checkbox"/>	hippo	<input type="checkbox"/>	penguins	<input type="checkbox"/>		

2

Read the rap again and answer these questions.

- 1 What are the monkeys doing? *They're dancing on the floor.*
- 2 What is the cheetah doing?
- 3 What are the turtles doing?
- 4 Where is the hippo sitting?
- 5 What are the camels doing?

3

I've got six more animals in my house! Follow the mazes to find out what they are doing.  
Write your answers below.

- |            |  |                             |
|------------|--|-----------------------------|
| 1 zebras   |  | eating peanuts              |
| 2 elephant |  | squirting water in the bath |
| 3 squirrel |  | watching a video            |
| 4 wolf     |  | sleeping in my bed          |
| 5 pig      |  | doing the washing-up        |
| 6 tiger    |  | digging a hole              |

- 1 *The zebras are digging a hole.*
- 2
- 3
- 4
- 5
- 6

4

Read the information about the animals in exercise 3 again. Can you match the animals with the places in the box? Write your answers below.

garden    bathroom  
sitting room    kitchen  
dining room    bedroom

- 1 The zebras are *in the garden.*
- 2 The elephant is
- 3 The squirrel is
- 4 The wolf is
- 5 The pig
- 6 The tiger

# ***The Best Friend Rap***

## **Chorus**

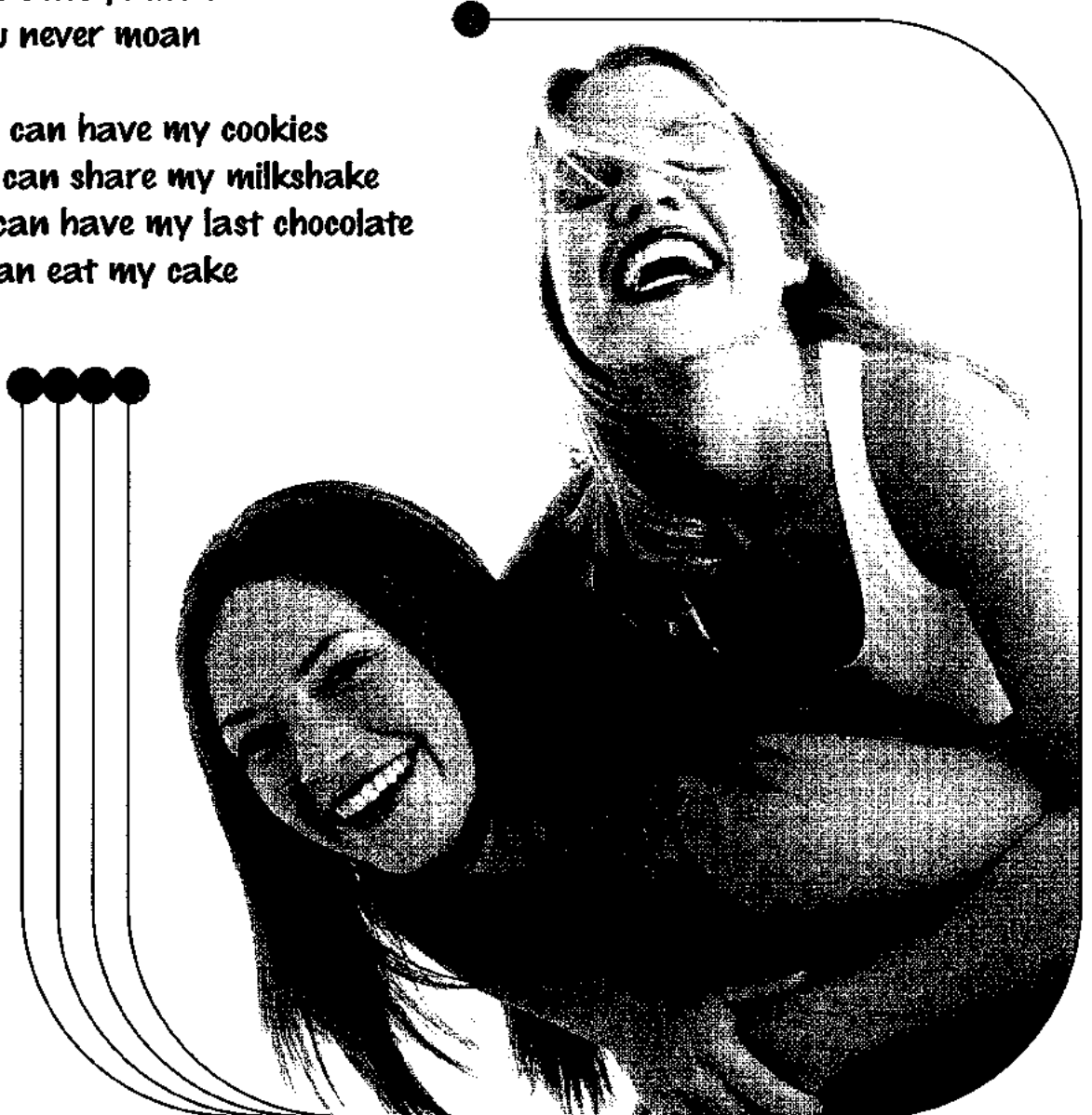
**You're my best friend, yeah  
My best friend yeah  
You're here there,  
here there  
everywhere**

**You can play on my X Box  
You can use my phone  
You always listen  
You never moan**

**You can have my cookies  
You can share my milkshake  
You can have my last chocolate  
You can eat my cake**

**You can listen to my mini-discs  
Or listen to my CDs  
You can borrow Linkin Park,  
Kylie, Britney**

**You can read my Harry Potter  
You can watch my videos  
The only things you can't take  
..... are my funky rappin' clothes!**





**1**

2 Listen to the rap. Are you a good friend? Read the sentences below. Are they true or false for you and your friend?

Name of your best friend	True	False
1 I know when my friend's birthday is.	<input type="radio"/>	<input type="radio"/>
2 My friend can borrow my CDs.	<input type="radio"/>	<input type="radio"/>
3 My friend can borrow my clothes.	<input type="radio"/>	<input type="radio"/>
4 My friend can eat my last piece of chocolate.	<input type="radio"/>	<input type="radio"/>
5 My friend can stay at my house at night.	<input type="radio"/>	<input type="radio"/>
6 My friend can copy my homework.	<input type="radio"/>	<input type="radio"/>
7 My friend can use my mobile phone.	<input type="radio"/>	<input type="radio"/>

Now add up your points and read the key at the bottom of the page.

1 True = 1	False = 0	5 True = 3	False = 0
2 True = 2	False = 0	6 True = 4	False = 0
3 True = 2	False = 0	7 True = 4	False = 0
4 True = 3	False = 0		

**Total**

**2**

Match the verbs on the left with the nouns on the right.

eat	magazine
use	Nintendo
play on	DVD
listen to	chips
read	calculator
watch	radio

**3**

Now use *can* with the correct verbs to complete this extra verse from the rap.

You *can read* my magazines  
 You my Nintendo  
 You my calculator  
 You my radio.

You my last chip  
 You my DVDs  
 Cos you're my best friend  
 You're the bees knees\*

(\* bees knees means the very best.)

10-19 points = You are a good friend 0-10 points = You are a bad friend

# The Mobile Phone Rap

Can I have a mobile, Dad?

Beep Beep

Beep Beep

Can I have a mobile phone?

Beep Beep Beep Beep Beep

I can call

And I can text

Beep Beep

Beep Beep

I can surf the Internet

Beep Beep Beep Beep Beep

It can tell the time

And it can tell the date

Beep Beep

Beep Beep

I can phone if I am late

Beep Beep Beep Beep Beep

I can play games

I can do sums

Beep Beep

Beep Beep

I can text fast with my thumbs

Beep Beep Beep Beep Beep

You can have a mobile, that's OK

Beep Beep

Beep Beep

But don't come here when it's time to pay!

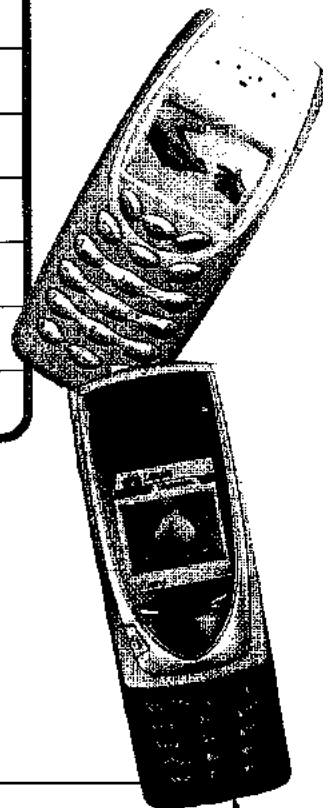
Beep Beep Beep Beep Beep



**1**

Listen to the rap. What can you do on a mobile phone?

	Yes, you can!	No, you can't!
Call somebody		
Do sums		
Play CDs		
Tell the time		
Send texts		
Surf the Internet		
Watch television		


**2**

Answer these questions about yourself.

Do you have a mobile phone? .....

How many calls do you make in one week? .....

How many texts do you send in one week? .....

**3**

Match the verbs on the left with the words on the right

1 play	texts
2 surf	the time
3 send	a friend
4 do	the date
5 tell	games
6 tell	a video
7 call	sums
8 watch	the Internet

**4**

Read the 'telephone language' sentences on the right and use the words in the box to complete the sentences.

operator  
engaged press  
through get on  
afraid leave

- I'll put you .....
- Hold ....., please.
- Press 5 to speak to the .....
- Please ..... a message after the tone.
- I'm ..... he's not in.
- The line is ..... Please try later.
- Please ..... the star key on your telephone keypad now.
- I can't ..... through to Jade. Maybe her phone is broken.

# ***Junk Food***

*Junk food, junk food  
That's all my brother eats  
burgers, chips and a fizzy drink  
And then a bag of sweets*

*He doesn't like chicken  
and he doesn't like peas  
He thinks lettuce is disgusting  
and he's not fond of cheese*

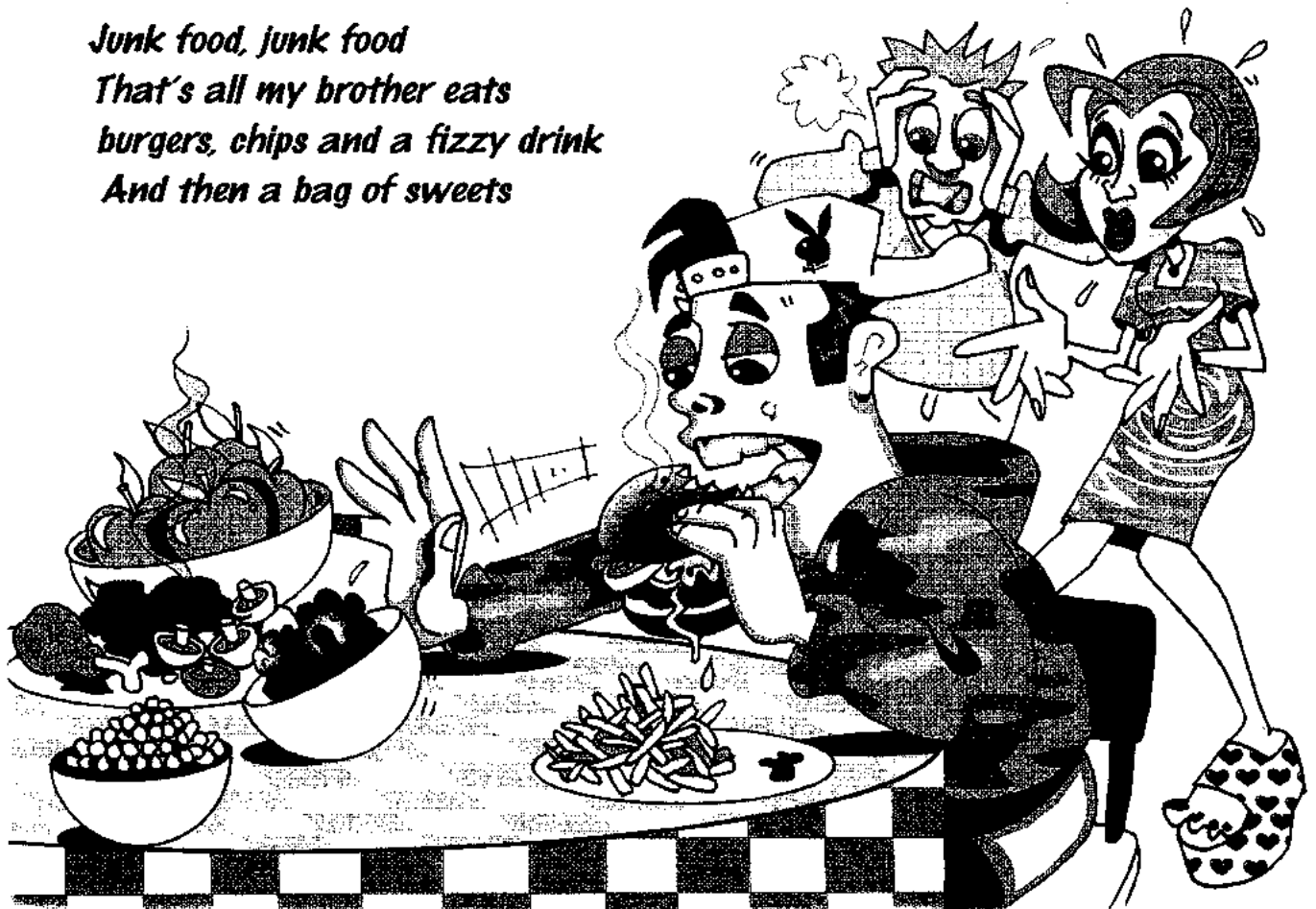
*He won't eat tomatoes,  
and he won't eat rice  
Salad makes him say things  
That aren't very nice!*

*Junk food, junk food  
That's all my brother eats  
burgers, chips and a fizzy drink  
And then a bag of sweets*

*He doesn't like potatoes  
He never eats beans  
He really hates cabbage  
And mushrooms make him scream!*

*He can't stand apples,  
He doesn't like plums  
The only fruit he ever has  
Is strawberry chewing gum!*

*Junk food, junk food  
That's all my brother eats  
burgers, chips and a fizzy drink  
And then a bag of sweets*



1

Listen to the rap. How many food words can you find in the word snake? Write the words below under the correct heading.

plumushroombeanpeapplechickenricepotatotomatogumchipsweetstrawberryburgercheese

vegetables

fruit

meat

other

2

Find four more ways of saying *doesn't like* in the rap, and use them to complete the gaps on the right.

*doesn't like*

n..... f..... o.....

t..... something i..... d.....

r..... h.....

c..... s.....

3

Use the phrases from exercise 2 to write five sentences about things you don't like. You can use the ideas in the box or your own ideas:

food TV programmes pop stars school subjects clothes sports actors

*I don't like football.*

4

Now use these phrases to write five sentences about things you do like.

I really like .....

I love .....

I'm very fond of .....

I'm crazy about .....

I'm really keen on .....



# American Cousin

American cousin

Comes to stay

American cousin

Speaks in a funny way!

He'd like cookies

And soda to drink

Let's go to the mall

Say, what do you think?

American cousin

Comes to stay

American cousin

Speaks in a funny way!

He'd like fries

And a candy bar

He takes the subway

When he thinks it's far

American cousin

Comes to stay

American cousin

Speaks in a funny way!

He'd like to play football

But he wears helmet and pads

Thinks England is "fly"

I think he is mad!

American cousin


Comes to stay

American cousin

Speaks in a funny way!



1 Listen to the rap. Match the American words with the British English meanings.



1 cookies


2 soda

3 candy bar

4 fries

5 subway

6 football



6 chocolate bar

6 underground

0 soft drink

r football

6 chips

s biscuits

*(Note: A line connects '1 cookies' to 's biscuits' and '6 football' to 'r football').*

Put the letters from your answers here to spell what Americans call 'football'.

1 S	2	3	4	5	6
-----	---	---	---	---	---

2 Look at these differences between American English spelling and British English spelling. Then try to rewrite the British English words below using American English spelling.

American English	British English	
theater	theatre	1 cancelled <u>canceled</u>
traveled	travelled	2 dialogue .....
color	colour	3 centre .....
labor	labour	4 offence .....
defense	defence	5 favourite .....
catalog	catalogue	6 metre .....

3 Read these five short texts. By each text write A for American English or B for British English.

- 1 Candy and cookies are my favorite kinds of food. ....
- 2 We travelled by underground to the city centre. ....
- 3 I'd like a burger with chips and a soft drink, please. ....
- 4 The man next to me in the theater was eating a candy bar. ....
- 5 We canceled the football game because of the bad weather, and watched soccer on the TV instead. ....

# "Your music is absurd!"

Dad and me  
We can't agree  
Which music is the best  
I like pop  
He likes rock  
You can keep the rest

Dad says  
"Britney,  
she can't sing  
and N'Sync  
they can't play!  
S Club 7?  
They can't dance  
It's all too loud today"



Dad says:  
"J.Lo,  
she can't act  
Westlife can't sing a word  
Eminem?  
Maybe he can rap!  
Your music is absurd"

Dad and me  
We can't agree  
Which music is the best  
I like pop  
He likes rock  
You can keep the rest

Hey Dad  
you're wrong  
I don't care  
Can Bruce Springsteen dance?  
And who is Cher?



Listen to the rap. What does Dad say these pop stars *can* / *can't* do. Put a tick (✓) if he says they can and a cross (X) if they can't. Put a dash (-) if he doesn't say.

	sing	dance	play	rap	act
Britney	X				
'N Sync					
S Club 7					
J.Lo					
Eminem					
Westlife					



What can you do? Answer these questions with *Yes, I can.* or *No, I can't.*

- 1 Can you sing? .....
- 2 Can you dance? .....
- 3 Can you play a musical instrument? .....
- 4 Can you rap? .....
- 5 Can you act? .....
- 6 Can you cook? .....
- 7 Can you play tennis? .....
- 8 Can you play basketball? .....



Now write about yourself in the space below. Use *I can* and *I can't*.

*I can sing, but I can't dance.*

.....

.....

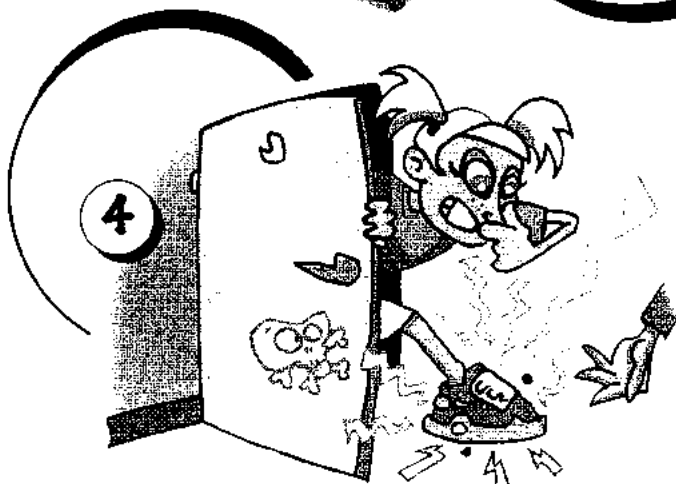
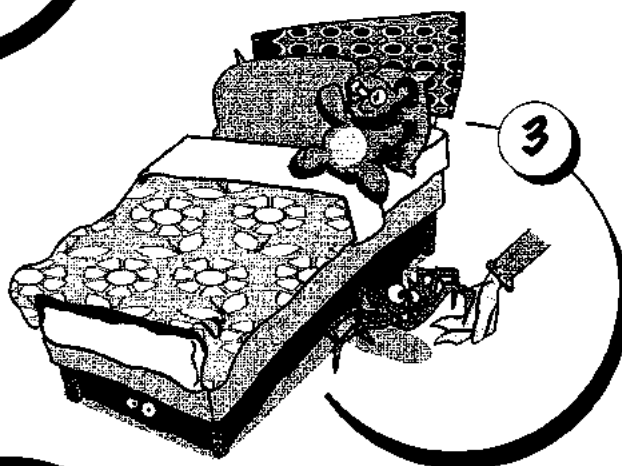
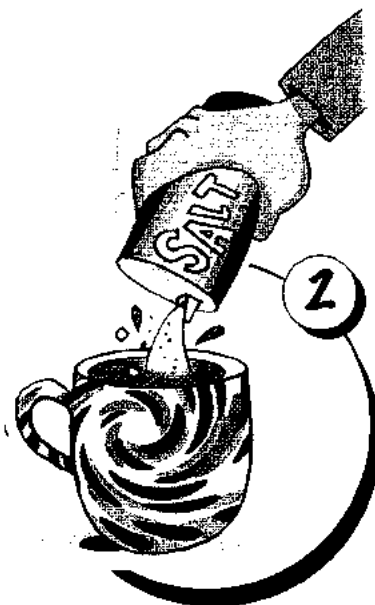
.....

.....

.....

.....

# In Trouble



I'm in trouble  
Yeah trouble all the time  
It's just this  
Silly sister of mine!

I put a spider  
Under my sister's bed  
Is this yours?  
I shake my head

I put a worm  
In my sister's hair  
It's not me  
It's not fair

I put salt  
In my sister's tea  
It's not my fault  
It's not me

I put a stink bomb  
Behind her door  
Why do you do this?  
What's it for?

On Christmas Day  
Look under the tree  
My sister's got presents  
but there's nothing for me.....



**1** Listen to the rap. Find the words in the rap that rhyme with these words.

- |        |             |        |  |
|--------|-------------|--------|--|
| 1 bed  | <i>head</i> | 4 door |  |
| 2 hair |             | 5 tree |  |
| 3 tea  |             |        |  |

**2** Match the picture to the correct verse.

- 1 Picture 1 *I put a worm in my sister's hair.*
- 2 Picture 2 .....
- 3 Picture 3 .....
- 4 Picture 4 .....

**3** Use the words in the box to answer the questions.

bed under hair tree ~~behind~~ in ~~door~~ tea under in

- 1 Where does he put the stink bomb?  
*Behind* his sister's *door*
- 2 Where does he put the spider?  
..... his sister's .....
- 3 Where does he put the worm?  
..... his sister's .....
- 4 Where does he put the salt?  
..... his sister's .....
- 5 Where are his sister's presents?  
.....

**4** Put these words from the rap under the correct heading.

hair salt under head worm in spider tea

**Animals**

**Prepositions**

**Parts of the body**

**Food and drink**

.....

.....

# The Alien Rap

Last night as I was in my bed  
I heard a funny sound  
I ran downstairs and looked outside  
And this is what I found

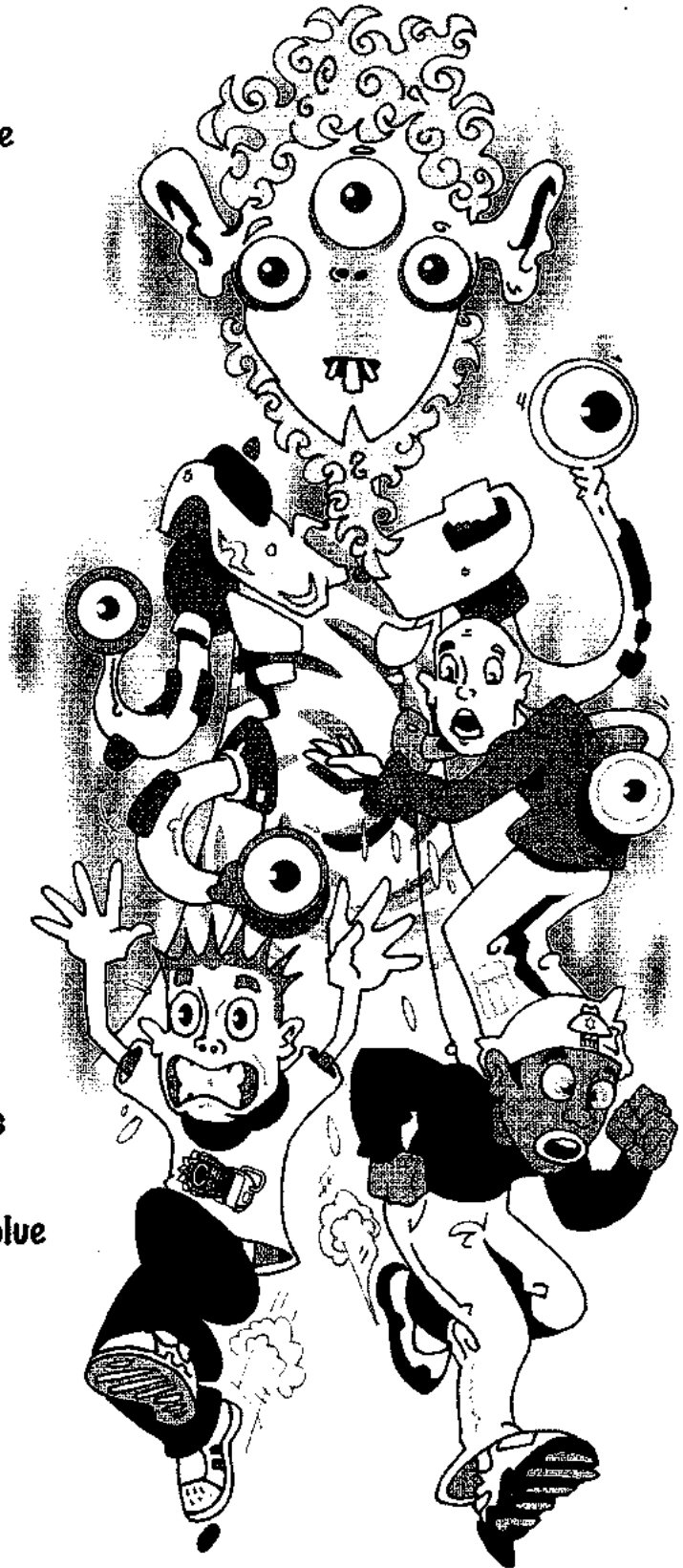
An alien from outer space  
Standing by my door  
He smiled at me and said, 'Hello!  
Can I sleep on your floor?'

*Meet my friend, the alien  
He's here on holiday  
Meet my friend, the alien  
No, please don't run away!*

He's very kind and friendly but  
He looks very weird  
He's got long spiky purple hair  
And a matching purple beard

His nose is big, he's got four eyes  
His mouth is very small  
His ears stick out, his teeth are blue  
And he's seven metres tall

*Meet my friend, the alien  
He's here on holiday  
Meet my friend, the alien  
No, please don't run away!*



**1**

Listen to the rap and look at the picture of the alien.  
There are four mistakes in the picture. Can you find them?

1 *The alien has a big nose, not a small nose.*

2

3

4

**2**

There are ten words from the rap in this wordsearch grid. Find and circle the other nine.

b	e	n	m	r	k	w	y
f	u	b	n	e	y	e	s
u	m	e	p	s	t	i	e
s	o	a	h	a	i	r	a
p	u	r	p	l	e	d	r
o	t	d	u	i	n	d	s
c	h	t	t	e	e	t	h
i	k	m	p	n	o	s	e

**3**

Use the information in the rap to complete this Police Description of the alien.

## WANTED!

A (1) .....-looking

alien is somewhere in this town.

Please look out for it. He has got

a (2) ..... nose, and a very

(3) ..... mouth.

His teeth are (4) .....

and his (5) ..... stick out.

His hair is (6) ..... , spiky

and (7) .....

He also has a (8) .....

(9) .....

He is (10) .....

metres tall.

**4**

Work in pairs.

**A & B:** Draw a picture of a weird alien on a piece of paper. Don't show it to your partner!

**A:** Describe your alien to B.

**B:** Listen to A's description and try to draw the alien.

**A & B:** Compare your pictures.

**Swap roles:**

**B:** Describe your alien to your partner.

**A:** Listen to B's description and try to draw the alien.

**A & B:** Compare your pictures again!

# Friends and Family

This is my father  
He's funny and witty  
This is my sister  
She's tall, slim and pretty  
This is my brother  
A serious guy  
This is my mother  
She's clever and shy  
*This is my family  
These are my mates  
Everyone's different  
Everyone's great*

This is my uncle  
He's grumpy but sweet  
This is my aunt  
She's calm, kind and neat  
This is my grandma  
She's a hundred and one  
This is my cousin  
He's friendly and fun



*This is my family  
These are my mates  
Everyone's different  
Everyone's great*

My friend Suzanna's  
hard-working and bright  
My mate Robert  
is smart and polite  
They're all so cool, they  
Will surely agree  
The coolest of all of them  
Has to be me!



*This is my family  
These are my mates  
Everyone's different  
Everyone's great*

**1**

Listen to the rap and look at the pictures of the different people.  
Can you identify the people in my family? Write your answers below.

1

2

3

4

5

6

7

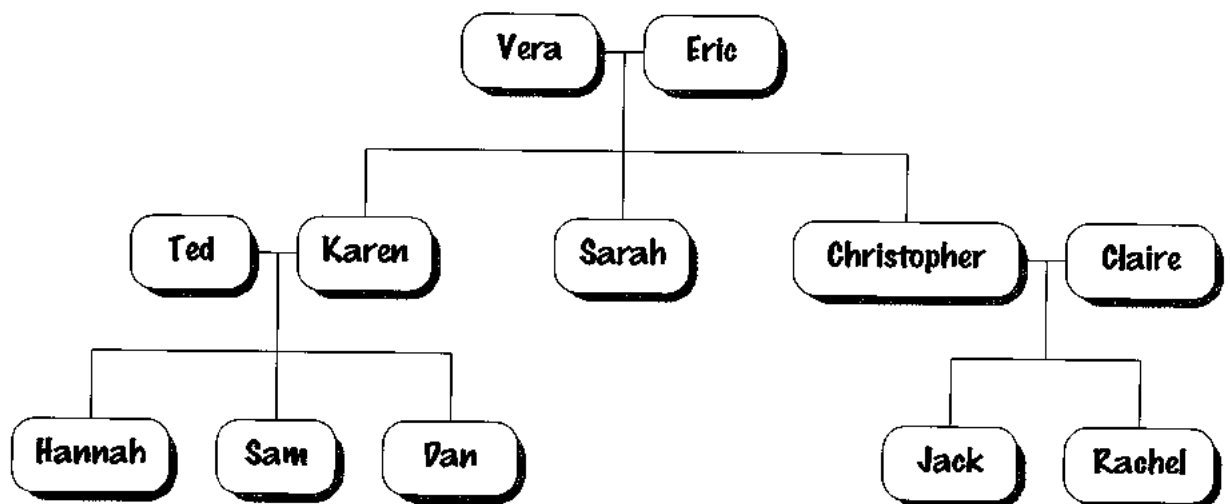
**2**

Match these sentence halves.

- |                         |                                       |
|-------------------------|---------------------------------------|
| 1 A witty person        | gets angry quickly.                   |
| 2 A serious person      | is intelligent.                       |
| 3 A shy person          | isn't lazy.                           |
| 4 A grumpy person       | isn't rude to other people.           |
| 5 A kind person         | is clever and funny.                  |
| 6 A hard-working person | finds it difficult to talk to people. |
| 7 A bright person       | is good and helpful.                  |
| 8 A polite person       | doesn't laugh very much.              |

**3**

Look at this family tree and then complete the sentences below.



- |                              |                                      |
|------------------------------|--------------------------------------|
| 1 Ted is Sam's <u>father</u> | 5 Claire is Jack's .....             |
| 2 Vera is Dan's .....        | 6 Jack and Rachel are Hannah's ..... |
| 3 Hannah is Sam's .....      | 7 Christopher is Sam's .....         |
| 4 Jack is Rachel's .....     | 8 Karen is Jack's .....              |



# We're going to ...

Cath's going to be an astronaut  
 She loves to watch the stars  
 Joe's going to be a mechanic  
 'cos he likes to play with cars  
 Sam's going to be a footballer  
 He's amazing on the pitch  
 Pip's going to be his agent  
 She's going to make him rich



We're dreaming of the future  
 We're going to be fine  
 We're dreaming of the future  
 We're going to shine!

Jim and Jane are musical  
 They're going to write a song  
 Sue's going to produce it  
 And make a special CD-ROM  
 Hannah loves all animals  
 She's going to be a vet  
 Martha wants to see the world  
 She's going to fly a jet



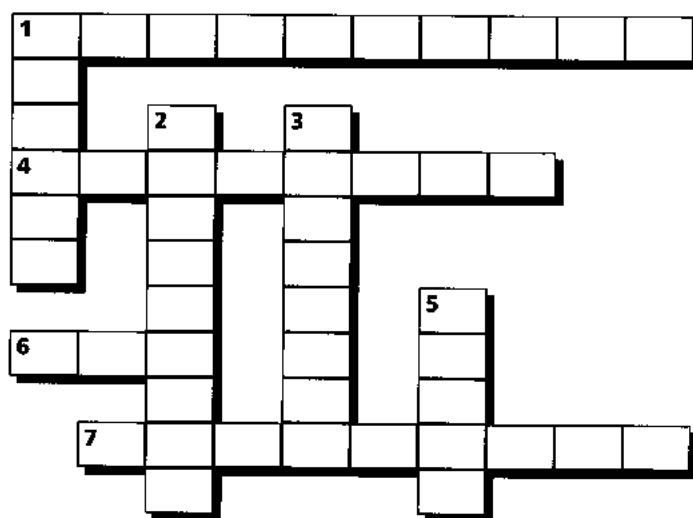
We're dreaming of the future  
 We're going to be fine  
 We're dreaming of the future  
 We're going to shine!

Tom's going to be a gardener  
 He loves plants and trees  
 Rob's going to be a farmer  
 And grow turnips, beans and peas  
 Mel's going to be a scientist  
 And so is her brother, Freddy  
 I'm going to be a rap artist  
 I'm really good already!

We're dreaming of the future  
 We're going to be fine  
 We're dreaming of the future  
 We're going to shine!

1

Listen to the rap. Use the words from the rap to complete this crossword.



**Across**

This person ...

- 1 ... plays a sport.
- 4 ... repairs cars.
- 6 ... treats sick animals.
- 7 ... travels in space.

**Down**

This person ...

- 1 ... grows food or keeps animals.
- 2 ... works in a laboratory.
- 3 ... works outside with plants and trees.
- 5 ... works for other people.

2

Now match the answers in the crossword with the names on the right. Make sentences with *going to*.

- 1 Cath *'s going to be an astronaut.*
- 2 Hannah .....
- 3 Joe .....
- 4 Mel and Freddy .....
- 5 Pip .....
- 6 Rob .....
- 7 Sam .....
- 8 Tom .....

3

Here are some more of my friends. Match the sentences to find out what they are going to be.

- |   |              |
|---|--------------|
| Laura loves food. She's going to be a ...                           | artist.      |
| Isabelle likes the theatre. She going to be an ...                  | doctor.      |
| Gerry likes painting and drawing. He's going to be an ...           | musician.    |
| Oscar loves travelling to new places. He's going to be an ...       | taxi driver. |
| Daniel likes making up stories. He's going to be a ...              | explorer.    |
| Beth is interested in medicine. She's going to be a ...             | chef.        |
| Matthew likes playing the violin. He's going to be a ...            | actor.       |
| Dawn is interested in cars, maps and roads. She's going to be a ... | writer.      |

4

What are *you* and your friends going to be? Write four sentences below, saying what you and your friends are going to be and explaining why.

.....

.....

.....

.....

# ***School Uniform Rap***

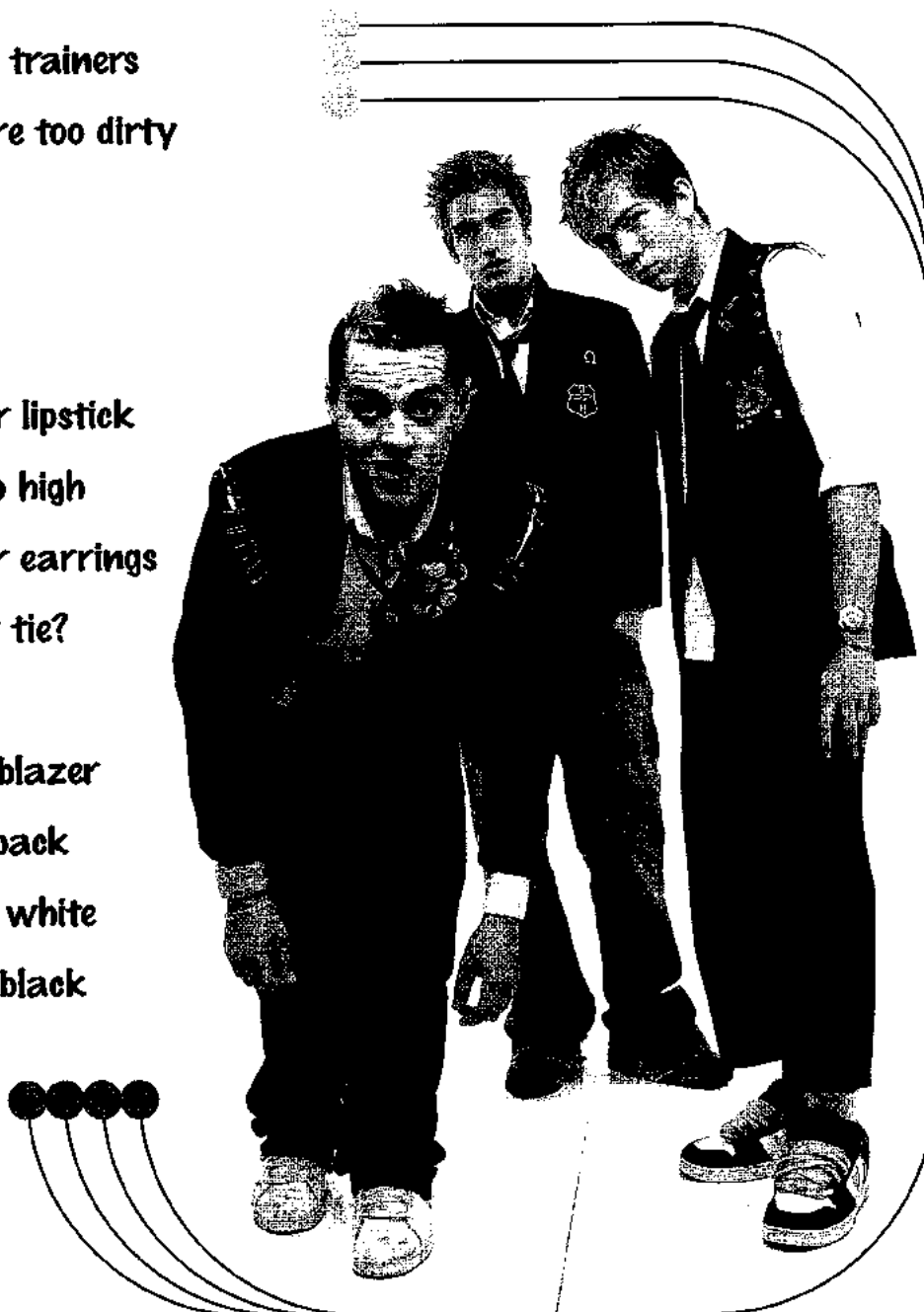
School uniform  
every day  
Who looks cool  
In navy and grey?

At last it's the holidays  
I can let down my hair  
But I'm thinking  
What shall I wear?

You mustn't wear trainers  
And your shoes are too dirty  
You must be here  
At eight-thirty

You mustn't wear lipstick  
Your heels are too high  
You mustn't wear earrings  
And where's your tie?

You must wear a blazer  
And tie your hair back  
Your socks must be white  
Your shoes must be black



**1**

Listen to the rap and look at the picture of the pop group, *Busted*.  
How many of these clothes can you find?

shirt <input type="checkbox"/>	trainers <input type="checkbox"/>	sock <input type="checkbox"/>	trousers <input type="checkbox"/>
shoes <input type="checkbox"/>	tie <input type="checkbox"/>	blazer <input type="checkbox"/>	badge <input type="checkbox"/>

**2**

Tick (✓) the correct school rules in the rap.

School rules	You must	You mustn't
wear trainers		
wear green socks		
be in school at 8.30		
wear a tie		
wear black shoes		
wear lipstick		
wear a blazer		

**3**

Listen to the rap again. Divide the words in the box into rhyming pairs.  
Write your answers below.

back grey high hair dirty tie thirty wear black day

back, black

.....

.....

.....

**4**

Work in pairs.

**A & B:** Draw a picture of your ideal school uniform on a piece of paper. Don't show it to your partner!

**A:** Describe your school uniform to B.

**B:** Listen to A's description and try to draw the school uniform.

**A & B:** Compare your pictures.

**Swap roles:**

**B:** Describe your uniform to your partner.

**A:** Listen to B's description and try to draw the uniform.

**A & B:** Compare your pictures again!

# Poor Bobby

Bobby poor Bobby

Feeling ill

is your hobby

On Monday

He's got a cold and the flu (ACHOO)

But we've got English and a spelling test too

On Tuesday

He's got toothache and bad gums (OUCH!)

But he knows we've got a page of sums

On Wednesday

He's got a temperature, he's under  
the weather (PHEW)

Some think he is stupid, I think he is clever

On Thursday

He's got a headache and a problem with  
his ear (OOHH)

We're sitting in English reading Shakespeare

On Friday

He's got a stomach ache, he's not  
feeling well (BLEAH)

We've got a 100 new words to spell

Now it's Saturday

There's a party today (YEH!)

"Oh" he says

"I think I'm OK."



**1**

12 Listen to the rap and match the day and the illness.

Picture A

Thursday

Picture D

Picture B

Picture E

Picture C

**2**

There are ten words from the rap in this wordsearch grid. Find and circle the other nine.

t	e	m	p	e	r	a	t	u	r	e
i	f	m	n	a	o	t	o	i	f	e
e	l	l	i	r	n	c	o	l	d	g
v	u	e	g	r	y	w	t	l	e	l
l	t	o	u	d	a	m	h	i	t	h
s	t	o	m	a	c	h	a	c	h	e
i	n	p	s	e	r	h	c	s	p	a
g	h	e	a	d	a	c	h	e	o	i
n	g	p	r	o	b	l	e	m	d	o

**3**

Match the problems on the left with the advice on the right.

I've got ...

a temperature.

a headache.

toothache.

a cold.

stomach ache.

You should ...

see a dentist.

drink hot lemon and honey.

keep cool.

see a doctor.

take an aspirin.

**4**

Match the school subjects on the left with the activities on the right.

1 English Language

2 English Literature

3 Maths

4 Chemistry

5 Geography

6 Art

do an experiment

do sums

have a spelling test

paint pictures

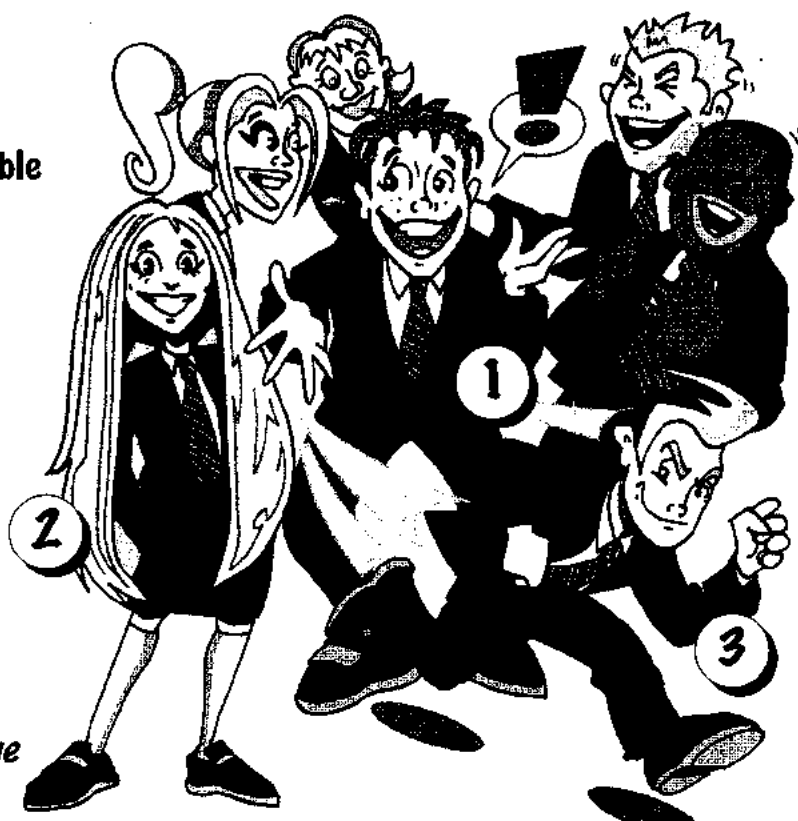
read Shakespeare

look at maps

# Super Students

Paul is good at everything  
he's the best in school  
Joanne is the most fashionable  
she's always looking cool  
Kathy is the smallest -  
One metre thirty tall  
Carlos is the tallest -  
He's great at basketball

*I sometimes come last  
I sometimes come first  
I'm not one of the best  
I'm not one of the worst  
My marks are often average  
My spelling isn't good  
But I'm the greatest rapper  
In the neighbourhood!*



Jude's the most artistic  
Her drawings are first-rate  
Henry is the funniest  
His jokes are really great  
Laura's got the longest hair  
It goes to her waist  
Dan's the fastest runner  
He wins every race

*I sometimes come last  
I sometimes come first  
I'm not one of the best  
I'm not one of the worst  
My marks are often average  
My spelling isn't good  
But I'm the greatest rapper  
In the neighbourhood!*



**1**

**13** Listen to the rap. Can you guess who the students in the pictures are? Write their names below.

1 <i>Henry</i>	5
2	6
3	7
4	

**2**

Find the superlative form of these adjectives in the rap and complete the chart.

one-syllable adjectives	
small	<i>smallest</i>
tall	
great	
long	
fast	
adjectives ending in consonant + y	
funny	
two or more-syllable adjectives	
artistic	
fashionable	
irregular adjectives	
good	
bad	

**3**

Listen to the rap again. Divide the words in the box into rhyming pairs. Write your answers below.

tall school  
first waist first-rate  
basketball great good  
worst neighbourhood  
cool race

*tall, basketball*

**4**

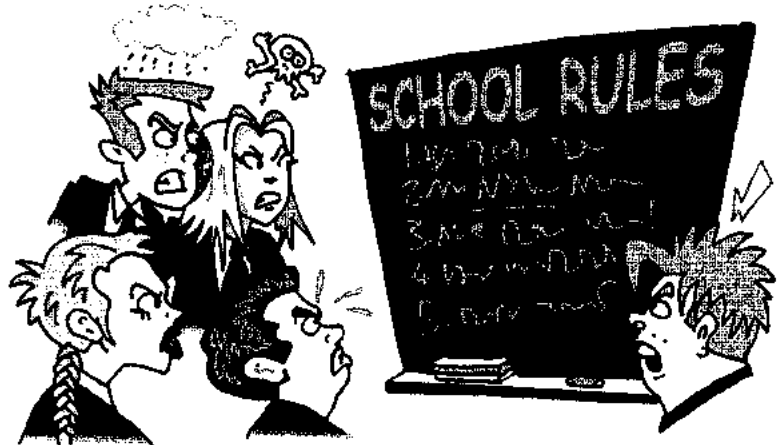
Think about the 'super students' in your class!

- Who is the smallest person in the class? .....
- Who is the tallest in the class? .....
- Who has the longest hair? .....
- Who is the most artistic? .....
- Who is the funniest? .....

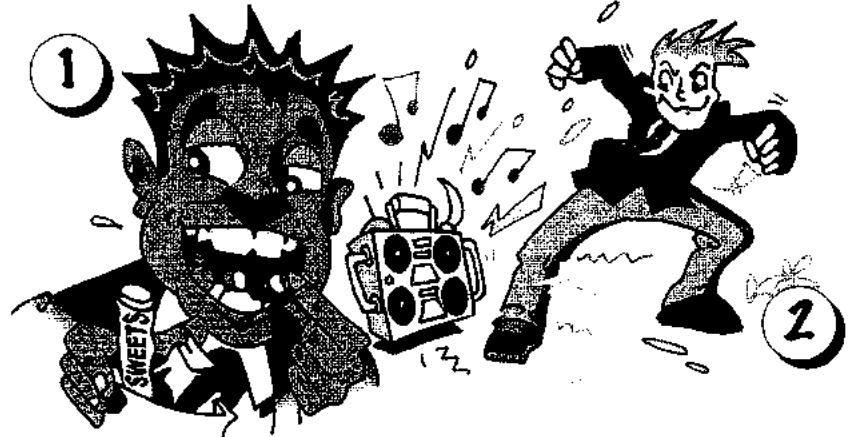


# School Rules Blues

Don't play in the classroom  
 Don't stand on the chairs  
 Don't draw on the blackboard  
 Don't run down the stairs  
 Remember your homework  
 Please stand up straight  
 Always be punctual  
 Never be late



*Have you heard the news  
 We've got the blues  
 The school rules blues  
 Come and join the queue  
 We've got the blues  
 The school rules blues*



We mustn't be naughty  
 We mustn't be rude  
 We mustn't drop litter  
 We mustn't be crude  
 We must keep our uniforms  
 tidy and neat  
 We mustn't wear earrings  
 We mustn't eat sweets



Always be courteous  
 kind and polite  
 Try not to argue  
 Don't ever fight  
 Don't listen to music  
 Don't dance in the hall  
 Don't sing in the classroom  
 Don't have fun at all!

*Have you heard the news  
 We've got the blues  
 The school rules blues  
 Come and join the queue  
 We've got the blues  
 The school rules blues*



*Have you heard the news  
 We've got the blues  
 The school rules blues  
 Come and join the queue  
 We've got the blues  
 The school rules blues*

1

Listen to the rap and look at the pictures. Which rules are the students breaking? Write the rules below.

1 We mustn't eat sweets.

2

3

4

2

Unjumble these words from the rap. Use the clues to help you.

Clues

1 rubbish

ilrtte

litter

2 school clothes

rifumno

3 on time

uupnlact

4 polite

escutorou

5 badly behaved

gnuahyt

6 opposite of messy

diyt

3

Use this chart to make some more school rules. Use *We must* and *We mustn't*.

X

play football on the stairs  
shout in the classroom  
use mobile phones  
eat chewing gum

We mustn't play football on the stairs.

We must walk

✓

walk slowly in the corridors  
help our friends  
keep our desks tidy  
remember our textbooks

4

Imagine your ideal school. Write some rules for this school. Use *Don't*, *Always*, *Never*, *You must* and *You mustn't*.

# The World Cup Rap

Kick the ball

Kick, kick, kick it back

We're on the ball

We're on the attack

Our striker is running

He's going to score

Defender kicks him

Striker on the floor

Kick the ball

Kick, kick, kick it back

We're on the ball

We're on the attack

Ref says "Penalty"

Points to the spot

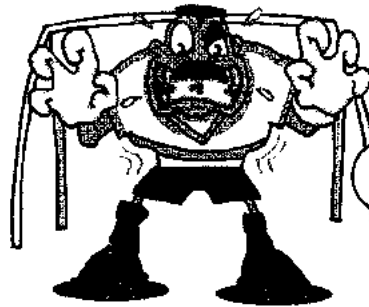
Who's going to take it?

Striker gets hot!

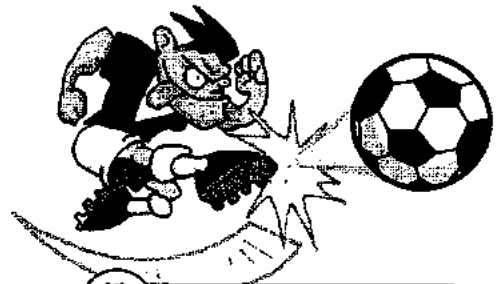
Crowd can boo

Crowd can hiss

Is the striker going to miss?



**A** goalie (goalkeeper)



**B**



**C**



**D**

Kick the ball

Kick, kick, kick it back

We're on the ball

We're on the attack

He kicks it to the left

Goalie goes to the right

Goal to England

We're going to sing all night!



1

Listen to the rap and look at the pictures. You can see these people at a football match. Who are they? Find the words in the rap (they are underlined>) and write them next to the correct picture.

2

Unjumble these country names to find the names of the four semi-finalists in the 2002 World Cup.

1 z i b r a l

2 k r u t e y

3 a k o e r

4 m g n y e r a



3

Look at the words in the box. Some are *football* words, some are *tennis* words and some are *motor racing* words. Put the words under the correct heading.

serve goal referee track pit stop love defender umpire  
fuel penalty racket helmet tyre kick advantage

Football

Tennis

Motor racing
















4

Use the words in the box to complete this football report.

ref attack  
crowd kicks  
sing score  
striker left

'Rapsters United are playing very well. They are on the

(1) ..... The (2) ..... is running

across the pitch. He (3) ..... the ball to the

(4) ..... He's going to (5) ..... a goal.

Yes! Now the (6) ..... is blowing his whistle.

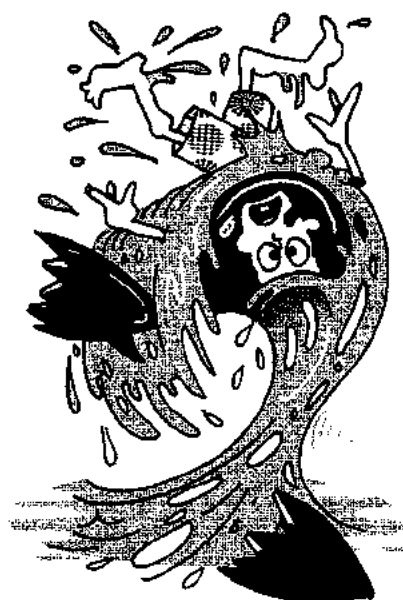
It's the end of the game. The (7) ..... is very happy.

They're going to (8) ..... all night!

# The Active Rap!



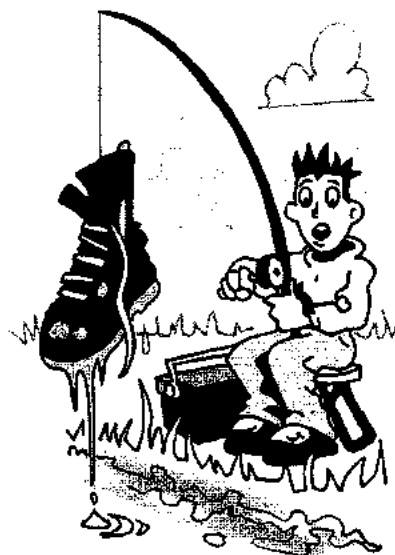
On Monday, I went surfing  
and nearly lost my board  
On Tuesday I played football  
but my team never scored  
On Wednesday I went fishing  
and only caught a boot!  
On Thursday I did martial arts  
and ripped my kung fu suit



running, swimming,  
dancing, singing  
tennis, volleyball  
surfing, cycling  
riding, hiking  
Yes, I've tried them all



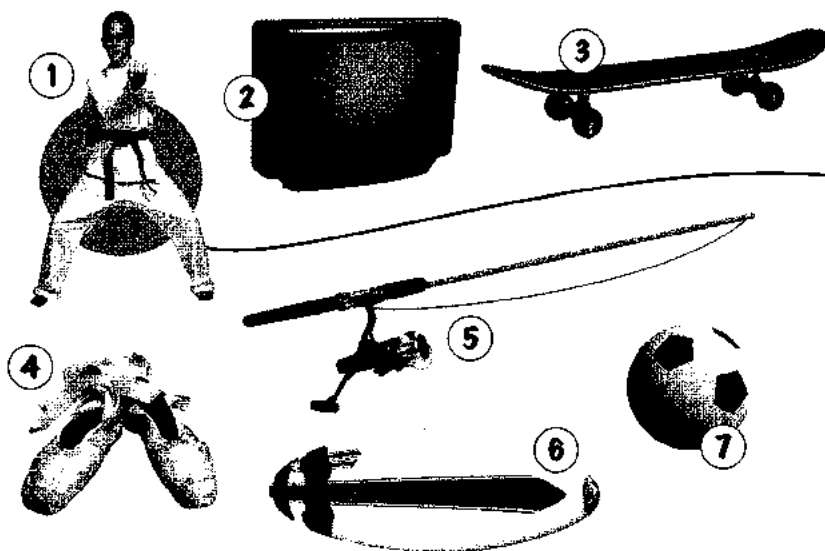
On Friday I went skateboarding  
and landed in a puddle  
On Saturday I tried dancing  
but my feet got in a muddle  
On Sunday I made lots of plans  
- things to do and see  
but now I'm feeling very tired  
I'd rather watch TV!



running, swimming,  
dancing, singing  
tennis, volleyball  
surfing, cycling  
riding, hiking  
Yes, I've tried them all



**1** Listen to the rap. Match the pictures on the left to the activities from the rap on the right.



surfing

football

fishing

martial arts

skateboarding

dancing

watching TV

**2** Read the rap again and find the past simple form of these verbs:

- |               |               |
|---------------|---------------|
| 1 go .....    | 6 do .....    |
| 2 lose .....  | 7 rip .....   |
| 3 play .....  | 8 try .....   |
| 4 score ..... | 9 get .....   |
| 5 catch ..... | 10 make ..... |

**3** This is my diary for last weekend. Use the verbs from exercise 2 to fill the gaps.

Friday night

My friend Jo and I

- (1) ..... a martial arts class today and after that, we  
(2) ..... a new dance class at the same gym. I was fantastic, but Jo's feet  
(3) ..... in a muddle and she (4) ..... her jeans!

Saturday

- I (5) ..... fishing today and (6) ..... an enormous fish! My mum  
(7) ..... fish pie for supper. It was delicious!

Sunday

- I (8) ..... football today in the park. Our team  
(9) ..... a goal, but we  
(10) ..... the match.  
The final score was 1-4!! Oh dear!

# Have you ever...?

Have you ever been to Moscow  
Milan or Madrid?  
Have you ever watched the sun set  
on the Great Pyramid?  
Have you ever swum with dolphins  
Have you ever touched a snake  
Have you been down a volcano?  
Have you felt an earthquake?

*I have.*

*I'm a traveller, you see  
I've crossed all five continents  
and sailed the seven seas  
I've spent five months in Malaysia  
and two years in Japan  
I've walked from France to Finland;  
Portugal to Pakistan*



Have you ever been to Boston  
Bombay or Berlin?  
Have you ever slept beneath the stars  
with the Bedouin?  
Have you ever trekked the desert  
on a camel's back?  
Have you ever climbed a mountain?  
Have you ever seen a yak?

*I have.*

*I'm a traveller, you see  
I've crossed all five continents  
and sailed the seven seas  
I've spent five months in Malaysia  
and two years in Japan  
I've walked from France to Finland;  
Portugal to Pakistan*



1

Listen to the rap. Find the names of six cities and six countries and write them under the correct headings below.

**cities**

**countries**

1 *Moscow*

*Malaysia*

2 .....

.....

3 .....

.....

4 .....

.....

5 .....

.....

6 .....

.....

2

How good is your general knowledge? Can you match these countries with the cities from exercise 1? Write your answers below.



1 *Moscow, Russia*

2 .....

3 .....

4 .....

5 .....

6 .....

3

Read the rap again and find the past participles of the following verbs:

1 go .....

8 spend .....

2 watch .....

9 walk .....

3 swim .....

10 sleep .....

4 touch .....

11 trek .....

5 feel .....

12 climb .....

6 cross .....

13 see .....

7 sail .....

4

Now complete this final verse of the rap. Use the correct form of the verbs in brackets.

Have you ever (go) ..... to Bonn, Barcelona or Beijing?

Have you ever (spend) ..... an evening talking Finnish to a Finn?

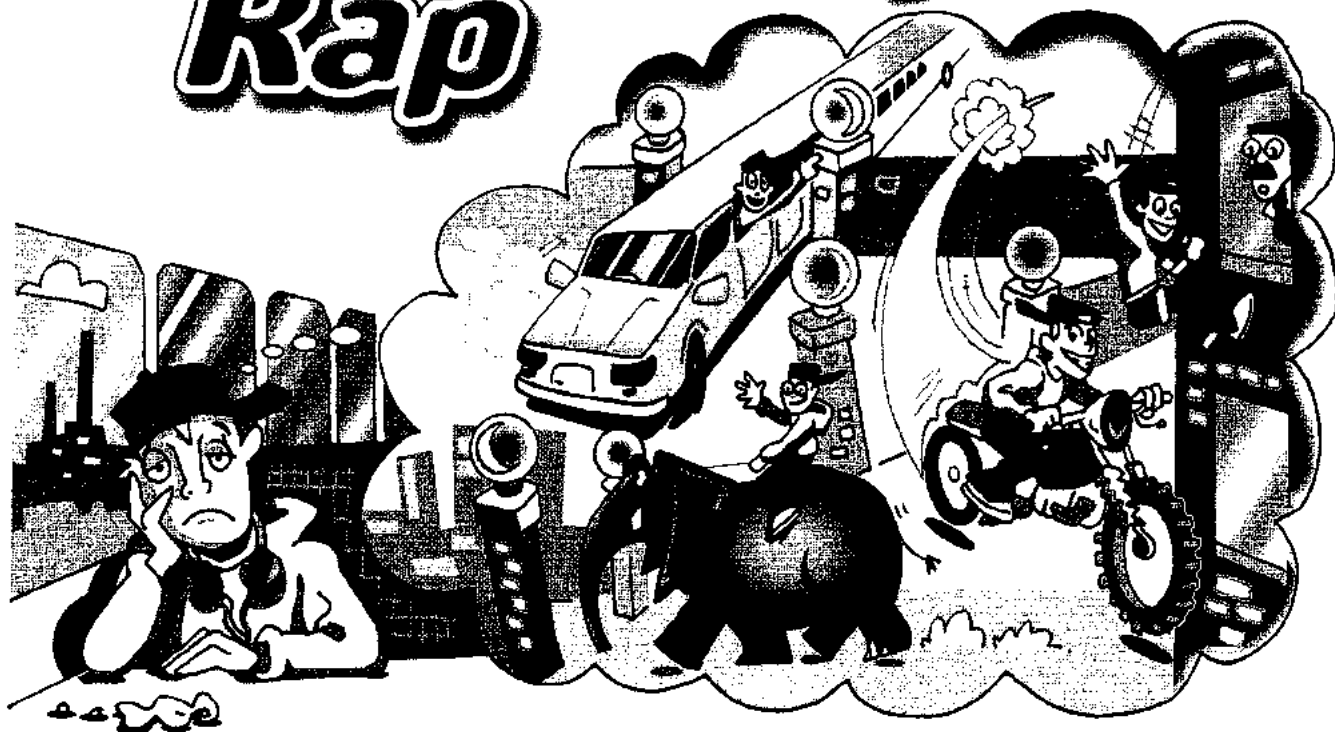
Have you ever (eat) ..... seaweed?

Have you ever (drink) ..... green tea?

Have you ever (cross) ..... the Amazon on a waterski?



# The Transport Rap



My mum takes the bus to work  
 My dad drives his car  
 My sister walks to college, 'cos  
 It isn't very far  
 I go to school by bicycle  
 But sometimes, when it rains  
 I take the bus to the station  
 And then I go by train

My daily life is boring  
 It's always the same  
 I want to sail a yacht to school  
 or have my own jet plane

My daily life is boring  
 It really gets me down  
 I want to ride a motorbike  
 and be the fastest kid in town

My mum takes the bus to work  
 My dad drives his car  
 My sister walks to college, 'cos  
 It isn't very far  
 I go to school by bicycle  
 But sometimes, when it rains  
 I take the bus to the station  
 And then I go by train

My daily life is boring  
 I wish it were more fun  
 I want to drive a limousine  
 and give lifts to everyone

My daily life is boring  
 Why can't it be cool?  
 I want to abseil from the roof  
 or ride an elephant to school.

**1**

 Listen to the rap. How does the rapper get to school when the weather is good?

How does he get to school when the weather is bad?

**2**

Look at the rap again. Match the verbs in column A with the nouns in column B.


**A**

- 1 take
- 2 drive
- 3 drive
- 4 go
- 5 go
- 6 ride
- 7 ride
- 8 sail

**B**

- a a limousine
- b by train
- c a yacht
- d a car
- e an elephant
- f by bicycle
- g the bus
- h a motorbike

**3**

 Listen to the rap again. Divide the words in the box into rhyming pairs. Write your answers below.

rains far train cool  
down fun school car  
town everyone

*rains, train*

**4**

How do people in your class get to school? Do a survey. Put a tick (✓) in the correct column for each student.

**A:** Do you go by bicycle?

**B:** Yes, I do. / No, I don't.

bicycle	✓✓
train	✓
bus	
car	
walk	
limousine	
yacht	
motorbike	
elephant	

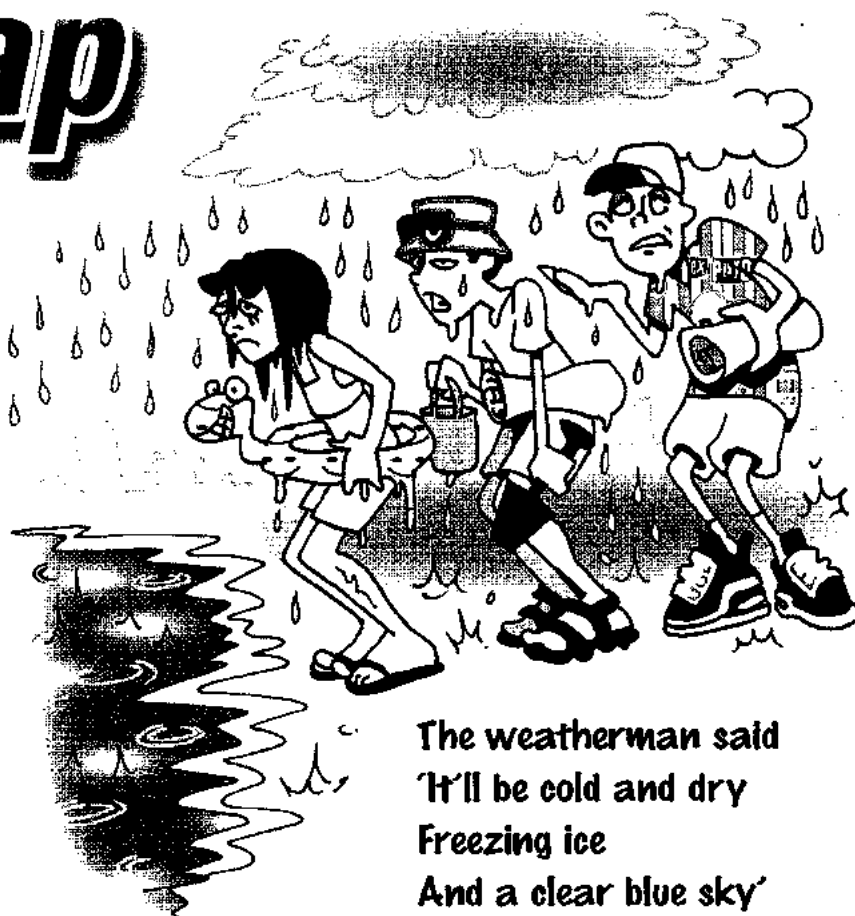
# The Weatherman Rap

The weatherman said  
'It'll be sunny today  
The rain will stop  
And the fog will go away'

The weatherman said  
'It'll be hot and dry  
the weather will be perfect  
not a cloud in the sky'

Let's go to the beach  
Let's have some fun  
Let's swim in the sea  
And lie in the sun  
but oh no!

It's raining again!  
oh no  
it's raining again!  
So never ever listen  
to the weathermen



The weatherman said  
'It'll be cold and dry  
Freezing ice  
And a clear blue sky'







The weatherman said  
'There'll be plenty of snow  
So drive very slowly  
Take care on the road.'

Let's find our sledge  
And race in the snow  
Get your coat and your hat  
Come on, let's go!  
but oh no!  
It's raining again!  
oh no  
it's raining again!  
So never ever listen  
to the weathermen



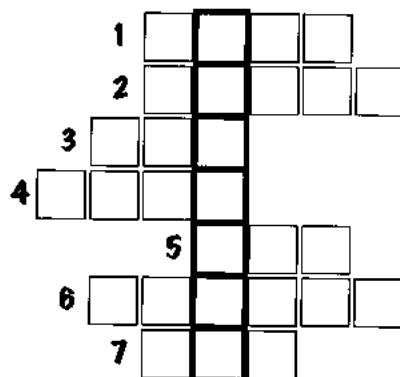
**1**

Listen to the rap.  
Can you unjumble  
these words from the  
rap to describe the  
pictures on the right?

- |   |   |           |              |       |
|---|---|-----------|--------------|-------|
| 1 |  | n u s n y | <i>sunny</i> | ..... |
| 2 |  | g f o     |              | ..... |
| 3 |  | w o n s   |              | ..... |
| 4 |  | c i e     |              | ..... |
| 5 |  | i r a n   |              | ..... |
| 6 |  | u c o d l |              | ..... |

**2**

Use words from the rap to answer the clues and discover the secret word!



- |   |  |
|---|--|
| 1 | You do this in the sea or in a pool.             |
| 2 | There is lots of sand here.                      |
| 3 | Another word for ocean.                          |
| 4 | You wear this in cold weather over your clothes. |
| 5 | You wear this on your head.                      |
| 6 | Another word for toboggan.                       |
| 7 | The opposite of wet.                             |

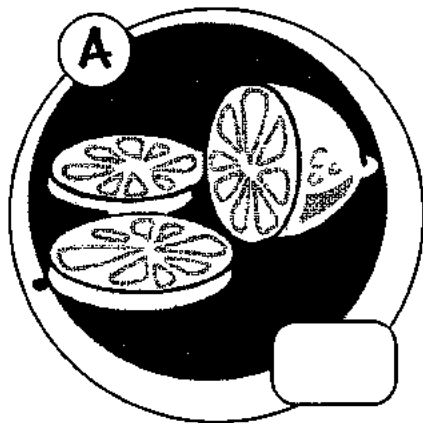
**3**

Look at the clothes words in the box. Decide if they are hot weather, cold weather or rainy weather clothes and put them into the correct wardrobe.

hat shorts scarf raincoat bikini t-shirt  
Wellington boots coat sunhat umbrella gloves



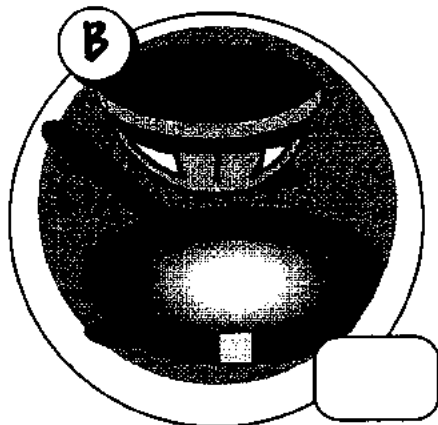
# Pancake Rap



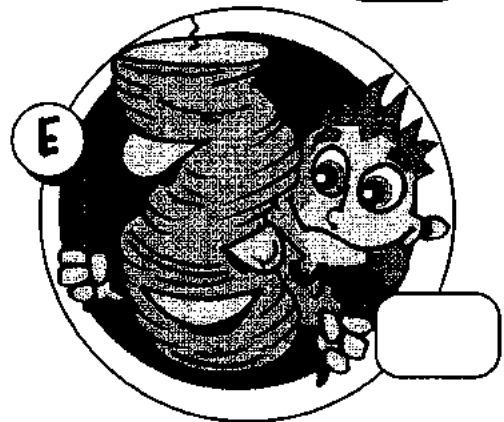
Yo-yo-yo-yippee-yo-yey  
It's Pancake Day  
It's Pancake Day



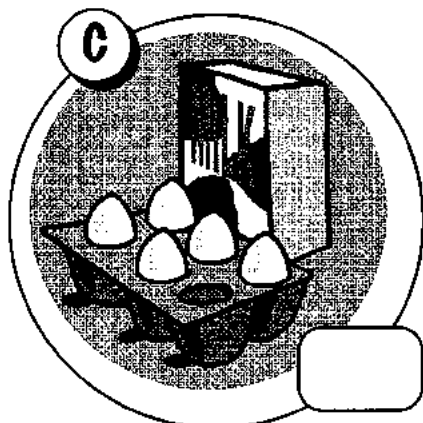
Yo-yo-yo-yippee-yo-yey  
It's Pancake Day  
It's Pancake Day



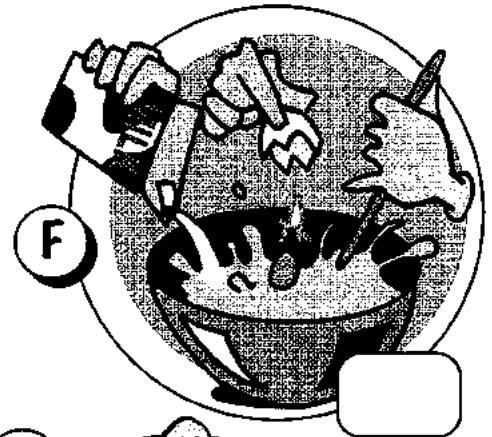
I've got some eggs  
I've got milk too  
Mix them up  
Stir it through



I've got my bowl  
And I've got my pan  
Flip it up  
Catch it if you can



I've got some lemons  
Some sugar and jam  
Eat them up  
Stop me if you can!



Yo-yo-yo-yippee-yo-yey  
It's Pancake Day  
It's Pancake Day



**1**

Listen to the rap and put the pictures in the correct order.

**2**

What do you want to eat with your pancakes?

☐

Lemon and sugar

☐

Chocolate spread and ice cream

☐

Strawberry jam

☐

Bananas and cream

**3**

Use the words and phrases in the box to complete this recipe for scrambled eggs.

mix      bowl  
 milk     eggs  
        pan

Take four 1 and break them into a 2. Add 100 ml of 3 and 4 them up together. Then cook the mixture in a 5 for two minutes.

Eat your scrambled eggs on hot buttered toast.

**Delicious!**

**4**

Match the ingredients in the box with the dishes below.

lettuce   apples   eggs   mushrooms   sugar   butter   tomatoes   ice cream  
 chocolate sauce   ham   milk   bananas   cucumber   flour

Apple crumble	Banana split	Mushroom omelette	Ham salad

# The Trick or Treat Rap

We're in your road  
We're in your street  
It's time to play  
Trick or treat (yeah it's  
time to play trick or treat)

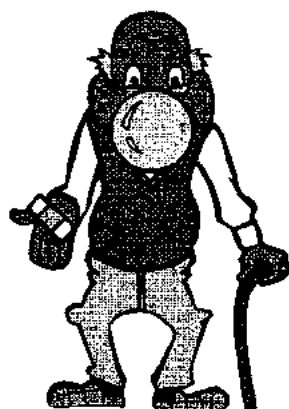
First we go to  
number one  
Mr Johnson  
Gives us gum

Then we go to  
number eight  
Mrs Jones  
She gives us cake

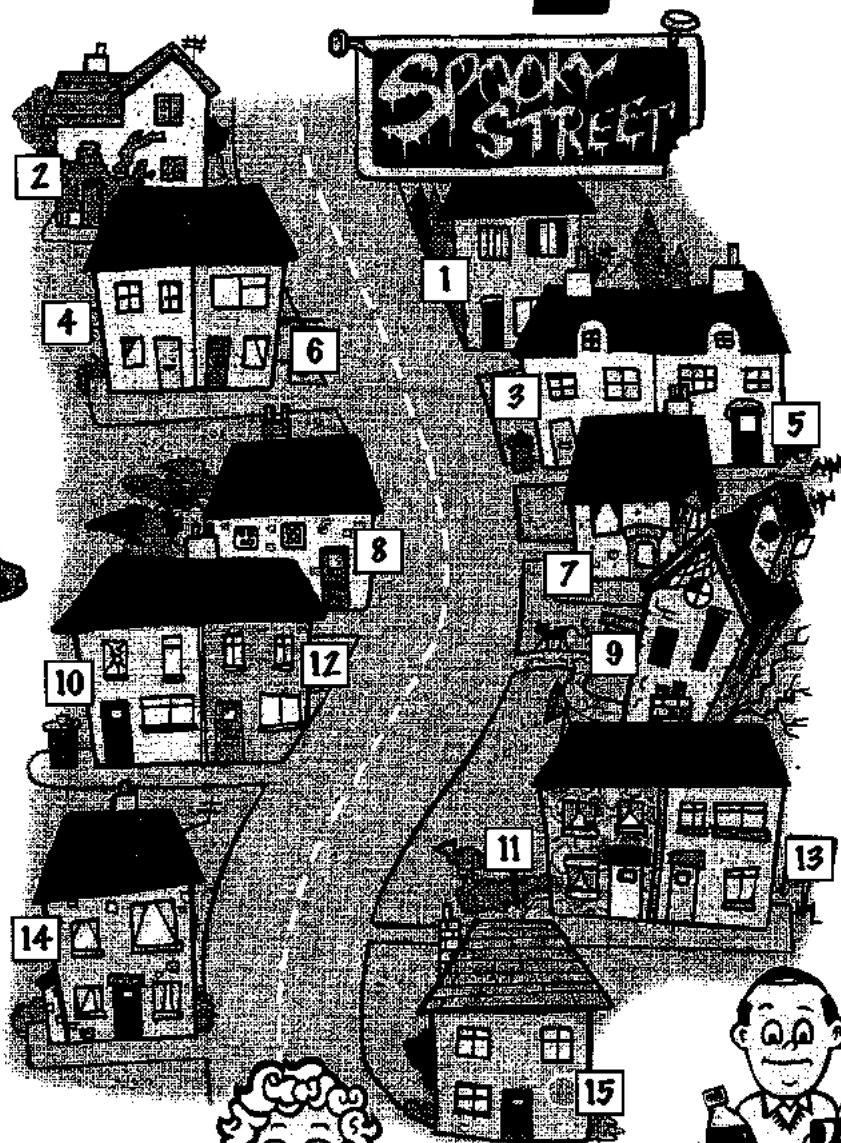
At number fourteen  
live Ron and Sandy  
He gives us Coke  
She gives us candy

At number nine  
lives Mrs Finch  
She opens the door  
She looks like a witch!  
AHHHH!

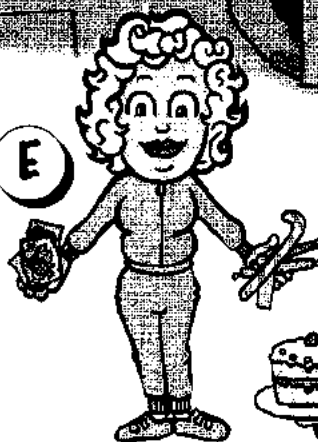
We're in your road  
We're in your street  
It's time to run  
With both our feet!



C



D



E



A



B

**1**

Listen to the rap and look at the five people in the picture. They all live in Spooky Street. Which one is:

Mr Johnson?

C

Mrs Jones?

Ron?

Sandy?

Mrs Finch?



Now draw a line on the picture to each person's house.

**2**

Read these descriptions of the five people from Spooky Street. Write the correct name next to each description.

1 She is quite short and fat with wavy, red hair.

2 He is quite old and he is wearing glasses and carrying a walking stick.

3 She is very thin and she has got long, spiky black hair.

4 He is small and slim and has got short, dark hair.

5 She is tall and slim with short, curly, blond hair.

**3**

We visited three more houses in Spooky Street. Use the words in the box to complete the verses on the right.

number

chocolate bar three

bag then us

gives

At number seven  
lives Mrs Carr

She ..... us all  
a .....

..... we go to

number .....

John and Suzy  
give us tea

At ..... ten

lives Mr Phipps

He gives .....

a ..... of chips



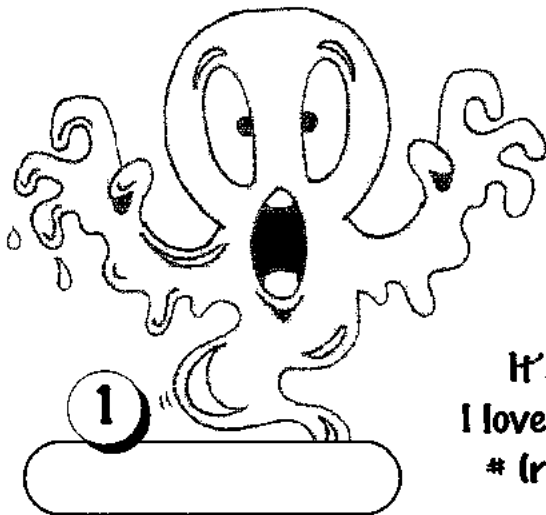
# HALLOWEEN

## RAP

Ha-ha-ha-ha Halloween  
Sing ha-ha Halloween....

It's October  
Thirty-one  
the time of year to have some fun!

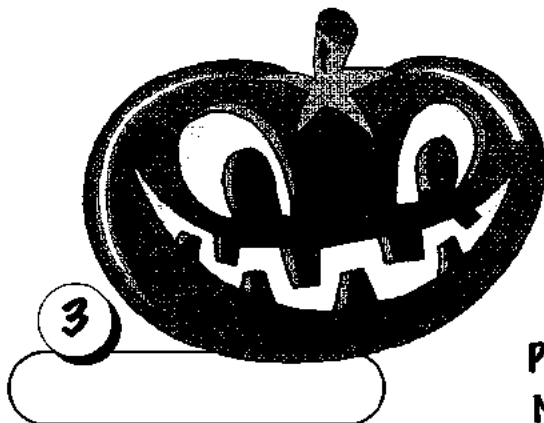
Ha-ha-ha-ha Halloween  
Sing ha-ha Halloween



I'm a vampire  
You're a ghost  
It's the time of year  
I love the most  
\* (repeat chorus)



Wear a witch's hat  
Wear a white sheet  
Knock at the door  
Play trick or treat



\*  
Cut the pumpkin  
Put in a light  
No evil spirits  
Can come tonight



\*  
We've got chocolate,  
sweets and cake  
November one  
I've got toothache!



Ha-ha-ha-ha Halloween  
Sing ha-ha Halloween!

1

Listen to the rap. Match the pictures with the words in the rap.

2

There are ten words from the rap in this wordsearch grid. Find and circle the other nine.



e	v	i	l	z	h	w	e
a	v	a	m	p	i	r	e
m	p	w	w	a	a	s	s
t	r	i	c	k	l	h	p
r	t	t	i	r	l	e	i
e	o	c	t	o	b	e	r
a	d	h	a	t	o	t	i
t	r	o	g	h	o	s	t



3

Put these instructions for making a pumpkin light into the correct order.

- Carefully place a lighted candle inside the pumpkin.
- Wait until it is dark, switch off all the lights and put your pumpkin light by a window.
- Use a pencil to draw two circles for eyes and some sharp teeth onto the side of the pumpkin.
- Then, remove the pumpkin filling (you can make delicious soup with this!).
- Cut out the eyes and teeth along the pencil lines.
- First of all, cut the top off the pumpkin.



1	f	2		3		4		5		6	
---	---	---	--	---	--	---	--	---	--	---	--

4

Match each word in column A with a word in column B to find the scary characters.

Column A

**were**  
**Count**  
**Big**  
**Abominable**  
**Loch Ness**  
**Blue**

Column B

**Monster**  
**wolf**  
**Beard**  
**Foot**  
**Dracula**  
**Snowman**

# The Christmas Rap

Where's my present?

In the drawers

Where's my present?

Or under the table

Where's my present?

In the garage

Where's my present?

Behind the shed

Where's my present?

Behind the sofa

Where's my present?

On the chair

Where's my present?

In the wardrobe

Here's my present

It's under the stairs!

Here's my present

It's for real!

Here's my present

Shake, shake, shake and feel

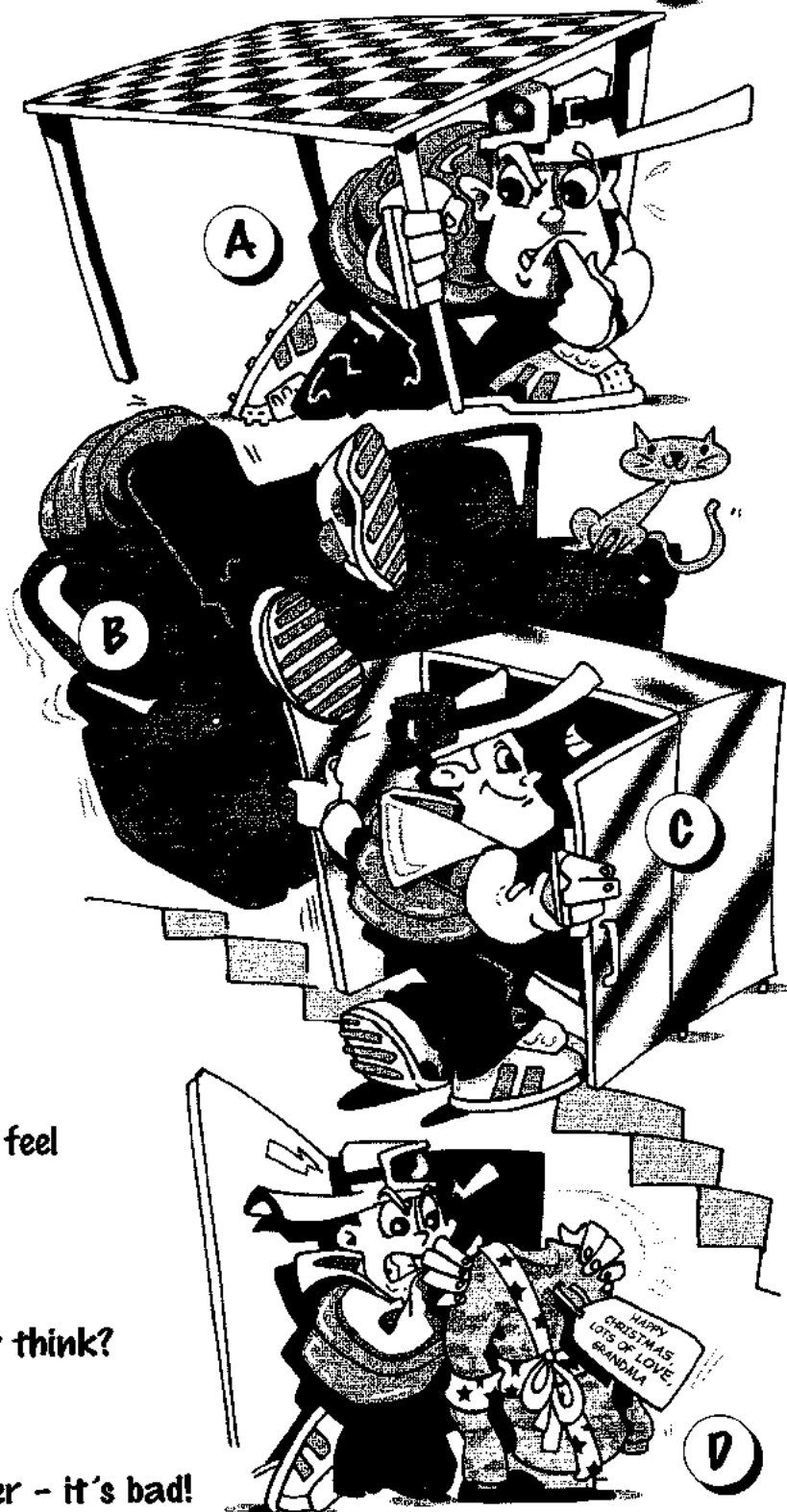
Yuk! It's a jumper

Yuk! Green and pink

What does Grandma really think?

Christmas morning I am sad

Don't wanna wear that jumper - it's bad!



**1** Listen to the rap and look at the pictures. Match the words with the pictures.

- |                                   |               |
|-----------------------------------|---------------|
| 1 He is looking in the wardrobe.  | Picture ..... |
| 2 He is looking behind the sofa.  | .....         |
| 3 He is looking under the stairs. | .....         |
| 4 He is looking under the table.  | .....         |

**2** Would you like a green and pink jumper for Christmas? Read this Christmas e-mail and tick (✓) the correct boxes for you.

http://www.emailsanta.com//

Dear **mum and dad**  
**grandma and grandpa**  
**Santa Claus**  
**other .....**

This year I would like a **computer** and some **new clothes.**  
**CD/DVD** **chocolates.**  
**book** **pens and pencils.**  
**.....S.**

I don't **do my English homework.** **nice girl.**  
**tidy my room.** **good boy.**  
**help mum/dad.** **bad**

Thank you!  
Merry Christmas!

**3** Read this text about Christmas. Then look at the wordsearch grid. There are eight Christmas words from the text in the grid. Find and circle the other seven.

I love Christmas! In our house, we hang up holly around the house and put lots of decorations on the Christmas tree. In the morning, we sing carols and then we open our presents. We eat lots of delicious food, like turkey and Christmas pudding and we pull Christmas crackers. We usually light special Christmas candles.

e	a	s	t	c	b	v	n	h	y
d	e	c	o	r	a	t	i	o	n
s	p	r	i	a	g	c	c	l	k
m	a	r	c	c	f	a	a	l	i
c	t	u	r	k	e	y	n	y	e
p	r	e	s	e	n	t	d	l	e
b	e	c	a	r	o	l	l	r	a
t	e	i	o	n	t	i	e	m	e

# Bank Holiday Rap



Hurray, hurray  
It's a bank holiday!  
Hurray, hurray  
No school today!

'Let's visit some friends  
and walk to the park.'  
'No, it's cold outside  
and I can't find my scarf.'

'Let's go to a café  
and eat some cake'  
'No, I can't eat sweet things  
I've got toothache!'

Hurray, hurray  
It's a bank holiday!  
Hurray, hurray  
No school today!

'Why don't we go shopping -  
let's check out the stores?'  
'No, we've got no money  
you know we're too poor!'  
'Why don't we play football  
with Sammy and Stu?'  
'Stu's gone to the cinema  
and Sam's got the 'flu'

Hurray, hurray  
It's a bank holiday!  
Hurray, hurray  
No school today!

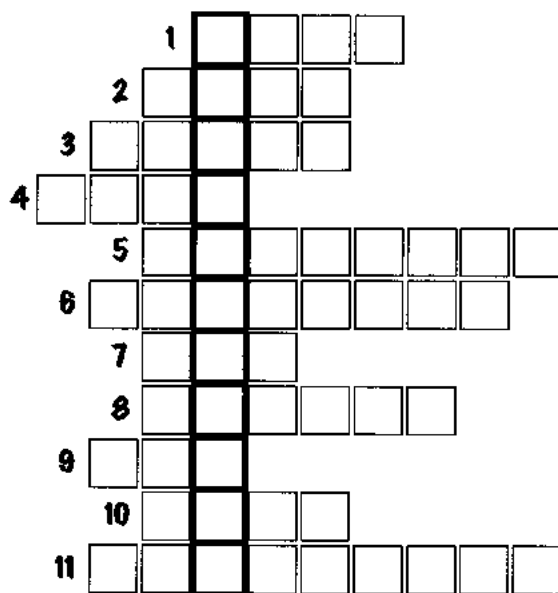
'Let's borrow some keyboards  
Let's start a band!'  
'No, you play really badly  
and I've hurt my hand.'  
'Well what do you think  
we should do instead?'  
'Let's not do anything  
Let's just stay in bed!'

Hurray, hurray  
It's a bank holiday!  
Hurray, hurray  
No school today!



1

24 Listen to the rap. Use words from the rap to answer the clues and discover the secret phrase!



- 1 a musical group
- 2 a place where you can have a drink and a snack
- 3 you need this to pay for things!
- 4 a place where you can go for a walk
- 5 when I go \_\_, I go to the stores and buy things
- 6 a very popular sport in England
- 7 an illness
- 8 a place where you can watch a film
- 9 this is where you sleep!
- 10 a nice, sweet thing to eat
- 11 a musical instrument

2

The boy in the rap makes seven different suggestions, using *Why don't we ...?* or *Let's ...* Find the suggestions and write them below.

- 1 Let's *visit some friends and walk to the park.*
- 2 Let's go .....
- 3 Why .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....

3

Read the problems on the left and use *Why don't we ...?* or *Let's ...* with the ideas in the box to make suggestions.

go swimming    play a game of tennis  
make a sandwich    have a drink  
go to the cinema    close the window

- 1 I'm bored. *Let's go to the cinema./Why don't we go to the cinema?*
- 2 I'm hungry. ....
- 3 I want to do some exercise. ....
- 4 I'm cold. ....
- 5 I'm thirsty. ....
- 6 I'm hot. ....

# Guy Fawkes Night

**Guy Fawkes Night**

**Guy Fawkes Night**

**Rockets light the sky**

**Guy Fawkes Night**

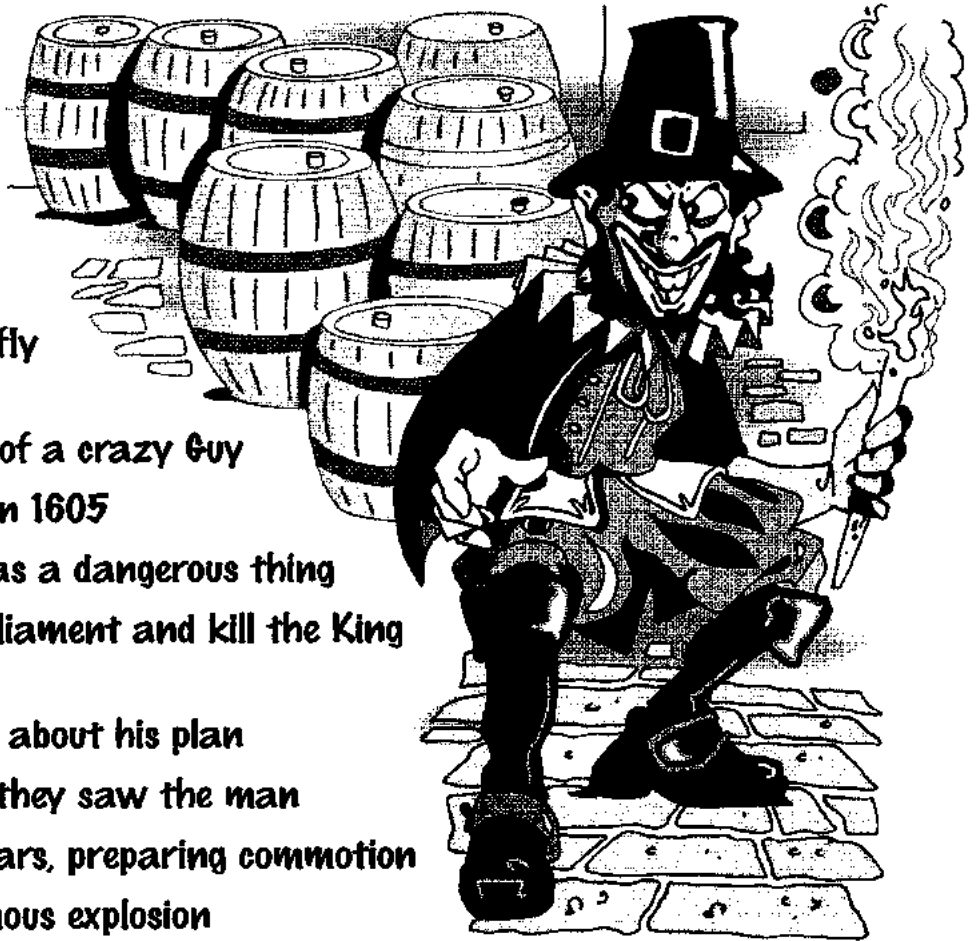
**Guy Fawkes Night**

**Watch the fireworks fly**

Now this is the story of a crazy Guy  
who lived in England in 1605

His gunpowder plot was a dangerous thing  
A plan to blow up Parliament and kill the King

The government heard about his plan  
And on 5th November, they saw the man  
He was down in the cellars, preparing commotion  
Ready to start an enormous explosion

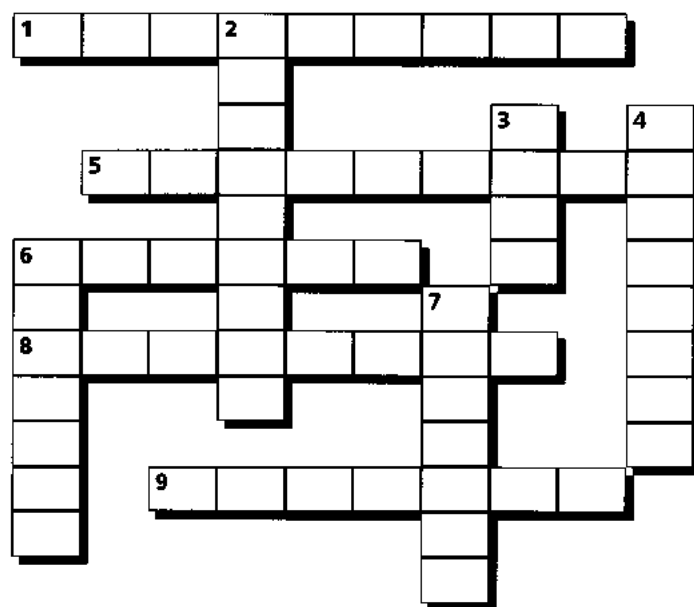


Ever since then we always remember  
To light a bonfire on 5th November  
We burn a figure called a 'Guy'  
And set off fireworks in the sky

**Guy Fawkes Night**  
**Guy Fawkes Night**  
**Rockets light the sky**  
**Guy Fawkes Night**  
**Guy Fawkes Night**  
**Watch the fireworks fly**

1

25 Listen to the rap. Use the words from the rap to complete this crossword.



**Across**

- 1 The opposite of *safe*.
- 5 A loud sound made by a bomb.
- 6 To explode (2 words).
- 8 The month after *October*.
- 9 Guy Fawkes was from this country.

**Down**

- 2 The name of Guy Fawkes' plot.
- 3 Guy Fawkes wanted to kill this man.
- 4 Very big.
- 6 A large fire in the garden or in a park.
- 7 The rooms below the ground floor of a building.

2

Now use the correct form of the words from the crossword to complete these sentences.

- 1 Guy Fawkes tried to ..... Parliament in 1605.
- 2 He wanted to start an ..... and kill the .....
- 3 He put some ..... in the ..... of Parliament.
- 4 We celebrate Guy Fawkes Night in ..... on 5th ..... every year.
- 5 People light ..... and set off fireworks.
- 6 Fireworks can be very ..... , and there are accidents every year after Guy Fawkes Night.

3

The Royal Society for the Prevention of Accidents (RoSPA), publishes a special Fireworks Safety Code every year before Guy Fawkes Night. Match the sentence halves to complete the advice.

- |   |                       |
|---|-----------------------|
| 1 Plan your firework display to make it                     | stand back.           |
| 2 Keep fireworks in a closed box and use them               | once it has been lit. |
| 3 Read and follow the instructions on each firework, using  | away from fireworks.  |
| 4 Keep flames, including cigarettes,                        | on a bonfire.         |
| 5 Light the firework with a taper (a long, thin candle) and | throw them.           |
| 6 Never return to a firework                                | before leaving.       |
| 7 Don't put fireworks in pockets and never                  | one at a time.        |
| 8 Direct any rocket fireworks away                          | a torch if necessary. |
| 9 Never use paraffin or petrol                              | from spectators.      |
| 10 Make sure that the fire is out                           | safe and enjoyable.   |



# Teacher's Notes

## Animal House

**Level:** Elementary  
**Grammar:** *I've got ...*; Present continuous for actions happening now  
**Vocabulary:** Animals; Rooms in a house; Furniture; Prepositions of place

**Introduction:** Brainstorm as many animal names as possible onto a list on the board. Encourage all suggestions from the students. Depending on the animal names you get, you could then ask students to categorise the animals into: insects, mammals, amphibians etc. or wild vs domestic. Ask students to copy the list into their notebooks.

Before handing out the worksheet, play the Rap once and ask students to tick any animals from the list that they hear.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. Students look at the pictures and tick the names of the animals. Go through all the names of the animals in the list. You could read each animal name aloud for students to repeat after you, focussing on the weak ending /əʊ/ of *turtles* and *beetles*.

**Exercise 2:** 10 minutes. This exercise practises present continuous for actions happening now. Point out the difference between the singular form, e.g.: *'s washing* and the plural form, e.g.: *'re dancing* and the use of the contraction: *'re* for *are* and *'s* for *is*.

**Exercise 3:** 5 minutes. Students could do this fun maze activity in small groups, racing against each other. Go round the class, asking different students to read out each sentence.

**Exercise 4:** 5 minutes. This activity could also be administered as a race between groups. Go through the words in the box, checking that students understand the different words for rooms in a house.

**Follow-up:** Divide the class into four groups. Ask each group to choose one of the three verses, or the chorus from the Rap. Give students 5 minutes, in their groups, to practise reading out their verse. Then ask the groups to put together their verses and the chorus and perform the Rap. If students feel embarrassed, they can sing along with the recording.

### Answers

**1** The following animals should be ticked: cheetah, hippo, penguins, camel.

- 2 He's washing his paws.
- 3 They're watching TV.
- 4 He's sitting in dad's chair.
- 5 They're eating all the flowers.
- 3 2 The elephant is squirting water in the bath.
- 3 The squirrel is eating peanuts.
- 4 The wolf is sleeping in my bed.
- 5 The pig is doing the washing-up.
- 6 The tiger is watching a video.
- 4 2 in the bathroom.
- 3 in the dining room.
- 4 in the bedroom.
- 5 is in the kitchen.
- 6 is in the sitting room.

## The Best Friend Rap

**Level:** Elementary  
**Grammar:** *can* for permission  
**Vocabulary:** Personal possessions

**Introduction:** Write the words *best friend* on the board, jumbled up: *se t b e d f r i n*. Give students, working in pairs, two minutes to try to unjumble the words and find the phrase.

Before handing out the worksheet, play the Rap once and ask students to check their answer. Hand out the worksheet and play the Rap again while students read the lyrics. Go through the lyrics with the class, explaining the meanings of: *never*, *moan*, *share* and *borrow*.

**Exercise 1:** 10 minutes. Go through the sentences in the questionnaire, focussing on the use of *can* to give permission. Point out the weak pronunciation of *can* /kən/. Students work individually to complete the questionnaire. They can then swap questionnaires and work out their partner's score.

**Exercise 2:** 5 minutes. Tell students to find the verbs in the Rap first, and look at the nouns that follow them. They can then work in pairs, matching the verbs with the new nouns.

**Exercise 3:** 5 minutes. Students practise using *can* + infinitive without *to* by completing the gap-fill. Go round the class, asking different students to read out the lines of the new verse. The rest of the class can clap the rhythm of the Rap at the same time.

**Follow-up:** In pairs or small groups, students can think of three more sentences to add to the questionnaire from Exercise 1. You could then put together a class questionnaire with all the new sentences. If there is time, students can add illustrations or photographs from magazines to decorate the questionnaire.

### Answers

- 2 eat chips  
use calculator  
play on Nintendo  
listen to radio  
read magazine  
watch DVD
- 3 can play on, can use, can listen to, can eat, can watch

## The Mobile Phone Rap

**Level:** Elementary  
**Grammar:** *can* for ability and for permission  
**Vocabulary:** Mobile phone vocabulary; Telephone language

**Introduction:** Write the words *MOBILE PHONE* on the board in large letters. Ask the class to think of as many words as possible related to mobile phones. Write all suggestions on the board.

Before handing out the worksheet, play the Rap once and ask students which of the words on the board they heard in the Rap.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. This exercise focuses on the use of *can* for ability. Students answer the questions individually and can then check their answers in pairs.

**Exercise 2:** 5 minutes. You could extend this activity to find out about other gadgets that the students might have: personal stereo, Nintendo, computer, etc., but try to ensure that this doesn't develop into a competition to find the student with the most possessions!

**Exercise 3:** 5 minutes. Students look for the verbs in the Rap and in the questionnaire and then do the matching activity.

**Exercise 4:** 10 minutes. Students can work in pairs or small groups on this more challenging activity. If you feel that they need more help, you could set this as a listening activity and read out the complete sentences.

**Follow-up:** Divide the class into half. Ask them to perform the Rap as follows.

Whole class: Chorus

Group A: *I can*

Group B: *sing*

Group A: *And I can*

Group B: *text*

Whole class: *Beep Beep Beep Beep*

Group A: *I can*

Group B: *surf the Internet*

Whole class: *Beep Beep Beep Beep*

etc. Groups A and B can then swap parts for the second verse.

**Answers**

- 1 Yes, you can: call somebody, do sums, tell the time, send texts, surf the Internet  
No, you can't: play CDs, watch television

**2 Students' own answers**

- |                     |                 |
|---------------------|-----------------|
| 3 1 play games      | 5 tell the time |
| 2 surf the Internet | 6 tell the date |
| 3 send texts        | 7 call a friend |
| 4 do sums           | 8 watch a video |
| 4 1 through         | 5 afraid        |
| 2 on                | 6 engaged       |
| 3 operator          | 7 press         |
| 4 leave             | 8 get           |

**Junk Food**

- Level:** Pre-Intermediate  
**Grammar:** Verbs of liking and disliking; Present simple for habitual actions

**Vocabulary:** Food

**Introduction:** Ask students if they know what *junk food* is (unhealthy food). Write the following food items on the board, and ask students to divide them into *Healthy* and *Junk*: *salad, burger, chips, rice, apples, sweets, cabbage, fizzy drink*.

Play the Rap once and ask students to answer this question: *What does my brother like to eat – healthy food or junk food?*

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. You could divide the class into small groups and make this activity into a race. Explain that all the words in the snake appear in the Rap.

**Exercise 2:** 5 minutes. Students can work individually or in pairs. Explain the difference in strength between the various phrases: *isn't fond of* .. is probably the weakest, followed by *doesn't like*. *Can't stand*, *thinks something is disgusting* and *really hates* are all much stronger.

**Exercise 3:** 10 minutes. Students practise using the structures from exercise 2 in a more personalised activity.

**Exercise 4:** 10 minutes. Explain that very *fond of* and *really like* are quite mild, whereas *love*, *be crazy about* and *be really keen on* are much stronger. Students can use the ideas from the box in exercise 3. Go round the class, asking students for their answers to this exercise and exercise 3.

**Follow-up:** Ask students to add at least two words to each category from exercise 1. You could then ask the class to make a large food poster and illustrate it with drawings or photographs cut out from

magazines. Students could add words to the poster as they learn them throughout the school year.

**Answers**

- 1 vegetables: mushroom, bean, pea, potato, tomato  
fruit: plum, apple, strawberry  
meat: chicken burger  
other: rice, gum, chips, sweets, cheese  
2 doesn't like, not fond of, thinks something is disgusting, really hates, can't stand

**American Cousin**

- Level:** Elementary  
**Grammar:** Present simple for habitual actions  
**Vocabulary:** British English vs. American English

**Introduction:** Write the following words on the board: *4th July Statue of Liberty Tiger Woods baseball Hershey bar*. Ask students, in pairs, to look at the words and guess the connection between them.

Before handing out the worksheet, play the Rap once for students to check their answers.

Hand out the worksheet and play the Rap again while students read the lyrics. Explain that *fly* is American slang for *cool* or *great*.

**Exercise 1:** 5 minutes. Tell students to use the photographs as clues to the answers. You could set this activity as a race – first person to find the mystery word is the winner.

**Exercise 2:** 10 minutes. This exercise extends the American English vocabulary presented in the Rap. Go through the words in the boxes, pointing out the differences in spelling. Students then use the spelling patterns shown in the boxes to work out the American spellings of some more British English words.

**Exercise 3:** 5 minutes. Students use the information from exercises 1 and 2 to distinguish between American English and British English. Go round the class, asking different students to read out the sentences. After each sentence ask the students to raise their hands if they think the sentence is American English, or put their hands on their heads if they think the sentence is British English.

**Follow-up:** You could set up a very simple general knowledge quiz about the United States. Use the following questions: *What do Americans celebrate on 4th July?* (Declaration of Independence) *When was the first moon landing?* (July 20th 1969) *Who gave the Statue of Liberty to the USA?* (France)

*What is the most popular sport in the USA?* (Baseball)  
*Where does the Mardi Gras take place?* (New Orleans)

Divide the class into four or five teams. Seat each team together. Act as the quizmaster. Read out each question slowly, and allow teams time to confer and write their answers on a piece of paper. After you have read out all the questions, collect in the papers and count up the points.

**Answers**

- 1 cookies, biscuits  
soda, soft drink  
candy bar, chocolate bar  
fries, chips  
subway, underground  
football, soccer  
The mystery word is: soccer.  
2 1 canceled 4 offense  
2 dialog 5 favorite  
3 center 6 meter  
3 1 A 4 A  
2 B 5 A  
3 B

**Your music is absurd**

- Level:** Elementary  
**Grammar:** *can't* for ability; Present simple  
**Vocabulary:** Music styles

**Introduction:** Ask students to call out the names of their favourite singers and bands. Ask a couple of volunteer students to write all suggestions on the board.

Before handing out the worksheet, play the Rap once and ask students which of the singers and bands on the board they heard in the Rap.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. With a more confident class, you could ask students to do this purely as a listening exercise. Ask students to place their lyric sheet face side down on the desk, and then play the Rap again. Students fill in the chart, then check their answers on the lyric sheet.

**Exercise 2:** 5 minutes. Students practise using short form replies. Point out that the correct short form is *Yes, I can. / No, I can't. not Yes, I can sing/dance/rap. etc.* When students have written their answers, ask them to ask and answer the questions in pairs.

**Exercise 3:** 10 minutes. Students practise writing the affirmative and negative forms of *can*. Explain that they can use their answers from exercise 2 and add more ideas if they want to. Go round the class, asking different students to read out their sentences.

**Follow-up:** Write these animal names in one circle on the board: *dolphin, cat, bird, wolf, monkey*. Then write these verbs in another circle: *run, swim, climb, fly*. Ask students, in pairs, to use the verbs with *can* to make as many sentences as possible about the animals. Write an example sentence on the board: *Dolphins can swim but they can't run*. You could set this up as a race; the pair that writes the most correct sentences is the winner.

**Answers**

1	sing	dance	play	rap	act
Britney	X	-	-	-	-
'N Sync	-	-	X	-	-
S Club 7	-	X	-	-	-
J.Lo	-	-	-	-	X
Eminem	-	-	-	✓	-
Westlife	X	-	-	-	-

**In trouble**

**Level:** Elementary  
**Grammar:** Present simple  
**Vocabulary:** Prepositions of place: *in, under, behind*

**Introduction:** Write the words *In Trouble* on the board. Explain the meaning, and ask students if they ever get into trouble at home. Ask them to work in small groups and think of three things they recently got into trouble for. Go round the class, asking the different groups for their answers. Then write the chorus on the board, gapped, as follows:

*I'm in trouble  
 Yeah trouble all the time  
 It's just this  
 Silly \_\_\_\_\_ of mine!*

Play the Rap once and ask students to identify the missing word.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. This exercise in rhyming pairs helps students to recognise different spellings for similar pronunciations. Play the Rap once and allow students to read the lyrics as they listen. They can then compare their answers in pairs before class feedback.

**Exercise 2:** 5 minutes. Use the pictures to teach some of the unfamiliar vocabulary: *worm, spider, stink bomb*. You could then ask students to vote on the worst act!

**Exercise 3:** 10 minutes. This exercise practises prepositions. You could use items in the classroom or the students themselves to illustrate the three prepositions: *under, behind and in*, e.g.: *Paulo is behind Ana; My bag is under the table; The books are in the cupboard*.

**Exercise 4:** 5 minutes. Explain to students that putting words into categories is a good way of recording

vocabulary. Students could work individually and then swap their notebooks and check their partner's answers.

**Follow-up:** Ask students, as a class, to think of two more words to add to each category from Exercise 4. Write their suggestions on the board under the relevant headings. Then ask students, in small groups, to use the new words to write another verse for the Rap. Students could perform their new verses for the rest of the class.

**Answers**

- 1 bed, head 4 door, for  
2 hair, fair 5 tree, me  
3 tea, me
- Picture A: I put a worm  
Picture B: I put a salt  
Picture C: I put a spider  
Picture D: I put a stink bomb
- 1 Behind his sister's door.  
2 Under his sister's bed.  
3 In his sister's hair.  
4 In his sister's tea.  
5 Under the tree.
- Animals: worm, spider  
Prepositions: under, in  
Parts of the body: hair, head  
Food and drink: salt, tea

**The Alien Rap**

**Level:** Pre-Intermediate  
**Grammar:** Past simple  
**Vocabulary:** Personal description

**Introduction:** Copy the illustration from the Rap onto an OHT, or make an enlarged photocopy to stick onto the board. Ensure that the title and the lyrics are hidden. Ask students to look at the picture and guess the title of the Rap. You could put some suggestions on the board for the students to choose from:

*A great day out!  
 A race  
 The Monster Rap  
 The Alien Rap  
 The Beach Rap*

Ask students for their suggestions. Before handing out the worksheet, play the Rap once and ask students if they still have the same ideas.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 10 minutes. Students will need to read the description quite carefully to spot the deliberate mistakes. They could work in pairs for this exercise. Ask different students to read out their answers, and write the correct versions on the board.

**Exercise 2:** 5 minutes. You could divide the class into teams and set this activity as a team race.

**Exercise 3:** 5 minutes. This provides further revision of the vocabulary and some guided writing practice.

**Exercise 4:** 10 minutes. Students can use the *Wanted!* ad from exercise 3 as a model for their own descriptions. Go round the class, checking that students are using the present simple correctly and helping with any vocabulary queries.

**Follow-up:** Describe one of the students in the class without giving his/her name. Students have to listen to your description and then guess who you are describing. Students can continue to play the game in small groups or as a whole class activity. You could extend descriptions to singers, actors, other teachers etc.

**Answers**

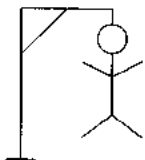
- 1 The alien has a big nose, not a small nose.  
2 He has four eyes, not three eyes.  
3 He has spiky hair, not curly hair.  
4 He has long hair, not short hair.
- eyes, hair, purple, teeth, nose, mouth, beard, alien, weird, ears
- 1 weird 6 long  
2 big 7 purple  
3 small 8 purple  
4 blue 9 beard  
5 ears 10 seven

**Friends and Family**

**Level:** Pre-Intermediate  
**Grammar:** Present simple of *be*  
**Vocabulary:** Personality adjectives

**Introduction:** Play 'hangman' with the class using the word: *serious*. Write the following dashes on the board:

----- . Tell students to guess which letters are in the mystery word. If they call out a correct letter, write it in the correct place. If they call out an incorrect letter, add a stroke to the hangman drawing. The aim is for the students to guess the word before the hangman is completed.



When the game is over, play the Rap and ask students: *Who is serious?*

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. Explain that students will not need to understand every word of the Rap to do this matching activity. Tell them to look at the pictures and think of words to describe them and then to try and find these words in the Rap.

**Exercise 2:** 10 minutes. This exercise focuses on specific personality adjectives. Students could use monolingual dictionaries if they are available in the classroom.

**Exercise 3:** Student use the information provided in the family tree to complete sentences using 'family words'. You could use the family tree to teach extended vocabulary: *brother-in-law, sister-in-law, mother-in-law, father-in-law, son-in-law, daughter-in-law*.

**Follow-up:** Ask students to draw their own family tree or, if they prefer, (this may be a sensitive issue) an imaginary family tree. In pairs, they talk about their families, using the sentences from exercise 3 as a model. Their partner should try to re-create the family tree.

**Answers**

- 1 1 my aunt 5 my grandma
- 2 my sister 6 my father
- 3 my uncle 7 my cousin
- 4 my brother
- 2 1 is clever and funny.
- 2 doesn't laugh very much.
- 3 finds it difficult to talk to people.
- 4 gets angry quickly.
- 5 is good and helpful.
- 6 isn't lazy.
- 7 is intelligent.
- 8 isn't rude to other people.
- 3 1 father 5 mother
- 2 grandma 6 cousins
- 3 sister 7 uncle
- 4 brother 8 aunt

**We're going to ...**

**Level:** Intermediate  
**Grammar:** *Going to* for future intentions  
**Vocabulary:** Jobs

**Introduction:** Brainstorm as many words for jobs as possible onto a list on the board. Encourage all suggestions from the students. Ask students to copy the list into their notebooks.

Before handing out the worksheet, play the Rap once and ask students to tick any jobs from the list that they hear.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 10 minutes. Students work individually to complete the crossword and can then compare their answers in pairs before class feedback.

**Exercise 2:** 5 minutes. Remind students that they don't have to understand every word in the Rap to do this matching activity – they should scan the text, looking for names and jobs vocabulary. Point out the use of *are* in number 4, for the plural. Explain that *going to* is used

to talk about intentions in the future. Give some other examples of going to: *I'm going to visit my aunt on Saturday. We're going to fly to Paris next weekend.*

**Exercise 3:** 5 minutes. Students can do this matching activity in pairs. You could set this as a race, awarding a prize, or points, to the first pair to finish with the correct answers.

**Exercise 4:** 10 minutes. Students may need some help with vocabulary to do this exercise. Draw their attention to the different ways of saying *like* used in the Rap and in exercise 3:

loves to + infinitive	loves to watch the stars
likes to + infinitive	likes to play with cars
loves + noun	loves all animals
likes + noun	likes the theatre
likes + gerund	likes painting
loves + gerund	loves travelling
is interested in + noun	is interested in medicine

**Follow-up:** Ask students to read the Rap again several times and try to memorize the different jobs for the different people. Play the Rap while they are doing this. Then tell them to turn their worksheets face down on the desk. Call out a name from the Rap, for example: *Martha*. Ask students to write down what she is going to be. Continue with five or six more names. Students can then swap their papers and check their partner's answers with the lyric sheet.

**Answers**

- 1 Across Down
- 1 footballer 1 farmer
- 4 mechanic 2 scientist
- 6 vet 3 gardener
- 7 astronaut 5 agent
- 2 1 Cath's going to be an astronaut.
- 2 Hannah's going to be a vet.
- 3 Joe's going to be a mechanic.
- 4 Mel and Freddy are going to be scientists.
- 5 Pip's going to be an agent.
- 6 Rob's going to be a farmer.
- 7 Sam's going to be a footballer.
- 8 Tom's going to be a gardener.
- 3 Laura – chef
- Isabelle – actor
- Gerry – artist
- Oscar – explorer
- Daniel – writer
- Beth – doctor
- Matthew – musician
- Dawn – taxi driver

**School Uniform Rap**

**Level:** Elementary  
**Grammar:** *must* and *mustn't* for obligation and prohibition  
**Vocabulary:** School uniform

**Introduction:** Write these words on the board: *trainers, lipstick, blazer, tie, heels*. Go through the words, explaining meaning if necessary. Then ask students, in pairs, to try to guess what the theme of the Rap will be. Go round the class asking for suggestions. Play the Rap once for students to check their ideas.

Hand out the worksheet and play the Rap again while students read the lyrics. You could tell them that the photograph is of the pop group: *Busted*. Explain the meaning of *let down my hair*: relax, have a good time.

**Exercise 1:** 5 minutes. This exercise encourages students to use non-textual clues to help them understand new vocabulary. Remind them that they should always look at the illustrations that accompany a text to get ideas about the text's topic, context and vocabulary.

**Exercise 2:** 5 minutes. Explain that school uniform is still traditionally worn in most schools in Britain. It usually includes a blazer, shirt, tie (for girls as well as boys), trousers or a skirt, and black shoes. Most schools also have regulation sports kit. Focus on *You must* and *You mustn't* and explain that *must* is used to talk about obligation, and *mustn't* is used to talk about prohibition.

**Exercise 3:** 5 minutes. This exercise in rhyming pairs helps students to recognise different spellings for similar pronunciations. Play the Rap once and allow students to read the lyrics as they listen. They can then compare their answers in pairs before class feedback.

**Exercise 4:** 10 minutes. Encourage students to think up unusual and interesting styles for their school uniforms. Students can use the vocabulary from exercise 1 in their descriptions. Go round the class, monitoring this pairwork activity and checking that students are using the vocabulary correctly.

**Follow-up:** Divide the class into five groups. Ask each group to choose one of the four verses, or the chorus from the Rap. Give students 5 minutes, in their groups, to practise reading out their verse. Then ask the groups to put together their verses and the chorus and perform the Rap. If students feel embarrassed, they can sing along with the recording.

**Answers**

- 1 The following items should be ticked: shirt, trainers, tie, sock, blazer, trousers, badge

	You must	You mustn't
wear trainers		✓
wear green socks		✓
be in school at 8.30	✓	
wear a tie	✓	
wear black shoes	✓	
wear lipstick		✓
wear a blazer	✓	
3 back, black		
grey, day		
high, tie		
hair, wear		
dirty, thirty		

## Poor Bobby

**Level:** Elementary  
**Grammar:** *have got, should* for advice  
**Vocabulary:** Illness; Days of the week; School subjects

**Introduction:** Write the word **ILLNESS** on the board in big letters. Explain the meaning, if necessary. Ask students, in small groups, to think of as many English words for different types of illness as they can. Give them two minutes to think of words, and then go round the class, asking for words and writing them on the board.

Before handing out the worksheet, play the Rap once and ask students to tick any illnesses from the list that they hear.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. This is a general comprehension exercise. With more confident students, you could set this as a listening exercise only. Photocopy the illustration, hiding the lyrics and ask students to listen to the Rap and match the pictures to the days of the week.

**Exercise 2:** 5 minutes. You could divide the class into teams and get them to race against each other to find the words in the grid.

**Exercise 3:** 10 minutes. This exercise introduces the idea of *should* to offer advice. Go through the suggestions, explaining any unknown vocabulary. You could then ask students if they agree with the advice, or if they can think of better advice!

**Exercise 4:** 5 minutes. This activity extends the school subject words used in the Rap. Explain that students will find some of the answers in the Rap, but will have to work out the other answers. Students could work in pairs on this activity.

**Follow-up:** Students could work in small groups to design a medical advice poster. They can use the ideas from exercise 4 and think up more illnesses (perhaps using their own suggestions from the

introductory brainstorming activity) and advice. The focus here should not be on the accuracy of the advice offered, but on the practice of the new vocabulary and *should* for advice.

### Answers

- Picture B – Friday, Picture C – Tuesday, Picture D – Monday, Picture E – Wednesday
- temperature, cold, stomachache, headache, problem, toothache, flu, ear, ill, gums
- I've got a temperature. You should keep cool.  
I've got a headache. You should take an aspirin.  
I've got toothache. You should see a dentist.  
I've got a cold. You should drink hot lemon and honey.  
I've got stomach ache. You should see a doctor.
- English Language – have a spelling test  
English Literature – read Shakespeare  
Maths – do sums  
Chemistry – an experiment  
Geography – look at maps  
Art – paint pictures

## Super Students

**Level:** Pre-Intermediate  
**Grammar:** Superlatives  
**Vocabulary:** Adjectives

**Introduction:** Write the first half of the chorus on the board, with the following gaps:

*I sometimes come I \_ \_ \_ \_  
 I sometimes come f \_ \_ \_ \_  
 I'm not one of the b \_ \_ \_ \_  
 I'm not one of the w \_ \_ \_ \_*

Ask students to work in pairs and try to guess what the missing words are.

Before handing out the worksheet, play the Rap once and ask students to listen and see if their guesses were correct.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. Students use clues from the Rap to guess the identity of the different students in the pictures. Remind students that they don't need to understand every word of the Rap to do this activity – they should look for the key words.

**Exercise 2:** 10 minutes. You could use this as an opportunity to revise comparatives, as well as superlatives. Ask students to copy the chart into their notebooks, but add and complete another column for the comparative forms. Students could do this working individually, or in pairs.

**Exercise 3:** 5 minutes. This exercise in rhyming pairs helps students to recognise different spellings for similar pronunciations. Play the Rap once and allow students to read the lyrics as they listen. They can then compare their answers in pairs before class feedback.

**Exercise 4:** 10 minutes. Students can think about their classmates and write their answers individually. Then ask them to compare their answers in groups.

**Follow-up:** Ask students to write five more sentences about their classmates, using the superlative form of these adjectives: *old, young, musical, naughty, fit*. Write an example sentence on the board: *Marek is the oldest student in the class*. Students then write their own sentences.

### Answers

- 1 Henry 5 Carlos  
2 Laura 6 Joanne  
3 Dan 7 Kathy  
4 Jude
- 2 tall, tallest  
great, greatest  
long, longest  
fast, fastest  
funny, funniest  
artistic, most artistic  
fashionable, most fashionable  
good, best  
bad, worst
- 3 tall, basketball  
school, cool  
first, worst  
waist, race  
first-rate, great  
good, neighbourhood

## School Rules Blues

**Level:** Pre-Intermediate  
**Grammar:** Imperative; *must* and *mustn't* for obligation and prohibition  
**Vocabulary:** School vocabulary

**Introduction:** Introduce the topic by writing the sentence: *Don't play in the classroom* on the board. Explain the meaning to students, and ask them to suggest other typical school rules. Write a list of students' suggestions on the board. Ask students to copy the list into their notebooks.

Before handing out the worksheet, play the Rap once and ask students to tick any rules from the list that they hear.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. Encourage students to look for key words in the Rap, based on what they can see in the illustrations, for example: *sweets, music, chairs, earrings*.

**Exercise 2:** Students can do this unjumbling activity in pairs, racing against each other. Go round the class, asking different students to read out each unjumbled word.

**Exercise 3:** Students practise using *must* and *mustn't* for obligation and prohibition. You could focus on the difference between *mustn't* for prohibition and *don't have to* for lack of obligation. Go round the class, monitoring the activity and checking that students are using the language correctly.

**Exercise 4:** For this freer writing activity, students use a variety of structures to talk about rules. Ask them to write at least one rule for each structure.

**Follow-up:** Ask the students to write up their rules from Exercise 4 onto a clean sheet of paper. Collect in all the sheets of paper and pin them up around the board. Then invite students to come up to the board and read the different school rules. Ask students to vote for the school they would most like to join.

#### Answers

- 1 1 We mustn't eat sweets.  
2 Don't listen to music.  
3 Don't stand on the chairs.  
4 We mustn't wear earrings.
- 2 1 litter  
2 uniform  
3 punctual  
4 courteous  
5 naughty  
6 tidy
- 3 We mustn't play football on the stairs.  
We must walk slowly in the corridors.  
We mustn't shout in the classroom.  
We must help our friends.  
We mustn't use mobile phones.  
We must keep our desks tidy.  
We mustn't eat chewing gum.  
We must remember our textbooks.

### The World Cup Rap

**Level:** Elementary  
**Grammar:** Going to for predictions  
**Vocabulary:** Football; Sports

**Introduction:** Write the following names on the board: *Arsenal, Leeds United, Motherwell, Celtic, Rangers, Manchester City, Queens Park Rangers*. Ask students to identify the link between all the names (they are all names of British football teams). Explain that the Rap they are going to listen to is called 'The World Cup Rap' and ask students when and where the next World Cup will be. (2006, in Germany)

**Exercise 1:** 5 minutes. Play the Rap once while students read the lyrics. Students do the matching exercise individually and then compare their answers in pairs.

Point out that *goalie* is a shortened, informal version of *goalkeeper* and *ref* is a shortened, informal version of *referee*.

**Exercise 2:** 5 minutes. The keen football fans will obviously be able to do this exercise very quickly. You could ask them to think of other countries that participated in the 2002 World Cup and create jumbled versions of those names. They can then write the jumbled names on the board for the rest of the class to guess.

**Exercise 3:** 10 minutes. This activity extends the sports vocabulary to include tennis and motor racing. Students could work in small groups. Try to place one keen sportsperson in each group.

**Exercise 4:** 10 minutes. Ask students to find and underline the boxed words in the Rap first. This will help them to recognise where the words should fit in the gapped text.

**Follow-up:** Students work in groups to design a 'Sports Poster' for the classroom with pictures and photos cut out from magazines to illustrate the vocabulary.

#### Answers

- 1 B striker  
C ref  
D crowd
- 2 1 Brazil 3 Korea  
2 Turkey 4 Germany
- 3 Football: goal, referee, defender, penalty, kick  
Tennis: serve, love, umpire, racket, advantage  
Motor racing: track, pit stop, fuel, helmet, tyre
- 4 1 attack 5 score  
2 striker 6 ref  
3 kicks 7 crowd  
4 left 8 sing

### The Active Rap

**Level:** Pre-Intermediate  
**Grammar:** Past simple  
**Vocabulary:** Free time activities;  
Days of the week

**Introduction:** Brainstorm as many sports activities as possible onto a list on the board. Encourage all suggestions from the students. Ask students to copy the list into their notebooks.

Before handing out the worksheet, play the Rap once and ask students to tick any activities from the list that they hear.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. Students can do this matching activity working individually and then check their answers in pairs.

**Exercise 2:** 10 minutes. This activity focuses on regular and irregular past simple forms. You could ask students to divide the verbs in regular (*played, scored, ripped, tried*) and irregular (*went, lost, caught, did, got, made*). Use the illustration to help with an explanation of *feet got in a muddle*.

**Exercise 3:** 10 minutes. Students practise using the past simple verbs in a context. They could work in pairs on this activity. Copy the gapped text onto the board as students are working and then ask different students to come up to the board and fill in the gaps.

**Follow-up:** Ask students to conduct a class survey to find the most popular sports activity in the class. Write the following on the board:

Do you like ... ? Yes, a lot. Yes, a bit. Not really. I hate it!

surfing  
football  
Students copy the chart and extend it to include the other activities from the Rap and any others from the introductory brainstorming activity. They then go around the class, questioning their classmates and completing their charts.

#### Answers

- 1 1 martial arts 5 fishing  
2 watching TV 6 surfing  
3 skateboarding 7 football  
4 dancing
- 2 1 went 6 did  
2 lost 7 ripped  
3 played 8 tried  
4 scored 9 got  
5 caught 10 made
- 3 1 did 6 caught  
2 tried 7 made  
3 got 8 played  
4 ripped 9 scored  
5 went 10 lost

### Have you ever ... ?

**Level:** Pre-Intermediate  
**Grammar:** Present perfect with ever for experience  
**Vocabulary:** Country and city names;  
Past participles

**Introduction:** Introduce the topic by asking students to name any interesting places they have visited or unusual things they have done. Ensure that the focus is on the interesting or unusual and avoid this becoming a competition to find the best-travelled student in the class.

Before handing out the worksheet, write this gapped sentence on the board: I'm a t\_\_\_\_\_, you see.

Play the Rap once and ask students to listen carefully and try to identify the missing word (*traveller*).

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. With a more confident class, you ask them to do this purely as a listening activity without looking at the lyrics. Play the Rap once while students take notes. Play the Rap again, this time stopping after each country or city name is mentioned, and asking different students around the class to call out the name that they hear. Write students' suggestions on the board. Finally, allow students to check their answers by reading the lyrics.

**Exercise 2:** 5 minutes. If students enjoy this kind of general knowledge quiz, you can extend the activity by asking them to match these cities to the countries from exercise 1: *Helsinki* (Finland), *Karachi* (Pakistan), *Kuala Lumpur* (Malaysia), *Paris* (France), *Lisbon* (Portugal), *Tokyo* (Japan).

**Exercise 3:** 10 minutes. This exercise focuses on the regular and irregular past participle forms. Students could work in pairs, then swap their papers with another pair and compare answers. Explain that the past participle of *go* can be either *been* (which means to go somewhere and then return) or *gone* (which means to go somewhere and still be there).

**Exercise 4:** 5 minutes. Students use the past participle forms to complete this extra verse. They may need help with the past participle forms of *eat* (eaten) and *drink* (drunk). Check answers by asking different students around the class to read out a line.

**Follow-up:** Students use *Have you ever* plus the past participle verbs from exercise 3 to write more questions about experience. They then ask and answer their questions across the class.

#### Answers

- 1 Cities: Moscow, Milan, Madrid, Boston, Bombay, Berlin  
Countries: Malaysia, Japan, France, Finland, Portugal, Pakistan
- 2 1 Moscow, Russia  
2 Milan, Italy  
3 Madrid, Spain  
4 Boston, USA  
5 Bombay, India  
6 Berlin, Germany
- 3 1 go, been 8 spend, spent  
2 watch, watched 9 walk, walked  
3 swim, swum 10 sleep, slept  
4 touch, touched 11 trek, trekked  
5 feel, felt 12 climb, climbed  
6 cross, crossed 13 see, seen  
7 sail, sailed
- 4 been, spent, eaten, drunk, crossed

## The Transport Rap

**Level:** Pre-Intermediate  
**Grammar:** Present simple for habitual actions  
**Vocabulary:** Transport

**Introduction:** Write the word *transport* on the board, jumbled up: *r s t p o n r t a*. Give students, working in pairs, two minutes to try to unjumble the word. Then play the Rap. Explain that the mystery word is not in the Rap, but it is the title of the Rap. Ask students for their guesses.

Hand out the worksheet and play the Rap again while students check their answer. Go through the lyrics with the class, explaining the meanings of: *gets me down* (makes me depressed) and *give lifts* (take somebody in your car).

**Exercise 1:** 5 minutes. With a more confident class, you could ask students to do this purely as a listening exercise. Ask students to place their lyric sheet face side down on the desk, and then play the Rap again. Students write their ideas, then check their answers on the lyric sheet.

**Exercise 2:** 5 minutes. Students can do this matching activity in pairs. Go through the answers with the class, focussing on the use of *by* after *go* and also pointing out the zero article after *go by* (*go by bicycle not go by a bicycle*).

**Exercise 3:** 5 minutes. This exercise in rhyming pairs helps students to recognise different spellings for similar pronunciations. Play the Rap once and allow students to read the lyrics as they listen. They can then compare their answers in pairs before class feedback.

**Exercise 4:** 10 minutes. Students could conduct the survey around the class, or in small groups. Ask two volunteer students to read out the example dialogue. Remind students to use the phrases they have matched in exercise 2.

**Follow-up:** Ask students to write a short description of their fantasy journey to school. Encourage them to think of unusual and interesting means of transport. You could write an example on the board, for them to use as a model text:

*First I ride an elephant to the bus stop. Then I take the bus to the river. Then I sail my boat to the bridge. At the bridge I get off the boat and ride my motorbike to school.*

#### Answers

- 1 He rides his bicycle.  
He takes a bus to the station and then goes by train.
- 2 1 take the bus  
2 drive a limousine  
3 drive a car

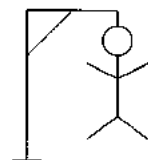
- 4 go by train
- 5 go by bicycle
- 6 ride an elephant
- 7 ride a motorbike
- 8 sail a yacht
- 3 rains, trains  
far, car  
cool, school  
down, town  
fun, everyone

## The Weatherman Rap

**Level:** Intermediate  
**Grammar:** *will* for predictions;  
*let's* for suggestions  
**Vocabulary:** Weather

**Introduction:** Play 'hangman' with the class using the word: *weatherman*. Write the following dashes on the board:

\_\_\_\_\_. Tell students to guess which letters are in the mystery word. If they call out a correct letter, write it in the correct place. If they call out an incorrect letter, add a stroke to the hangman drawing. The aim is for the students to guess the word before the hangman is completed.



When the game is over, play the Rap and ask students: *Is the weatherman right or wrong about the weather?*

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics. Focus on the use of *will* to make predictions about the future, and *let's* to make suggestions.

**Exercise 1:** 5 minutes. Students could try to do this unjumbling activity without looking at the lyrics. Ask them to place their lyric sheet face down on their desks and listen to the Rap. Then give them two minutes to unjumble the words, before they turn over their lyrics sheets and check their answers.

**Exercise 2:** 10 minutes. Students could do this word puzzle in pairs. Remind them that all the answers are words from the Rap. If you feel that they are struggling with this activity, you could give them a few letters as clues.

**Exercise 3:** 5 minutes. Students categorise the clothes and accessories under the relevant headings. Explain that putting words into categories, or lexical sets, will help them to remember vocabulary and will also prove very useful when they revise.



**Follow-up:** Brainstorm some more weather words onto the board. In small groups, students use the words and *will* for predictions, to create and present a short weather report. Encourage them to use props – e.g. maps and pointers, and to imitate television weather presenters.

**Answers**

- 1 1 sunny  
2 fog  
3 snow  
4 ice  
5 rain  
6 cloud
- 2 1 swim  
2 beach  
3 sea  
4 coat  
5 hat  
6 sledge  
7 dry  
The secret word is: *weather*.
- 3 Cold weather: hat, scarf, coat, gloves  
Rainy weather: raincoat, Wellington boots, umbrella  
Hot weather: shorts, bikini, t-shirt, sunhat

## Pancake Rap

**Level:** Elementary  
**Grammar:** *have got*; Instructions  
**Vocabulary:** Food; Cooking

**Introduction:** Bring in to class some pictures of different foods and different dishes. You could cut these out of food magazines, or use advertisements, or copy pictures from recipe books. Try to provide a range of pictures – from simple ingredients to more complex dishes. Number each picture and pin them up on the board. Ask the students, in small groups, to come up to the board and rank the pictures according to which food looks the most delicious.

Explain that students are going to listen to a Rap about a particular dish. Before handing out the worksheet, play the Rap once and ask students to listen to the Rap and write down the name of the dish.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. Go through the pictures with the class, checking that they understand the words: *pan, bowl, eggs, lemon, jam* and *sugar* and using the pictures to explain the meanings. Students can work in pairs to put the pictures into the correct order.

**Background Note**

Pancake Day is connected with Easter and is on a Tuesday in February. During the 40 days before Easter (*Lent*), Christians are supposed to fast, and Pancake Day was

their last opportunity to eat luxury foods: eggs, sugar, milk and flour, before the beginning of Lent. Very few people now fast during Lent, although many people do try to give something up (e.g. chocolate or coffee), but Pancake Day is still quite popular. In some parts of England, people celebrate this day with pancake races. Each runner has a pancake in a frying pan and must toss the pancake in the air – and catch it – while running the race!

**Exercise 2:** 5 minutes. Give students a minute to think about their favourite pancake topping. Then read out each topping and ask students to raise their hands when you say their favourite. Get a volunteer student to count the votes and find out what the class's favourite topping is.

**Exercise 3:** 10 minutes. Students now practise using the new language in a controlled writing activity. Tell them to find the words in the Rap first, and then try the gap fill.

**Exercise 4:** 5 minutes. *Apple crumble* is a very popular British winter dessert. It is a dish of hot, cooked apples, covered with a crumbly mixture of flour, sugar and butter. *Banana split* is an ice cream-based dessert and is a favourite of many children. Students can use monolingual dictionaries for this activity if they are available. Encourage them to start with the more obvious dishes: *mushroom omelette* and *ham salad*, and then see which ingredients are left over.

**Follow-up:** In groups, students think of a simple typical recipe from their own country and write out the instructions. Be prepared to help with vocabulary queries. They could then illustrate their recipes and you could make a class recipe book from the different contributions.

**Answers**

- 1 The correct order is: C, F, B, G, A, D, E
- 3 1 eggs  
2 bowl  
3 milk  
4 mix  
5 pan
- 4 apple crumble: apples, sugar, flour, butter  
banana split: bananas, ice cream, chocolate sauce  
mushroom omelette: mushrooms, eggs, milk  
ham salad: ham, lettuce, tomatoes, cucumber

## The Trick or Treat Rap

**Level:** Elementary  
**Grammar:** Present simple  
**Vocabulary:** Numbers; Food; Personal description

**Introduction:** Start with a very quick revision of numbers from 1-20. Go round the class, asking students, in turn, to count from one to twenty, e.g.:

Student A: *one*

Student B: *two*

Student C: *three*

etc. Then, when students are feeling confident, ask them to count backwards from twenty to one. Keep the pace very lively, encouraging the students to count as quickly as possible. You could then ask them to count up in even numbers (2, 4, 6, 8 etc.) and back down in odd numbers (19, 17, 15 etc.).

Explain that the Rap is called *Trick or Treat* and ask students if they know what this means.

**Background Notes**

31st October is *Halloween* – traditionally the date when people believed that evil spirits were very active. Nowadays, Halloween is celebrated with fancy dress parties and, particularly in the USA, 'Trick or Treating'. Children dress up as witches, wizards, ghosts and monsters and go round to their neighbours' houses, saying 'Trick or Treat'. The neighbours must give them a treat, usually some kind of sweet. If they don't, the children will play a trick on them – for example – stick down the doorbell with sticky tape so that it rings continually. Trick or Treating is now becoming popular in the UK.

**Exercise 1:** 5 minutes. Explain that students have to examine the people carefully and see what sweets or drinks they are offering. These will give clues to the identity of the people. Go round the class, asking different students for their answers.

**Exercise 2:** 10 minutes. Use the illustrations to elicit some of the vocabulary for personal descriptions before asking students to do this exercise.

**Exercise 3:** 10 minutes. Ask students to look at the Rap and work out the rhyming pattern of the lines (the second and fourth lines rhyme). Explain that this will help them with the gapfill. Students work in pairs to complete the gapfill. They can then swap with another pair and mark the other pair's answers.

**Follow-up:** Play Bingo with your students. Ask them each to choose six numbers between one and twenty and write them down in their books. Then call out numbers from one to twenty randomly. As you call out the numbers,



make a note of them, so that you can check students' Bingo cards later. When students hear a number which is in their books, they cross it off. The student who has crossed off all his/her numbers first, shouts 'Bingo!' and is the winner.

**Answers**

- 1 Mr Johnson, C, house number 1  
Mrs Jones, A, house number 8  
Ron, B, house number 14  
Sandy, E, house number 14  
Mrs Finch, D, house number 9
- 2 1 Mrs Jones      4 Ron  
2 Mr Johnson    5 Sandy  
3 Mrs Finch
- 3 gives, chocolate bar, then, three, number, us, bag

**Halloween Rap**

**Level:** Pre-Intermediate  
**Grammar:** Instructions  
**Vocabulary:** Halloween words

**Introduction:** Write the word **HALLOWEEN** on the board in large letters. Ask students if they know what it is. In groups, students think of as many words as possible connected with the theme of Halloween. Ask a representative from each group to write their words on the board. Students copy all the words from the board into their notebooks.

Before handing out the worksheet, play the Rap once and ask students to tick any words from the list in their notebooks that they hear.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Background Notes**

The evening of October 31st is an ancient festival. It marked the end of the Celtic year, when people wanted to drive away all the evil spirits before the beginning of the new year on November 1st. Now, many children dress up as witches or ghosts and go to Halloween parties. They make lanterns from pumpkins, sometimes go 'Trick or Treating' (especially in the USA), and still play traditional Halloween games, such as 'ducking for apples' (the child has to retrieve an apple from a bowl of water, using only his/her mouth).

**Exercise 1:** 5 minutes. Students can do this matching activity working individually and then check their answers in pairs.

**Exercise 2:** 5 minutes. You could set this wordsearch activity as a race between teams. The first team to find the ten correct words is the winner.

**Exercise 3:** 10 minutes. Pre-teach some of the vocabulary: *lighted candle, switch off, sharp teeth, filling* before students

begin this activity. Students will need to read the texts quite carefully to discover the correct order. Go round the class as they are working, helping any students who are having difficulties.

**Exercise 4:** 5 minutes. This is a mini general knowledge activity. You could extend it into a discussion of the different mythical characters and ask students if they can tell you about any similar characters from their own country.

**Follow-up:** Divide the class into five groups. Ask each group to choose one of the verses from the Rap. Give students 5 minutes, in their groups to practise reading out their verse. Then ask the groups to put together their verses and perform the Rap. All the students can sing the chorus together. If they feel embarrassed, they can sing along with the recording.

**Answers**

- 1 Picture 1: ghost  
Picture 2: cake  
Picture 3: pumpkin  
Picture 4: vampire  
Picture 5: chocolate
- 2 evil, vampire, trick, October, hat, ghost, treat, witch, sheet, spirit
- 3 1 f      4 e  
2 d      5 a  
3 c      6 b
- 4 werewolf, Count Dracula, Big Foot, Abominable Snowman, Loch Ness Monster, Blue Beard

**The Christmas Rap**

**Level:** Pre-Intermediate  
**Grammar:** Present simple  
**Vocabulary:** Prepositions of place; Furniture; Christmas vocabulary

**Introduction:** Use a book and a chair to elicit prepositions from the students. Place the book on the chair. Ask students: *Where is the book?* Elicit: *It is on the chair.* Continue, placing the book under the chair, behind the chair, in front of the chair, next to the chair and then in your bag.

Before handing out the worksheets, play the Rap once and ask students to listen to the Rap and write down the prepositions that they hear.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics.

**Exercise 1:** 5 minutes. Students should find this exercise quite easy if you have already done the introductory activity.

**Exercise 2:** 5 minutes. This is a fun activity, presenting informal language for emails. Ask students to tick the boxes and then compare their answers in pairs. Go round the class, asking different students

to read out their emails. You could then ask students to tell you about the worst Christmas present they have ever received.

**Exercise 3:** 10 minutes. Ask different students to read out the text, a sentence at a time. Explain that this is a description of a typical British Christmas celebration. Give students a couple of minutes to find the words in the wordsearch grid. Go through the words, explaining meaning if necessary. Ask students if they can think of any more Christmas vocabulary. Write their suggestions on the board, and keep them there for the *Follow-up* activity.

**Follow-up:** Ask students to write a short text about how they celebrate Christmas in their homes. They can use the text from exercise 3 as a model, and the vocabulary on the board.

**Answers**

- 1 1 Picture C  
2 Picture B  
3 Picture D  
4 Picture A
- 3 decoration, turkey, present, carol, tree, cracker, candle, holly

**Bank Holiday Rap**

**Level:** Pre-Intermediate  
**Grammar:** *let's* and *why don't* we for suggestions  
**Vocabulary:** Free time activities

**Introduction:** Write the words *bank holiday* on the board, jumbled up: *n a k b o d y a i h l*. Give students, working in pairs, two minutes to try to unjumble the words and find the phrase.

Before handing out the worksheet, play the Rap once and ask students to check their answer. Hand out the worksheet and play the Rap again while students read the lyrics. Explain what a Bank Holiday is, and ask students to guess how many bank holidays there are in the England and Wales. (There are 8: New Year's Day, Good Friday, Easter Sunday, 2 May Bank Holidays, August Bank Holiday, Christmas Day and Boxing Day)

**Background Notes**

Traditionally, bank holidays were extra holidays, when banks and shops were closed and people didn't work. Nowadays, while banks are still closed, most shops remain open on bank holidays (apart from Christmas Day), and many start their seasonal sales on those days. Bank holidays are still public holidays, and people are entitled to a paid day off on these days. Schools are also closed on bank holidays.

**Exercise 1:** 5 minutes. Remind students that all the answers to the word puzzle are in the Rap. Tell them to use the

illustrations to help them understand any unknown words. Students could work individually to complete the word puzzle and then check their answers in pairs.

**Exercise 2:** 10 minutes. This exercise focuses on the language for making suggestions: *Let's + infinitive* without *to* and *Why don't we ...*. Give students a few minutes to read through the Rap and find the suggestions. Then go round the class, asking different students to read out the suggestions. Focus on the rise/fall intonation for the suggestions and the stress on the key words.

**Exercise 3:** 10 minutes. Students practise forming the new language, using prompts. Go through the problems, dealing with any vocabulary queries. Students can work in pairs or small groups. They could then write some more suggestions for numbers 1, 3, 4 and 6.

**Follow-up:** Ask students to work in pairs and practise the Rap as a dialogue between two friends. Remind students that one of the friends is very enthusiastic and excited, and the other one seems quite dull and uninterested. Ask them to try and reflect the differences between the friends in their intonation as they read the dialogue – the enthusiastic friend should have a wide intonation range and the uninterested friend should have a very narrow, flat intonation pattern. Give students a few minutes to practise their dialogues and then ask some of them to perform for the rest of the class. They could extend the dialogue and write more suggestions (and rejections) if there is time.

#### Answers

- 1
  - 1 band
  - 2 café
  - 3 money
  - 4 park
  - 5 shopping
  - 6 football
  - 7 flu
  - 8 cinema
  - 9 bed
  - 10 cake
  - 11 keyboards
- 2 Let's visit some friends and walk to the park.  
Let's go to a café and eat some cake.  
Why don't we go shopping?  
Let's check out the stores.  
Why don't we play football with Sammy and Stu?  
Let's borrow some keyboards.  
Let's start a band.
- 3
  - 1 Let's go to the cinema./Why don't we go to the cinema?
  - 2 Let's make a sandwich./Why don't we make a sandwich?
  - 3 Let's play a game of tennis./Why don't we play a game of tennis?

- 4 Let's close the window./Why don't we close the window?
- 5 Let's have a drink./Why don't we have a drink?
- 6 Let's go swimming./Why don't we go swimming?

## Guy Fawkes Night

**Level:** Intermediate  
**Grammar:** Past simple; Instructions  
**Vocabulary:** History; Fireworks

**Introduction:** Copy the illustration of Guy Fawkes from the Rap onto an OHT, or make an enlarged photocopy to stick onto the board. Ensure that the title and the lyrics are hidden. Tell students that the picture shows a man who is very famous in British history. Ask them to work in groups and think about these questions:

*When did he live? 12th Century / 17th Century / 19th Century*

*Do you think he was a good man or a bad man?*

*What is he holding?*

*Do you know what his name is?*

Give students, in their groups, a few minutes to think about the questions. Then ask them for their suggestions. Before handing out the worksheet, play the Rap once and ask students if they still have the same ideas.

Hand out the worksheet for students to check their answers. Play the Rap again while students read the lyrics. Go through the words, explaining some of the more difficult vocabulary: *blow up*, *cellars*, *commotion* and *explosion*.

#### Background Notes

Guy Fawkes was born in 1570 and was executed in 1606. He was a Catholic conspirator who became involved in 'The Gunpowder Plot' – a plan to blow up the Houses of Parliament, and kill the Protestant King, James I. The plot failed when Guy Fawkes was discovered in the cellars of Parliament surrounded by barrels of gunpowder on November 5th, 1605. The failure of the plot is now celebrated throughout Britain on November 5th. This day is known as 'Guy Fawkes Night' or 'Bonfire Night'. People light bonfires and burn a straw and wood figure known as a 'Guy'. There are also many public and private fireworks displays.

**Exercise 1:** 5 minutes. Students will have to read the Rap lyrics again quite carefully to complete this crossword. They could work in pairs and then swap crosswords with another pair and mark each other's work.

**Exercise 2:** 10 minutes. Explain that students may need to change the words – for example, make them plural, or put

verbs into the correct tense – for this gapfill activity. The final sentence leads on to the next activity. You could ask students if there are any dangerous celebrations in their country.

**Exercise 3:** 10 minutes. This is quite a challenging matching activity. The text is the authentic Fireworks Safety Code. You could divide the class into teams of three or four students each and award a prize to the first team to match all the sentences correctly.

**Follow-up:** Ask students, in pairs or small groups, to design a 'Guy Fawkes Night' poster, advertising a bonfire and fireworks display. They can draw pictures or use photographs from magazines to illustrate their poster. Tell them to include this information:

*A short explanation of 'Guy Fawkes Night'*

*A description of the fireworks display*

*Ticket price*

*Place*

*Time*

#### Answers

- 1 Across
  - 1 dangerous
  - 5 explosion
  - 6 blow up
  - 8 November
  - 9 England
- Down
  - 2 gunpowder
  - 3 king
  - 4 enormous
  - 6 bonfire
  - 7 cellars
- 2
  - 1 blow up
  - 2 explosion, King
  - 3 gunpowder, cellars
  - 4 England, November
  - 5 enormous bonfires
  - 8 dangerous
- 3
  - 1 Plan your firework display to make it safe and enjoyable.
  - 2 Keep fireworks in a closed box and use them one at a time.
  - 3 Read and follow the instructions on each firework, using a torch if necessary.
  - 4 Keep flames, including cigarettes, away from fireworks.
  - 5 Light the firework with a taper (a long, thin candle) and stand back.
  - 6 Never return to a firework once it has been lit.
  - 7 Don't put fireworks in pockets and never throw them.
  - 8 Direct any rocket fireworks away from spectators.
  - 9 Never use paraffin or petrol on a bonfire.
  - 10 Make sure that the fire is out before leaving.

# Lexical Index

	Page
Adjectives	28
Animals	4
British English vs. American English	12
Christmas vocabulary	48
Clothes	24
Cooking	42
Country and city names	36
Days of the week	26, 34
Family	20
Fireworks	52
Food	6, 10, 42, 44
Football	32
Free time activities	34, 50
Furniture	4, 48
Halloween words	46
History	52
Illness	26
Jobs	22
Mobile phone vocabulary	8
Music styles	14
Numbers	44
Past participles	36
Personal description	18, 44
Personal possessions	6
Personality adjectives	20
Prepositions of place	4, 16, 48
Rooms in a house	4
School subjects	26
School uniform	24
School vocabulary	28, 30
Sports	32
Telephone language	8
Transport	38
Weather	40

# Grammatical Index

	Page
can for ability	8
can for permission	6, 8
can't for ability	14
going to for future intentions	22
going to for predictions	32
have got	4, 26, 42
Imperative	30
Instructions	42, 46, 52
let's for suggestions	40, 50
must and mustn't for obligation and prohibition	24, 30
Past simple	18, 34, 52
Present continuous for actions happening now	4
Present perfect with ever for experience	36
Present simple for habitual actions	10, 12, 38
Present simple of be	20
Present simple	14, 16, 44, 48
should for advice	26
Superlatives	28
Verbs of liking and disliking	10
why don't we for suggestions	50
will for predictions	40

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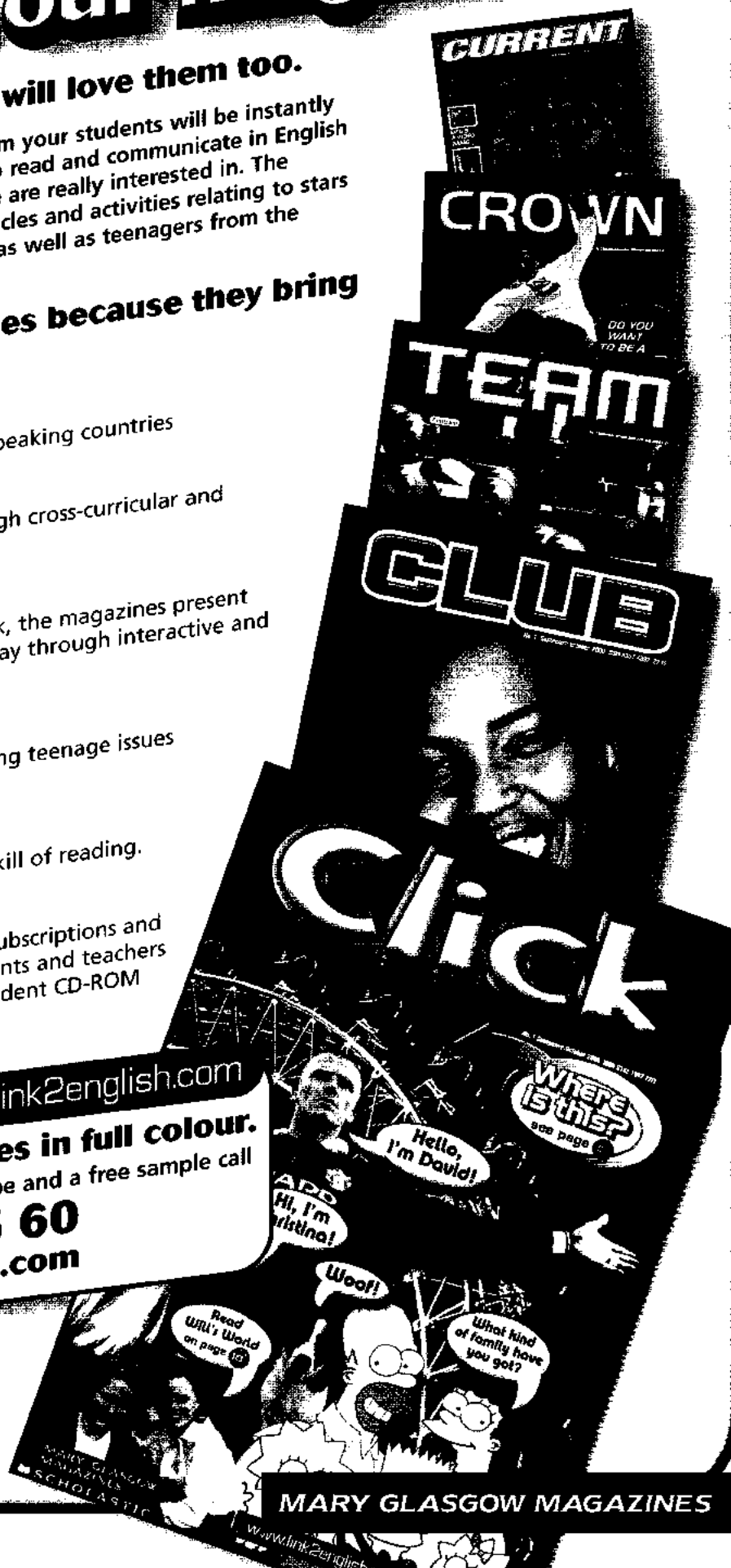
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